Tertiary student writing, change and feedback: a negotiation of form, content and contextual demands.

Iris Vardi

B.App.Sc.(Sp & H), M.Ed. (Applied Linguistics) Dip.Ed.

A thesis submitted for Doctor of Philosophy

The University of Western Australia

Graduate School of Education

2003

Tertiary student writing, change and feedback: a negotiation of form, content and contextual demands.

This study aimed to examine the relationship between teacher written feedback and change in the writing of tertiary students in their final year of undergraduate study through investigating: (i) the characteristics of final year undergraduate tertiary students' texts prior to receiving feedback; (ii) the way these characteristics change after written feedback is given; and (iii) the relationship between the changes made and the types of feedback given. The study examined student texts and teacher written feedback that arose naturally out of a third year disciplinary-based unit in which the students each submitted a text three times over the course of a semester, each time receiving feedback and a mark prior to rewriting and resubmitting.

Two in-depth non-quantitative analyses were conducted: one analysing the characteristics of each of the students' texts and how these changed over the course of the process, the other analysing the relationship between the different types of feedback and the changes that occurred in the subsequent text. The analysis of the students' texts and their changes covered: (i) coherence; (ii) the sources used and the manner in which these were cited and referenced; (iii) academic expression and mechanics; and (iv) additional expectations and requirements of the writing task. These characteristics and their changes were related to the instructional approaches to which all the students had been exposed in their first, second and third year studies. The analysis shows that, on their own accord, the third year students were able to produce a range of generalisable characteristics reflecting the "basics" in writing and demands specific to the tertiary context that had been revealed through the instructional approaches used. The problems in the students' texts were mainly related to (i) executing and expressing the specific requirements of the task and (ii) their reading of the social context. Most of the changes in the texts were related to the feedback given. Some of these changes directly resolved problems, however, others did not. Some changes occurred to accommodate other changes in the text and some were made to satisfy a demand of the lecturer – sometimes resulting in a problem that did not present in the previous text.

These findings enabled insights to be drawn on two major views of tertiary student writing: the deficit view in which the problems in student's texts are seen to be due to a lack of "basic skills"; and the view that students' problems arise due to the new demands of the tertiary context. The study found that the deficit view and the "new demands" view were unable to

explain all the characteristics of the students' texts and their changes. Arising out of these findings, this study proposes that the characteristics of a student's text show the end result of how that student negotiated and integrated his/her understanding of form, content and contextual demands at the time of writing.

In analysing the relationship between the different types of feedback and the changes that occurred, the feedback was categorised according to the issue that was being addressed, the manner in which it was given, and its scope. The different types of feedback were directly related to the changes that occurred in the students' subsequent rewrites. The analysis shows that clear direct feedback on which students can act is strongly related to change where it (i) addresses characteristics that could be readily integrated into the existing text without the need to renegotiate the integration of form, content and contextual demands OR (ii) addresses characteristics and indicates to students how to negotiate the integration between form, content and contextual demands where integration in the text needs to change. In addition, the analysis shows that change is further influenced by the balance between the various individual points of feedback and the degree to which they reinforced each other.

The findings from both analyses in this study show that the use of feedback that is strongly related to change can improve the writing of all students beyond what they learn through other instructional approaches to writing.

Declaration

I declare that this thesis is my own work, that all sources have been acknowledged, and that no part of this thesis has been submitted for a degree at this or any other university.

Signature:

Date:

Acknowledgements

I would like to express my warm thanks to all the many people who supported and encouraged me through the research process. Firstly, I would like to thank Associate Professor Yvonne Melotte who encouraged me to undertake a PhD within the academic workplace and who provided me with support and encouragement. Next, I would like to thank Dr Janis Bailey who asked if I could evaluate the outcomes of an approach she had undertaken with her students to improve their writing – a request which ultimately resulted in this research and thesis. It is rare to find a lecturer who is so generous and so willing to open her class to others. For this, I am most grateful. I would also like to thank Shona Zulsdorf, Suzanne Cuplovich and Jenny Devine who supplied information and helped in data collection. I would also like to thank the students who agreed to have their written work, including their grade and the lecturer's feedback, photocopied and analysed.

I am particularly grateful to my supervisors: their encouragement and direction through the windy and sometimes tortuous road of thesis writing. Thank you to Dr Susan Kaldor who unfortunately had to leave the research midway due to retirement and ill health; to Dr Marie-Eve Ritz who has seen the research through from beginning to end and has never failed in providing encouragement while ensuring a work of academic rigour and insight; and to Dr Judith Rochecouste who joined midway, and attended to the findings and their expression in microscopic detail to ensure clarity and consistency.

Finally I would like to thank my husband, John Norman, for all his support throughout the PhD and for reading through the final drafts of the thesis, often after working all day, and providing valuable feedback on its readability.

Contents

Tables

Figures

1 Introduction: The theoretical and contextual background to the study

Australian universities today are under pressure from government, the business community and the community at large to demonstrate that they produce literate graduates with good writing "skills". Australian universities have responded in a variety of ways through the provision of study skills advisers to work with students in need, teaching and learning advisers to work with academic teaching staff, communications skills courses for students to attend (some compulsory and some not) and inter- and intra-disciplinary tertiary literacy programmes which focus on teaching practices within the classroom, each reflecting different approaches to writing instruction.

These different responses to community and government pressures to produce students who write well have arisen due to differing views of tertiary writing and how the institution can best help students to improve (Lea & Street, 1998; Russell, 1991). Of particular concern to universities and the community are the perceived problems of tertiary student writing and how these can be overcome. Two major views attempt to account for problems in tertiary student writing. The first is the deficit view in which the problems are seen as being due to a lack of basic writing skills. Proponents of this view see remediation as the way to improvement (Baynham, 2000; Lea & Street, 1998; McInnis, James, & McNaught, 1995; Russell, 1991; Skillen & Mahoney, 1997). The second major view is that these problems are not due to deficits, but rather to the new demands of the tertiary context. Proponents of this view see students developing their writing abilities through social interaction

and immersion in the "ways of the discipline" (Bartholomae, 1985; Gee, 1990; Johns, 1997; Russell, 1991) and / or through explicit instruction in the new demands of the context (Bazerman, 1992; Johns, 1997; Raimes, 1991).

This study explores the way in which teacher written feedback can be used as an instructional tool to improve tertiary student writing and produce graduates who write well. It aimed to answer the question,

"What is the relationship between teacher written feedback and change in the characteristics of tertiary student writing?",

by examining the feedback and student texts that arose out of a teaching-assessment process in which students wrote, received feedback and then rewrote. While much of the literature on tertiary student writing focusses on the writing of novices, this study focussed on the writing of students in their final year of undergraduate study. It therefore answered this main question through addressing the following sub-questions.

1) *"What characteristics do final year undergraduate students' texts display prior to receiving feedback?"*
2) *"What happens to the characteristics of final year undergraduate students' texts when they are provided with feedback and then given the opportunity to revise?"*
3) *"What is the relationship between different types of feedback and changes in the characteristics of final year undergraduate students' texts?"*

These questions were examined within the context of a third year undergraduate disciplinary classroom within an Australian university. Within this institution a range of different initiatives had been put in place with the aim of improving students'

written outcomes. Some of these initiatives had been situated within the disciplinary classroom and others were situated outside of it. This provided a rich environment within which to examine (i) the characteristics of final year undergraduate tertiary student writing in relation to the various expectations and approaches to writing instruction to which the students had been exposed, and (ii) how these characteristics change when students are given feedback and an opportunity to act on that feedback.

This study is therefore significant in that it examines tertiary student writing and teacher written feedback in the disciplinary classroom from within the broader context of the university's initiatives. In doing so, it brings together and furthers research into (i) tertiary student writing within the confines of the disciplines, (ii) efficacy of different approaches to writing instruction at the tertiary undergraduate level and (iii) the role that feedback can play in improving student written outcomes. It does so in a manner which sheds new light on the two major views of tertiary student writing, and also on the relationship between different types of feedback and change in student texts. With the current concerns about tertiary literacy, this research is timely and significant at the practical level for researchers in the area of student academic literacy, as well as for those universities and teachers who are interested in improving their students' writing abilities within their discipline areas.

In constructing this study in a manner which sheds new light on feedback, tertiary student writing and how it is viewed, as well as approaches to writing instruction, insights were drawn from across three major perspectives to the research and teaching of writing:

i) The textual perspective – a focus on the written product;

ii) The individual perspective – a focus on the individual writer and the processes used in constructing text; and

iii) The social perspective – a focus on the social context within which the writing occurs.

Each of these perspectives has (i) provided insights into what writing is, what makes it coherent, and how it is learnt (or acquired), and (ii) influenced different contemporary approaches to writing instruction.

The first section of this chapter introduces the main insights into student writing and the main contemporary approaches to writing instruction arising out of these three perspectives. It deals firstly with the textual perspective, then the individual perspective and finally with the social perspective. While insights from each of these perspectives have affected the other, this first section, out of necessity, presents each separately. These insights are further developed and inter-related in chapter 2. The second section of this chapter shows how insights from all three perspectives inform the way in which feedback, tertiary student writing and change are examined in the texts of the native English speakers in this study. The third section ends this chapter with an outline of the structure of the thesis.

1.1 Perspectives to the study and teaching of writing

This section introduces the insights, the types of research undertaken, the major approaches to writing instruction, and the premises underlying these from within each of the three perspectives to the study and teaching of writing. It provides an overview of the ways in which instructional practice has influenced research and the

ways in which research has informed instructional practice and understandings about student writing.

1.1.1 The textual perspective

The textual perspective focusses on the written text: its characteristics, features and forms. The roots to this perspective lie in what is commonly termed the traditional approach to writing instruction. Practised extensively through the 19th and much of the 20th, century, this approach to writing instruction has focussed on the text and its correct production. The traditional approach to writing instruction is based on the premise that the written language is comprised of different parts or components, each of which can be taught separately. It has been traditionally used by English teachers who teach "parts", such as vocabulary, paragraphs, spelling, sentence structure, punctuation, and metaphors, out of context through direct instruction in separate exercises and reflects a skills-based model of language acquisition (Wilkinson, Barnsley, Hanna, & Swan, 1980).

From the 1950's onwards, the skills-based model of language acquisition has influenced one stream of research into syntactic features and their development in student writing. Research in this area has examined the length of various syntactic units and the types of syntactic structures that present in students' writing at different age levels. Overall, the findings, based predominantly on research into primary and secondary student writing, show that as students get older, the length of syntactic units increases, accompanied by the gradual appearance of new and "later blooming" syntactic structures such as passives and complex noun phrase subjects (Hunt, 1977; Perera, 1984; Scott, 1988). As new structures appear, so errors in their use can be

detected which are then resolved (Perera, 1984; Scott, 1988). This appears to occur in progressive stages throughout primary and secondary education (Vardi, 1995).

These types of studies have led to teaching techniques reflective of the traditional approach, such as sentence combining exercises, being promoted as a means of helping students improve their writing. Studies into the effects of the sentence combining methodology have shown positive effects (Grabe & Kaplan, 1996) providing some evidence that the traditional approach to teaching the individual components of the written text can lead to students developing skills in the component being addressed.

Other research arising out of the textual perspective, however, has taken a different direction. This research is based on the premise that language is used to communicate for specific purposes (Grabe & Kaplan, 1996). It has resulted in the features and characteristics of texts being examined in terms of how they functionally create meaning in connected text (Brown & Yule, 1983; Halliday, 1994; Grabe & Kaplan, 1996). From this point of view, the text creates coherence by successfully integrating all its units so that it can be understood by the reader through the structuring, sequencing , development and signalling of information (Enkvist, 1990; Grabe & Kaplan, 1996; Palmer, 1999; Wikborg, 1990). Out of this functional orientation have arisen theories and analyses of how information is structured in a text (eg Vande Kopple, 1986), grouped into discourse elements, related (eg Crombie, 1985) and signalled (eg Hoey, 1994); how topics are developed (eg Givón, 1983); how cohesion in a text is created through linguistic signals between clauses (eg Halliday & Hasan, 1976); how text is rhetorically structured (eg Mann &

Thompson, 1986, 1988; Mann & Matthiessen, 1991); and how the text is globally structured (eg Kaldor, Herriman, & Rochecouste, 1998; Van Dijk, 1980).

Investigations of the functional components of text have occurred alongside investigations into the functional categorisation of text and the features that characterise them. Texts have been categorised in a wide variety of ways variously termed “genres”, “text types”, “text forms” and “function categories”. Despite quite different definitions in the use of each of these terms and different categorisations between researchers (Moore & Morton, 1998; Paltridge, 1997), two major approaches to the categorisation of texts can be identified: categorisation by rhetorical functions such as description, explanation, persuasion and narration eg (eg Britton, Burgess, Martin, McLeod, & Rosen, 1975; Moore & Morton, 1998; Trimble, 1985; Werlich, 1976), and categorisation by external criteria related to the purpose of the text such as research article, official document, letter, essay, report (eg Biber, 1988; Moore & Morton, 1998; Paltridge, 1997; Swales, 1990). Texts categorised by external purpose (eg research article, letter) can present with one major rhetorical function (eg narration) or they may comprise a number of units of discourse each with a different rhetorical function (eg description, explanation and argument) (Knapp & Watkins, 1994;Vardi, 2000a) .

These various functional categories of text and units of text have been analysed and characterised in a variety of ways. These have included characterisation of their lexicogrammatical patterns and sequences (eg Martin, 1985; Werlich, 1976); their distinguishing linguistic features as revealed through frequency of occurrence (eg Biber, 1988); their communicative constituents within the text (eg Werlich, 1976);

patterns in structures such as the introduction and conclusions of texts (eg Martin, 1985; Swales, 1990; Werlich, 1976); patterns of cohesion (eg Martin, 1985); patterns of rhetorical relations (eg Stuart-Smith, 1998); and the typical "moves" made (eg Dudley-Evans, 1994; Swales, 1990).

Analysis of both the components and categories of text have been used to examine: the types of texts that learners are expected to produce at different levels of education (Applebee, 1984; Braine, 1995; Britton et al., 1975; Crowhurst, 1990; Horowitz, 1986b; Martin, 1985; Moore & Morton, 1998; Perera, 1984; Poynton, 1986; Rose, 1983); and the features, characteristics and errors of the writing that learners produce at different ages and levels of education (Applebee, 1984; Buckingham, 1994; Connor & Lauer, 1985; Crowhurst, 1990; Kaldor et al., 1998; Martin, 1985; Scott, 1988; Stuart-Smith, 1998; Vardi, 1995; Wikborg, 1990).

Overall, this type of research has found that the different types of text expected in the schooling system require the use of different linguistic and textual features (for eg Knapp & Watkins, 1994; Martin, 1985; Rothery, 1985). Initially, students in early primary start writing texts that are similar to everyday speech. As students progress through primary and secondary education so the range of types of texts to which they are exposed increases with an emphasis being placed on informational texts (Applebee, 1984; Britton et al., 1975) coupled with more demanding expectations as the years progress. Along with changes in types of text, changes in student writing at the primary and secondary level have been observed and used predominantly to determine the course of writing development, (for eg see Grabe & Kaplan, 1996; Perera, 1984; Hillocks, 1986; Vardi, 1995; Perera, 1984; Scott, 1988). With increase

in age, students' written texts increase in length, the range of rhetorical functions used widens and the use of cohesive devices increases (Hillocks, 1986). These increases in output for primary and secondary students over time have been linked to demands of the school curriculum with increasing expectations, more demanding types of text (Hillocks, 1986) and hence new linguistic and textual demands. Students' development in writing has also been linked to learning how to write for a distant audience (Hillocks, 1986). Some types of text, such as argumentative or persuasive texts, have also been found to be more challenging for students than other types of text such as narrative (Crowhurst, 1990).

Findings at the tertiary level from this research perspective have revealed a range of problems with students texts (eg see Kaldor et al., 1998; O'Brien, 1995; Stuart-Smith, 1998; Wikborg, 1990). These have been linked to the new writing demands and expectations of the tertiary context which, it is argued, pose a challenge to students and explain many of their difficulties (Bartholomae, 1985; Carson, Chase, Gibson, & Hargrove, 1992; Grabe & Kaplan, 1996; Johns, 1997; Rafoth, 1988; Russell, 1991). Only a few researchers (eg Berkenkotter, Huckin, & Ackerman, 1991; Wiemelt, 1994), however, have examined, through individual case studies, how the "problems" are resolved and how the demands and expectations gradually appear in students' texts over time.

These insights into text and the challenges that students face across all levels of education have influenced two major contemporary approaches to the teaching of writing. The first is the traditional approach. With insights into how student texts develop, the demands and characteristics of different types of text, and the types of

errors students make, this approach has evolved into what is now known as the current-traditional or skills-based approach to writing instruction. In pre-tertiary education, the skills-based approach to writing instruction focusses on the structure and organisation of major types of text, the rules and the textual conventions (Burnett & Kastman, 1997) and like the traditional approach to writing instruction is based on the premise that the text comprises different components. According to Hillocks (1986), it involves clear textually based objectives where the textual feature, characteristic or rhetorical technique is modelled and explained by the teacher, and then practised by the students. In this teacher-led approach, the teacher then provides feedback on correctness at the completion of the exercise. This type of teaching reflects exogenous learning theory in which it is believed that knowledge can be explicitly taught and learnt through direct instruction (Benton, 1997).

Within the tertiary setting, the skills-based approach to writing instruction typically manifests in Australian university settings in the form of workshops or courses attended by mixed groups of students from different faculties and schools. Informed by insights from both the textual perspective and the individual perspective (discussed in the next section), these focus on what the university believes to be "transferable" or "generic" literacy skills such as strategies for writing including question interpretation, searching for information, drafting and editing; essay writing; report writing; and referencing conventions (Baynham, 2000; Enders, 2001). These skills are taught separately without consideration of context through direct instruction, reflecting a belief that writing and literacy comprises separate skills which, when in deficit, are "fixable" and generalisable (Lea & Street, 1998).

While the value of direct skills instruction has been acknowledged by teachers (Wilkinson et al., 1980), Hillocks (1986), in his comparative investigation of research into the results of writing approaches, found that although strategies derived from the skills-based approach were widely used throughout the education system, they were the least effective. The skills-based approach to writing instruction has been criticised for over-emphasising correct production to the detriment of what the writer is trying to say (Wilkinson et al., 1980). In this approach, it is assumed that writing is simply about putting already formed ideas into writing. The communicative purpose of writing and the individual and social factors that contribute to the writing are ignored. In addition, the written product is not perceived of as being the end result of critical thinking and problem solving (Burnett & Kastman, 1997).

The second major approach that studies from the textual perspective have influenced is the functional grammar or text-based approach to writing instruction. This approach, which is used in many Australian schools and universities today (Baynham, 2000; Knapp & Watkins, 1994), is based on the premise that writing is used to communicate a particular purpose in a particular situation. In pre-tertiary education, the text-based approach to instruction aims to integrate the explicit teaching of the structure, characteristics and features of different types of texts into the school curriculum at the point when students need this information to complete a specific written task required by the teacher (Knapp & Watkins, 1994) thus acknowledging communicative purpose and social constraints. The approach also acknowledges that different parts of text work together to create coherence and therefore that these parts cannot be developed in isolation. It recognises that writing

needs to be meaningful and is the product of thinking processes, but that students need direct instruction in the forms that can turn their ideas into socially acceptable ways of expression.

In this approach, as described by Knapp & Watkins (1994), the teacher makes connections between content and language through providing students with experiential or "hands-on" activities which they later describe and explain. These concrete experiences are then linked with readings. Teachers are encouraged to use readings which can be examined for their structure. Prior to students writing as part of their learning, the teacher provides an explicit framework for structuring their writing, shows them models of how to write appropriately for each section and introduces them to terms of grammar and function. Feedback from the teacher on the final written product is provided when the student's work is assessed and focusses on the structure and grammar of the text.

Within the tertiary context, the text-based approach to writing instruction manifests in two ways: within discipline areas and within specific discipline-based units or courses. Within the discipline area, the general forms of the most common types of text used in a particular discipline are explicitly taught or described to students without connection to a particular content unit or course, or its particular assessment requirements (Baynham, 2000). This often occurs in the university setting through discipline-based workshops, discipline-based composition units, or units with titles such as "Health / Science / Business Communication". While this form of delivery recognises that different parts of the text work together, in the absence of an authentic task to complete, communicative purpose is lost. Communicative purpose

is, however, retained when this approach is used within discipline-based units. In discipline-based units, the relevant type of text is taught at the point when the students are given a particular assignment task to complete (Vardi, 1997). As occurs in the pre-tertiary setting, students are given models and frameworks, and the distinguishing textual features are made explicit prior to the students writing.

The text-based approach, when used within specific discipline-based units, teaches writing of connected text for a specific purpose. Like the skills-based approach to writing instruction, it is based within the assumptions of exogenous learning theory, using direct instruction as the means by which students learn to write connected text. Also similar to the skills-based approach to writing instruction, it assumes that students organise their ideas prior to writing and that the writing process is about "getting the form right". In doing so, it ignores what the student is trying to say and also ignores the role that the process of writing plays in idea formation.

1.1.2 The individual perspective

The individual perspective, in contrast with the textual perspective, focuses on writers and readers rather than the text. As a result, insights into writing arising out of this perspective have led to markedly different approaches to writing instruction than those based on the textual perspective. Rather than focussing on correctness in the text, approaches to writing instruction rising out of the individual perspective focus on the learners and their individual meaning making (Johns, 1997).

Approaches to writing instruction from the individual perspective derive from the cognitive view of reading and writing. The cognitive view of reading and writing is

influenced by research in cognitive psychology and the European cognitive-developmental tradition (Faigley, 1985). It is concerned with how readers interpret text as being coherent and how writers approach the task of writing. In contrast with the textual perspective, the cognitive view points to readers creating coherence in their own minds rather than the characteristics of the text creating coherence for the reader. According to Enkvist (1990), textual characteristics and features on their own, such as overt linguistic links or signals, do not necessarily result in meaningful and coherent text. Coherence occurs for the reader when s/he can understand and interpret the text.

Several psychological models have been posited for how readers create coherence in their minds. One common model is that readers supplement the propositions of the text with propositions that they have inferred (Grabe & Kaplan, 1996; Sanford & Moxey, 1995). Another common psychological model is that in reading, a mental model is constructed of the situation described by the text (Sanford & Moxey, 1995). These models have been criticised for their narrow view of textual interpretation and for ignoring the role that context plays in readers perceiving the text as being coherent (Sanford & Moxey, 1995). Another model arising out of the cognitive view of reading is that readers create coherence by using their knowledge of the world, discourse features and the communicative purpose of the writing in order to interpret the text (Brown & Yule, 1983).

The cognitive view has also been highly influential in its focus on writers: their cognitive development and their process of discovery in composing (Faigley, Cherry, Jolliffe, & Skinner, 1985; Johns, 1997) . This examination of what writers do and

think in the process of writing has led to what is commonly known as the process approach to writing research and instruction (Raimes, 1991). Like the text-based approach to writing instruction, it assumes that the goal of writing is to communicate for a particular purpose within a particular context (Benton, 1997; Faigley et al., 1985). Unlike the text-based approach, however, the process approach assumes a strong relationship between the process of writing and the process of thinking (Walvoord & Smith, 1982) with problem solving processes being considered the basis of effective writing (Benton, 1997). Hence, while the process approach is based within communicative contexts, it focuses mainly on the process of writing with the text being viewed as the outcome (Faigley, 1985). It assumes that the principles for composing can be abstracted and taught, including principles for the generation of ideas (Benton, 1997; Faigley et al., 1985). These influences and assumptions have led to researchers in composition considering the process by which text is composed, how textual composition relates to thinking and learning, how the process develops, and the variables that impact on the process (Benton, 1997; Faigley, 1985; Grabe & Kaplan, 1996; Walvoord & Smith, 1982). These are discussed in more detail below.

Investigations into the process of writing were initially prompted by the studies of Rohman and Wlecke in 1964 who proposed a three stage linear model of composing: prewriting, writing and rewriting (Faigley et al., 1985). In 1971, however, Janet Emig challenged the linear nature of the model and, in so doing, is credited with changing the nature of research into writing to a focus on the composition strategies used by individual writers (Benton, 1997; Faigley et al., 1985; Grabe & Kaplan, 1996). Through interview and observation of grade 12 students composing, she found that, rather than the process being a linear one through set stages, it was

recursive with students moving in and out of stages throughout the process (Emig, 1971). She further proposed in 1977 a strong link between the writing process and learning, arguing that through the act of writing, learning occurs as experiences are translated into words and meaning is structured. In this process of translation, she argued that writers learn through the immediate feedback of the text as it takes shape before them allowing for review and reflection (Emig, 1977). Out of this focus, research led to the development of a number of cognitive models of the writing process (Faigley et al., 1985; Grabe & Kaplan, 1996).

One of the most influential models was that proposed by Flower and Hayes in 1981 (Benton, 1997; Faigley et al., 1985; Grabe & Kaplan, 1996; Witte & Cherry, 1986). This model comprises three major components: "the writing processes", "the task environment" and "the writer's long-term memory". "The writing processes" comprise the planning of ideas, the translating of ideas into words and the review of what was written (Benton, 1997; Faigley et al., 1985; Grabe & Kaplan, 1996). These are not conceived of as linear stages as in the Rohman and Wlecke model, but as processes which can be used throughout writing, thus representing the recursive nature of composition (Faigley et al., 1985). These processes come into play based on feedback from a "monitor". This feedback is generated from "the task environment", comprising the writing task and the product of the text to date, and "the writer's long-term memory" which holds knowledge of the topic, the audience and the writing plans (Faigley et al., 1985).

These types of cognitive models have led to research into the composing strategies used in the various writing processes (Faigley et al., 1985; Johns, 1997) as well as

the variables that influence the processes such as the writer's knowledge and interests, and the task and its environment (Benton, 1997; Johns, 1997). Through these investigations, a wide variety of strategies adopted by writers in completing written tasks have been identified including: the creation of goals, the use of structural knowledge to sequence material, the use of re-reading, being concerned with purpose and audience, note-taking, identifying dissonance in the text, creating visual representations of the text and reading the emerging text aloud (Faigley et al., 1985; Johns, 1997). The range and use of several of these strategies has been found to develop as writers move from "novices" to "experts" (Faigley et al., 1985).

In addition to the development and use of strategies, research into writing processes has also considered the variables that affect writers in their composition of text including the knowledge of both the discourse and the topic that writers bring to the process (Benton, 1997; Faigley et al., 1985; Johns, 1997); the characteristics of the task (Benton, 1997; Huot, 1990) and the environment in which it is produced (Benton, 1997; Faigley et al., 1985). While research into these variables is discussed in more detail where appropriate in the literature review in chapter 2, the following provides an overview of the findings.

Overall, research into the impact of the knowledge of the topic on writing processes has found that the more students know about a topic, the easier it is for them to write appropriately to a set task prompt (Benton, 1997). Similarly, with more knowledge about discourse, writers can translate their thoughts into writing more rapidly and accurately (Benton, 1997). Knowledge gathering strategies have also been found to

change according to the knowledge the writer brings to the situation (Faigley et al., 1985).

The characteristics of the task which have been investigated include the intellectual challenge of the task and the manner in which the task has been presented to students. Overall, writing tasks which require more abstract reasoning have been found to be more challenging for writers, and the manner in which prompts for writing tasks are structured, worded and presented can affect the quality of the writing (Huot, 1990).

Several aspects of the task environment have also been found to affect writing processes and quality. These include the amount of time writers have to complete the task to their satisfaction (Faigley et al., 1985), the amount of topic relevant information that is available to the writer, and the types and presence of supporting texts such as notes that are produced during the process (Benton, 1997).

Out of the focus on the writing process has emerged the process approach to writing instruction. It typically involves teachers focussing on the students being able to make meaning by allowing them time to select topics, generate ideas, write multiple drafts and revise (Johns, 1997; Raimes, 1991). Students are taught to use a range of strategies to help them at various stages and are coached through the writing process. This coaching utilises teaching techniques such as workshopping in groups, peer tutoring and editing of work, and teacher-student conferencing (Johns, 1997; Walvoord & Smith, 1982). In this type of approach, accuracy and structuring of material is not focussed on at the start of the process (Raimes, 1991). Teachers are

encouraged to leave matters of structuring until after the students have generated ideas (Raimes, 1991) and are advised to encourage students to edit for accuracy only at the end of the process in preparation for public presentation (Mayher, Lester, & Pradl, 1983), though it has been observed that some practitioners do not attend to accuracy and structuring in this approach at all (Raimes, 1991). Students are also encouraged to consider the purpose of the writing and the audience for which it is intended (Burnett & Kastman, 1997).

Feedback on students' drafts is often a feature of this approach to teaching. It is seen as providing a "reader" or "audience" view of the writing for the student as well as providing a means of encouraging students to revisit and revise their work (eg see Beason, 1993; Jenkins, 1987; Olson & Raffeld, 1987; Sitko, 1993; Sweeney, 1999; Ziv, 1984). The use and value of feedback in the process, however, is not agreed upon with some charging that it takes the students' attention away from their own meaning making (Faigley et al., 1985) and others arguing that feedback is often ineffective (Hillocks, 1986; Leki, 1990).

The process approach, in which students are supported through the process of writing, is used extensively in pre-tertiary education. Within the tertiary context, it is usually confined to composition and ESL classes (eg see Ashwell, 2000; Fathman & Whalley, 1990; Jenkins, 1987; Sitko, 1993; Sweeney, 1999; Ziv, 1984).

With the process of writing being linked to thinking, writing is also promoted as a means to help students learn. The act of writing is seen as a means by which students can make sense of their experiences (Martin, 1992). Writing is promoted not just as a

subject to be taught by the English staff, but as a learning tool to be used in all areas of the curriculum, as are reading, speaking and listening. This approach is known as "language-across-the-curriculum" (Healy & Barr, 1991), though in the US tertiary context, it has a more narrow focus and is referred to as "writing across the curriculum" (Russell, 1991). In "language-across-the-curriculum", all four modes of language use are promoted as effective ways by which learning can be fostered and improved in all subject areas (Healy & Barr, 1991). Through using writing as a tool for learning, it is argued that students also learn to write (Mayher et al., 1983). In this approach to writing instruction, strategies focussing on the writing process, the task and the task environment are used to improve depth of learning (eg see Herrington, 1988; Hounsell, 1997; Marton & Saljo, 1997; McGinley, Pearson, Spiro, Copeland, & Tierney, 1989; Peck MacDonald & Cooper, 1992).

The language-across-the-curriculum approach to writing instruction is used extensively in pre-tertiary education and usually incorporates the process approach to writing instruction. In the undergraduate tertiary setting, it is typically used in cross-curricular programmes which aim to embed the development of language and literacy into discipline-based units by using all modes of language, including writing, as a tool for learning. In this approach, real writing tasks that are appropriate to the subject area or discipline are used as well as writing tasks that promote reflection on learning such as learning journals, (for eg see Abbott, Bartlet, Fishman, & Honda, 1992; Mayher et al., 1983). In the tertiary undergraduate setting, however, the process approach to writing instruction is rarely incorporated into the language-across-the-curriculum approach.

Despite the change in research focus prompted by models of the writing process and the impact of the process and the language-across-the-curriculum movements on education at all levels, the research and approaches to writing instruction arising out of this perspective have been criticised for not reflecting individual differences in the use of processes (Grabe & Kaplan, 1996), and for insufficient focus on the text and its features, forms and characteristics (Knapp & Watkins, 1994). Where these approaches focus primarily on the individual, they have also been criticised for ignoring the social influences in the construction of text (Burnett & Kastman, 1997; Faigley et al., 1985; Johns, 1997).

1.1.3 The Social Perspective

The social perspective focusses on the social context in which writing occurs and, in so doing, has added another dimension to the study and teaching of both the text and the process of writing. It is based on the assumption that language is used for a particular purpose in a particular situation. From the social perspective, written texts do not possess a meaning of their own, rather they are viewed as part of a broader social context which influences how writers construct texts and how readers perceive these texts as being coherent. (Faigley, 1985). Texts are seen to be constructed and read within a particular community, group or social network. Members of a community or social group (eg engineers, historians, members of a workplace) have an understanding of what others in the group already know about a topic (and therefore where they are "coming from"), know the current interest or matters of urgency that affect the group (and therefore what needs to be said), understand how ideas are generally communicated within the group and know what to include to persuade others in the group (and therefore how to say it) (Faigley et al., 1985).

These contextual aspects of writing result in different discourses between groups and have given rise to the notion of "discourse communities" (Faigley et al., 1985; Rafoth, 1988).

Members of discourse communities influence each other through their interactions and texts (Rafoth, 1988). The knowledge of the group, the group norms and the situation from which the writing arises affect a reader's ability to perceive a particular text as being coherent, and affect how the writer constructs his/her text. Texts that adhere to the expected written norms and conventions of the community can be more readily interpreted as coherent by the readers of that community (Raimes, 1991).

Considering writing from within a discourse community has led to the examination of the types of conventions, norms and expectations that influence writing (Bartholomae, 1985; Bereiter & Scardamalia, 1983; Berkenkotter & Huckin, 1995; Johns, 1997; Rafoth, 1988; Russell, 1991) and the features and rhetorical forms of different discourse communities (Johns, 1997; Swales, 1990). It has also led to an examination of the roles adopted by different writers within different discourse communities and the strategies employed by writers in completing writing tasks in context (Johns, 1997).

Within the tertiary context, research from the social perspective has highlighted the multiple "academic literacies" that students can encounter as they move from unit to unit (Bartholomae, 1985; Lea & Street, 1998). The need to meet the differing expectations of each new discourse community that they encounter has also been

used to explain the challenges students face in academic writing (Bartholomae, 1985; Ivanic, 1998; Lea & Street, 1998; Vardi, 2000; Williamson, 1988).

How students learn the discourse of each social group is contested. Some advocate that students need to be explicitly taught the conventions and norms to help them to join the community as well as to help them create texts which can be interpreted as coherent by readers from the community (eg see Bazerman, 1992; Knapp & Watkins, 1994; Raimes, 1991). This contention has provided support to the text-based approach to writing instruction in which the conventions of text within a particular community are explicitly taught.

Based on insights from social constructivist theory, however, not all researchers support the explicit teaching of the "ways" of the discourse community. Strongly influenced by the work of Vygotsky, social constructivism sees learners constructing knowledge and understanding through participation in social interactions (Bredo, 1997). With social interactions being the focus of how understandings and meaning are negotiated, language, learning, thinking and knowing are considered to be embedded and to arise out of culturally situated activities in what is described as 'situated learning' (Brown, Collins, & Duguid, 1989; Lave & Wenger, 1991).

In situated learning, learners progressively construct and reconstruct their knowledge and understanding as they engage in different situations (Brown et al., 1989). This process of learning is referred to as an apprenticeship. On joining a new discourse community writers are seen as undergoing an apprenticeship to become members of a particular discourse community (Bartholomae, 1985; Berkenkotter et al., 1991;

Gee, 1990; Russell, 1991). According to Gee (1990), these specialised discourses are initially learnt implicitly through interaction. As students interact with others in a meaningful task, they construct knowledge about the content arising from the task (Benton, 1997) as well as knowledge about the discourse of the community (Johns, 1997) which they assimilate into their existing knowledge structures (Benton, 1997). In writing, they reconstruct their own knowledge using the linguistic and social norms they have acquired, thus allowing meaning to be constructed between the writer and readers from the community (Benton, 1997). From a socially constructed point of view, students learn the discourse through engaging in its practice rather than talking about the rules of practice (Lave & Wenger, 1991).

The social constructivist viewpoint has strongly supported and further influenced the language-across-the-curriculum approach to writing instruction in both the pre-tertiary and tertiary contexts. It has led to the classroom being considered a discourse community of its own with curriculum and teaching goals that impact on written texts (Faigley et al., 1985; Wiemelt, 1994). This viewpoint has focussed attention on the creation of environments that foster social interaction (Benton, 1997) in the completion of the "authentic" or real writing tasks of the community. Strategies used in the language-across-the-curriculum approach which reflect this viewpoint include the use of collaborative writing groups, peer response groups (Burnett & Kastman, 1997) and discussion groups. With the emphasis on how students learn within a community, teachers are encouraged to facilitate and structure an environment conducive to community participation. They are also encouraged to scaffold tasks to help students complete them (Benton, 1997; Brown et al., 1989). These supports through scaffolding are gradually removed as students are empowered to continue

independently (Brown et al., 1989). Teachers are also encouraged to share "stories" of their successes and failures in attempting similar tasks (Brown et al., 1989; Lave & Wenger, 1991) as a way of helping students become enculturated into the community.

Despite the influence that the social perspective has had on teaching and research into the written text and the writing process, it has been criticised on a number of grounds. These include the problems in defining a discourse community, the insistence that students join or adopt the practices of a community that they may or may not wish to belong to, and the imposition of group values without regard for individual differences, aims and allegiances (Grabe & Kaplan, 1996; Rafoth, 1988).

1.2 The present study: examining tertiary student writing and feedback within the process approach to writing instruction

As the above discussion shows, the textual, the individual and the social perspectives have provided a range of different insights into student writing and have influenced a range of approaches to writing instruction across all levels of education. The present study examines tertiary student writing and feedback within one of these approaches to writing instruction, the process approach, using insights from across all three perspectives. Specifically, it examines the characteristics of third year students' texts in relation to the strategy of teacher written feedback given during an iterative process of writing in an undergraduate industrial relations (IR) unit. In this unit, the lecturer designed a major teaching-assessment task in which students wrote and then

rewrote their texts in response to teacher written feedback. During this process, the students were assessed on each written text that was submitted for feedback. The marks on each text that they wrote contributed to their final grade in the unit. The resulting written feedback along with the student texts that arose naturally out of each stage of the process are examined in this study.

While the feedback strategy and the process approach described above derive from the individual perspective, in this study, the students' texts arising out of this process are examined from a textual perspective through analysis of their characteristics. The textual perspective used in this study is also informed by the social perspective through analysing the texts from within the social constraints and expectations of the unit and the wider university context. To further situate the findings within the social context, the study not only relates the characteristics of the students' written texts to the types of feedback used in the process approach to writing instruction, but also relates them to other approaches to writing instruction to which the students were exposed within the university.

While research is often conducted from within one of the three perspectives outlined in this chapter, as Grabe & Kaplan (1996 p. 37) point out, examination of the process in relation to the characteristics of the written text and the social context is necessary for a comprehensive understanding of issues of writing instruction and student text construction within the disciplinary context of the classroom. In connecting these three perspectives, this study not only sheds light on the use of feedback to improve student writing, but also on the two main views held in universities of tertiary student writing: (i) that students present with deficits in their skills that need remediating,

and (ii) that the context makes new demands on writing which the students are yet to acquire or need to be taught. It then goes beyond these two major views of tertiary student writing to provide a different view of tertiary student writing which has implications for the use of feedback as well as other approaches to writing instruction within the tertiary undergraduate setting.

1.3 Structure of the thesis

This first chapter has provided the theoretical background to and an overview of the approach to research taken in this study. To further situate the study, chapter 2 examines in greater depth the findings of the research from across all three perspectives as it relates to tertiary student writing: the problems, the challenges students face, and how the writing in the disciplines is learnt. It further examines the research into feedback within various approaches to writing instruction across a range of contexts within the tertiary setting and identifies gaps in the literature.

Chapter 3 provides background information about the social context within which the students' writing was produced in this present study. It describes the types of approaches to writing instruction and the expectations and requirements of tertiary academic writing to which the students were exposed both prior to and during the unit under consideration in this study. This provides the background information used to inform (i) the analyses employed in the study; (ii) the interpretation of the characteristics of the students' texts; and (iii) the discussion of the role feedback played in determining the characteristics of the students' texts in relation to other approaches to writing instruction arising out of the immediate and prior social context.

Chapter 4 details the methodology employed in this study. It describes the way in which the teaching-assessment process was carried out in the classroom and details the way in which the students were assessed. It covers the means by which the data was collected and how cases were selected for tracking through the process. It then details how the two main analyses were carried out, to answer the study's research questions. For each of the analyses, the way in which data was coded and analysed is described.

Chapter 5 provides the results of the analysis which aimed to answer sub-questions 1 and 2 of the study: "What characteristics do final year undergraduate students' texts display prior to receiving feedback?" and "What happens to the characteristics of final year undergraduate students' texts when they are provided with feedback and then given the opportunity to revise?". It examines the characteristics presenting in the students' texts at the start of the process and traces how these evolved over the course of the writing process on a case-by-case basis. For each case, parallels are drawn between (i) the contextual influences outlined in chapter three and the characteristics identified in the texts, and (ii) the feedback supplied during the process and the characteristics identified in the texts. While an overview of the feedback given is provided in chapter five, detailed analysis of the different types of feedback and their relationship with change in the characteristics of the texts is covered in chapter six. The chapter concludes with a discussion which identifies patterns in the strengths, problems and changes which occurred in the student texts from across the cases as well as the influences on these characteristics and their changes. The findings are discussed in relation to the literature and the two main

views of tertiary student writing. The chapter ends by proposing a different view of tertiary student writing.

Chapter 6 provides the results of the analysis to answer sub-question 3 of the study: "What is the relationship between different types of feedback and changes in the characteristics of final year undergraduate students' texts?" While chapter 5 provides a case-by-case view of the writing over the process, chapter 6 brings together data on feedback and change from across the cases. It reports on the different types of feedback given and relates these to changes in the characteristics of the students' texts. The chapter concludes with a discussion which identifies the patterns in relationship between feedback types and changes to students texts, relates these to the literature and explains the findings in terms of the view of tertiary student writing proposed in chapter 5. It also discusses the role of the process itself in influencing change.

Chapter 7 draws the major conclusions arising out of the study along with the implications that these findings have for universities and further research.

2 Literature Review

The initiatives and strategies undertaken by universities and classroom practitioners to improve writing are strongly influenced by beliefs of what writing entails and whose responsibility it is to improve students' writing, as well as perceptions of students' writing abilities. These beliefs and perceptions vary across the university accounting for the multiple and varied initiatives and strategies taken both within and across institutions. Arising out of and traversing the three perspectives outlined in chapter one, this chapter reviews the research into tertiary student writing, and relates these to the concerns of lecturing staff. It then reviews the research into feedback at the tertiary level, and identifies gaps in the literature.

Section 1 of the review examines the perception that a crisis exists in student literacy at the tertiary level. It starts by examining research into lecturers' perceptions, comparing these to the research into students' written output, and identifying a range of problems in student writing. Many lecturers assume a "deficit" in student writing based on the premise that writing is made up of many components which if not in evidence are therefore in deficit. This review, however, examines studies that have explored the reasons behind these "problems" pointing to the new demands of the tertiary context. Section 2 explores the challenges of writing at the tertiary level by comparing research on the demands and requirements of writing in the secondary setting with research on the demands and requirements of writing in the tertiary setting. In this way, aspects of writing that are new to the tertiary environment are identified. Section 3 then reviews studies that have examined how students learn to address these new tertiary requirements, and how Australian universities have

developed instructional strategies aimed at helping students in this learning. As part of this third section, feedback, as another instructional strategy worth examining for this purpose, is considered in relation to the research findings on its efficacy. The types of feedback that have been found to be effective and helpful for students are identified, alongside the types of feedback used by practitioners in the field that have been found to be ineffective and unhelpful. The chapter concludes in section 4 by identifying gaps in the literature on the characteristics of tertiary student writing and changes in the presence of feedback. Section 4 also discusses how the present study addresses these gaps, and the contribution that this study makes to the fields of tertiary student writing, writing instruction and feedback.

2.1 Crisis in tertiary literacy?

Educators and the business community have long lamented that the level of student literacy at universities is poor and is falling (Lea & Street, 1998; Reid, 1997; Russell, 1991). Many tertiary educators claim that “students can no longer write” (Lea & Street, 1998 p. 157), and the business community perceives major deficits in the level of the written English of university graduates (Illing, 1994 cited in Reid, 1997 p. 2).

A wide range of problems has been reported about students’ deficits, and concerns have been expressed about students’ inability to meet the standards and requirements of academic writing. From lecturers, concerns have been expressed about students’ grammar, spelling and punctuation (Lea, 1994; Russell, 1991; Spinks, 1998); "expression" (Russell, 1991; Weir, 1997); ability to use "plain English" (Russell, 1991); ability to understand and explain facts (Russell, 1991); ability to argue (Lea,

1998) ; ability to structure (Lea, 1998; Weir, 1997); and plagiarism (Baynham, Beck, Gordon, Lee, & San Miguel, 1994; Currie, 1998; Russell, 1991). To what extent are lecturers' perceptions supported by research into student writing?

2.1.1 Mechanics

Research from the textual perspective examining the problems of tertiary students' texts reveals a range of problems, though despite some lecturer concerns, these do not appear to be at the level of mechanics (grammar, spelling and punctuation). Witte & Faigley (1981) noted that research into the syntactic features of tertiary student writers could not clearly differentiate between the syntactic features and errors of low rated papers and those of highly rated papers. These conclusions based on earlier research have since been supported by both Cooper et al. (1984) and Nightingale (1988) who reported on studies they further conducted into the mechanical errors of undergraduate student writing. Cooper et al. (1984 p. 26) found that the prevalence of mechanical errors was so low in both high and low scoring papers that they concluded that the first year students whose writing they investigated "had no serious problems with the basic skills of written English". Similarly, Nightingale (1988) reported on a study in which she was involved with Taylor and West in 1987 in the error analysis of student essays from over a ten year period. In this study, she reported not finding the types of mechanical errors usually associated with poor writing such as spelling, tense sequence and number agreement. While students did make occasional errors, these were not consistent within papers suggesting that the rules of mechanics were known to the students but that they had either not edited their work carefully or had "traded-off" in their struggle with complex ideas.

With such a low prevalence of mechanical errors in student writing, it is no wonder that Huot (1990) in his extensive review of the literature on writing assessment found that syntax in later high school and college years was not related to teachers' perceptions of quality of writing. In investigating tertiary student writing, it would appear that perceptions of students' writing ability do not reflect problems with basic mechanical skills, rather they reflect problems in composing and critical thinking (Cooper et al., 1984) and in functionally creating meaning across the text (Witte & Faigley, 1981). What types of problems in creating meaning *across* texts are revealed in student writing?

2.1.2 Textual coherence

Several researchers have identified a range of problems in the way students attempt to functionally create meaning across their texts. These problems relate to how well the text integrates its various parts to create coherence for the reader. Analysing students' texts from this point of view has resulted in the identification of problems in the distribution of content (Kaldor et al., 1998); the macrostructure of texts (Kaldor et al., 1998; O'Brien, 1995; Wikborg, 1990); and the relations between different sentences and between larger units of discourse (Kaldor et al., 1998; O'Brien, 1995; Stuart-Smith, 1998; Wikborg, 1990).

Kaldor et al. (1998), in their investigation of student essays and reports across a range of disciplines, identified a number of problems in the distribution of content. They found that the content within the texts was not always well selected, sequenced and clustered. Relevant information was sometimes excluded from the text, while extraneous or irrelevant information was included. The information that was included

was not always clustered appropriately with content of a similar nature sometimes being placed in disparate places through the text, contributing to the sequencing problems observed.

In addition to content distribution problems, other coherence problems have been identified in student essays (Kaldor et al., 1998; O'Brien, 1995; Stuart-Smith, 1998; Wikborg, 1990), and in reports and case studies (Kaldor et al., 1998). These include problems in establishing the function of and relations between larger units of discourse through to problems in establishing the function of and relationship between sentences and clauses. These problems which affect textual coherence include:

- an imbalance between the introduction, body and conclusion of the texts, and incompleteness of these sections (O'Brien, 1995; Kaldor et al., 1998);
- misleading headings (Wikborg, 1990; Kaldor et al., 1998);
- insufficient signposts and signals to guide the reader through the text (O'Brien, 1995; Kaldor et al., 1998; Wikborg, 1990);
- a lack of clarity as to how one section is related to other parts of the text (Stuart-Smith, 1998; O'Brien, 1995).
- paragraph construction including lack of supporting evidence or elaboration of the main ideas in paragraphs (O'Brien, 1995) and misleading paragraph division (Wikborg, 1990);
- incorrect rhetorical order (Kaldor et al., 1998; Stuart-Smith, 1998);
- errors in reference to earlier pieces of information (Kaldor et al., 1998; Wikborg, 1990);
- the lack of logical argumentative links (Stuart-Smith, 1998);

- information implied, but missing in the text (Kaldor et al., 1998; Stuart-Smith, 1998);
- sentences which appear to have no identifiable function in the text (Kaldor et al., 1998);
- the incorrect use of conjuncts and adverbial subordinators that mark the logical relations between clauses (eg ‘but’, ‘however’, ‘consequently’, ‘on the other hand’) (Kaldor et al., 1998; O'Brien, 1995; Wikborg, 1990); and
- over-use of ellipsis (Kaldor et al., 1998).

While Kaldor et al. (1998) and Wikborg (1990) did not distinguish in their analyses between the extent of the problems observed and the nature of the student texts examined, O'Brien (1995) and Stuart-Smith (1998) did. O'Brien, (1995 p. 475) noted that the student whose writing she examined in depth had “a reasonable grasp of structure and relations” in exam essays where she was required to “tell knowledge”. However problems in coherence arose in assignment essay tasks where the student was required to critically engage with information to produce argument. In these assignment essay tasks requiring critical thinking, O’Brien noted the lack of a clear macrostructure, and the lack of clear links and relations between different parts of the text both at the global and more local levels.

The challenges in writing critical texts noted by O'Brien (1995) with one student would appear to be confirmed by Stuart-Smith (1998) who examined ‘A’ and ‘C’ graded psychology essays from Macquarie University arising out of “discuss” and “argue” prompts. She noted that unsuccessful or unclear connections between parts of the text were more likely to occur in C grade essays than in A grade essays. With

the majority of students at Macquarie University being awarded the average 'C' grade (Spinks, 1998), this suggests that a large proportion of students' texts present with the types of coherence problems identified by Stuart-Smith (1998) when attempting to write texts that require argument and critical discussion.

2.1.3 Using the words of others

Along with problems observed in students writing critically and coherently, concerns are expressed about plagiarism (Baynham et al., 1994; Currie, 1998; Russell, 1991) despite its low incidence (Clark, 1999; Roy, 1999). Several reasons have been posited by staff, students and researchers for instances where students plagiarise. These include a lack of understanding on the students' part of how to paraphrase, quote and document (Baynham et al., 1994; Roy, 1999; Scollon, 1995), uncertainty about the rules of "textual borrowing" (Pennycook, 1996), a lack of understanding of the various purposes and ways of using citation (Lea & Street, 1998; Pennycook, 1996; Scollon, 1995) and the challenges of incorporating and acknowledging the words and work of others in their own argument (Baynham et al., 1994; Carson et al., 1992; Ivanic, 1998; Morris, 1999; Scollon, 1995). What does examination of tertiary students' texts reveal about the ways in which they cite and use the words and ideas of others in their writing?

Campbell (1990), in her investigation of how students use the words of others, categorised six ways in which students can incorporate information from readings into their own writing. These she placed in a continuum. At one end of the continuum she placed 'quotation', next came 'exact copy' (quotations without quotation marks), followed by 'near copy'(slight modifications in chunks of copied

text), followed by ‘paraphrase’, then ‘summary’, and ending at ‘original explanation’. According to Campbell, ‘exact copies’ and ‘near copies’ are unacceptable, yet both her findings and the findings of Klompien (2001) show that the writing of students who are new to academic study often displays copying. This use of ‘near copies’ has been termed ‘patch writing’. According to Hull and Rose (1989 cited in Klompien, 2001), patch writing is a stage of development through which many writers go until they sufficiently understand concepts to express them in their own words.

In incorporating information from other texts, however, students need to do more than simply express their understanding in their own words. They need to be able to adopt a position relative to the source texts they are using. This positioning appears to be limited. Barton (1993), for instance, found that students use little counter argumentation in argumentative essays produced under exam conditions. In these she found that the essays aimed for agreement with sources rather than disagreement. In a similar vein, Kantz, (1990) found in her case study examination of student writing that while her student could collate facts that agreed from across sources, she was unable, or unwilling, to discuss discrepancies between sources and provide an argued position relative to these.

In addition to using sources and positioning themselves relative to these sources, students are required to acknowledge from where information was derived. Although citation can be used skilfully in academia to enhance the author’s argument (Amsterdamska & Leydesdorff, 1989; Bloch & Chi, 1995; Gilbert, 1977; Swales, 1986), analysis of student texts suggests that many students have difficulty in

successfully citing. Firstly, students do not appear to understand and use the full range of citation options available resulting in problems in using citation to build reader expectation and to focus on points of controversy (Buckingham & Neville, 1997; Morris, 1999). Of the citation forms that students do choose to use, difficulties can be seen in the lack of clear linguistic differentiations between their own views, generally accepted views and views from the literature (Kaldor & Rochecouste, 2002). In addition, students can have difficulty in using citation as evidence for supporting their own ideas in their writing (Kaldor & Rochecouste, 2002). It has been postulated that these problems arise from student attempts to avoid plagiarism while attempting to create their own identity as well as from poor advice from academic staff and teaching materials (Morris, 1999).

2.1.4 Views of tertiary writing problems

Given these types of problems in coherence, content selection, critical engagement and citation as observed in students' writing of typical university writing tasks, it is no wonder that the literature reports perceptions of students having problems in expressing their understanding, explaining, arguing and structuring (Lea & Street, 1998; Russell, 1991; Weir, 1997). Even students themselves report on difficulties they have in writing including difficulties in determining: how to structure the text; the voice to adopt; the appropriate types of content, evidence and sources to use; how to cite material; and the vocabulary to use (Lea, 1994; Lillis, 1997).

What has led to the problems perceived by the staff and students, and identified through analysis of the text? One assumption made by many institutions and academic teaching staff is that the students are coming to university ill-prepared,

without the basic skills of writing for which they need remediation (McInnis et al., 1995; Russell, 1991; Skillen & Mahoney, 1997). This has led many institutions to adopt a remedial focus to students and their writing difficulties (Russell, 1991; Skillen & Mahoney, 1997; Odell, 1995) with "deficit" skills being taught through a skills-based approach to academic writing (Baynham, 2000).

While special needs groups within the university, such as students from non-English speaking backgrounds and alternate entry students, may require help with their written English through such courses, questions have been raised about the effectiveness of this approach to writing instruction. Poor perceptions of students' academic writing abilities still persist despite ongoing efforts through composition courses and the like to address the "deficits" identified in students' texts (Russell, 1991).

In contrast to the deficit view described above, is the view that the literacy requirements in tertiary study are new. In this view, the writing "problems" observed in student texts do not represent deficits at all. Based on insights from across the three perspectives, they are seen as arising from the new learning situation in which students are placed at university. On entry, the learning context can place students within a number of different specialised discourses (Bartholomae, 1985; Williamson, 1988) each of which places different conceptual demands on students (Odell, 1992) and requires new ways of thinking about, understanding and organising ideas (Lea & Street, 1998; Chanock, 1994). In addition, each of the disciplines has specific rhetorical and linguistic conventions (Berkenkotter et al., 1991; Herrington, 1985b) and writing requirements (Lea & Street, 1998; Vardi, 2000) which students need to

learn. As Skillen & Mahoney (1997) argue, the assertion that students arrive with deficits in their written abilities is not tenable as the academic language skills of higher education are new.

2.2 Tertiary writing: new challenges

What new challenges in writing does the tertiary context pose? This question is addressed by firstly examining the writing demands at the secondary level and then comparing these with the writing demands at the tertiary level in order to identify the types of differences that may pose a problem to students as they move from one level of education to the next.

2.2.1 Writing in the secondary context

Several researchers have examined the typical types of extended writing tasks required in the secondary setting. They have reported on the predominance of academic writing tasks such as summaries (Applebee, 1984; Enders, 2001; Grabe & Kaplan, 1996), personal responses to ideas (Grabe & Kaplan, 1996), descriptions and reports (Applebee, 1984; Enders, 2001; Rothery, 1985), and critical writing variously described as analytical, interpretive, argumentative, persuasive and expository (Applebee, 1984; Crowhurst, 1990; Huot, 1990; Rothery, 1985). Despite the differences in the types of writing reported, tasks at the secondary level are characterised as predominantly requiring students to demonstrate to their teacher that they have read and understood (Applebee, 1984; Geisler, 1994; Grabe & Kaplan, 1996). This understanding comes from knowledge that resides primarily in textbooks. These textbooks, however, are presented as autonomous authorities not to

be questioned (Geisler, 1994). As a result, Geisler (1994 p. 38) claims that students are required to “reproduce rather than extend what they have read”.

While these claims could be interpreted to imply that secondary students are not required to critically engage with the ideas presented in texts, examination of the critical writing tasks they are given, along with students’ attempts at completing them, suggests that secondary students are required to think about and respond to texts and events in certain ways within particular subject areas. Durst (1984) described a range of critical writing tasks that students are required to complete in high school. He found that within the Social Sciences, students are required to go beyond simply summarising the text to including explanatory comments. They are also required to analyse predominantly through the use of comparison and contrast, and to a lesser degree through the use of argumentative essays. Similarly, Durst found that writing in the sciences requires summaries with explanatory comments and laboratory reports. The laboratory reports require interpretations of the outcomes of science experiments based on the knowledge the students had learnt through their texts. Within English literature classes, he found that students are required to think about and analyse literary texts through argumentative essays.

Several researchers have examined the typical argumentative school essay. These are described as often adopting the following structure: an opening paragraph containing the thesis which is supported in the succeeding paragraphs of the body of the text and commented upon in the conclusion (Geisler, 1994; Durst, 1984; Rothery, 1985). This structure is often taught in high schools through the popular “five paragraph essay” construction (Wesley, 2000). In this construction, the introduction typically signposts

three main ideas, each main idea is addressed by one of the paragraphs in the body of the essay, and the conclusion functions as the final summation.

In examining the examples of argumentative essay tasks set in high schools and the students' responses reported in the literature, it would appear that different subject areas require students to think and use texts differently in their writing. Examination of examples provided by Durst (1984) reveals, for instance, that argumentative essays within English literature classes often require students to present their own interpretation and analysis of the literary text using quotes and excerpts as evidence. The requirements in the social sciences, however, appear different. In examining argumentative tasks and responses from the Social Sciences as described by Durst (1984) and Rothery (1985) , students are also required to provide an argument, however in this case, it is based on the knowledge they have gained through the class and through their texts.

It would appear that secondary students are exposed to thinking about texts and using information from texts in their critical writing, however, the above reports of their writing requirements reveal that the critical writing demands are limited in scope and length. Students are required to think about what they have read and to demonstrate their understandings, often within a five paragraph framework, through a variety of tasks. These include such tasks as explanation, comparison and contrast, support of a position based on information gained through text as well as support of a position through personal interpretation and analysis. As Geisler (1994 p.36) points out, however, they are not required to question the validity or limitations of the sources they use.

These critical demands on students and their writing are, none-the-less, challenging for secondary students. Applebee, Durst, & Newell (1984) reported that analytical writing poses more problems for students than summary writing, with students resorting to more familiar ways of organising the text to help manage the task. Similarly, reports on students' writing performance reveal poorer performance in argumentative writing than in other forms (Crowhurst, 1990; Engelhard, Gordon, & Gebrielson, 1992; Huot, 1990). These findings suggest that both the organisation and intellectual demands of critical writing together pose challenges for secondary students.

What happens to the writing requirements and demands placed on secondary students when they enter the tertiary context?

2.2.2 Changes in general writing demands in the tertiary context

Similar to research into secondary writing requirements, a number of researchers have examined the types of writing tasks required at the tertiary level. Overall, they have found that essays predominate (Moore & Morton, 1998; Hale,1996 cited in Paltridge, 1999; Rose, 1983) though a range of other types of writing have also been reported including case studies, summaries, research reports, design reports, projects, literature reviews, and plans and proposals (Hale, 1996 cited in Paltridge, 1999; (Braine, 1995; Carson et al., 1992; Horowitz, 1986b; Moore & Morton, 1998; Rose, 1983). It would appear that while several tertiary tasks would be familiar to students coming from a secondary setting (eg essays, summaries and laboratory reports),

some writing tasks could be new to students such as case studies, research reports and literature reviews.

In terms of critical engagement, requirements also appear remarkably similar with the undergraduate curriculum also requiring students to display their knowledge to the experts who are teaching them (Geisler, 1994; Paltridge, 1998). Horowitz, (1986a), in examining tasks from across 15 different academic departments within one U.S. university found that writing tasks ranged from simple descriptions and summaries through to explanations, comparisons and argument. The amount of writing requiring critical engagement was more clearly identified in a more recent study by Moore & Morton (1998 p. 21) who noted that 67% of the 155 writing tasks they had taken from across two Australian Universities required some form of evaluation or judgement. They also noted that 35% required some comparison and 28% required some explanation, though Moore & Morton, (1998 p. 22) did note that a number of tasks simply required description or summarisation.

While the level of critical engagement required in the writing tasks and the students' need to display knowledge appears similar between secondary and early undergraduate education, other differences, besides task type, do emerge. To begin with, the complexity and depth of the subject matter increases at the undergraduate level, and students are required to display their knowledge through writing of an increased length (Vardi, 2000b). Along with this increase in length, is a requirement for the writing to be detailed and specific in ways not previously required at the secondary level (Enders, 2001; Grabe & Kaplan, 1996). This increase in length, detail and complexity can create the need for various combinations of types of

discourse units (eg description, explanation, argument) within the students' written text to meet a range of rhetorical purposes. This creates challenges for students as they attempt not only to conceptualise and think about difficult material in a range of ways, but also to structure that understanding (Vardi, 2000a).

Along with the increase in complexity arises differences in the type of information used. While in the early undergraduate years, similar to secondary, textbooks remain a major source of information (Carson et al., 1992; Geisler, 1994; Vardi, 2000), students are also expected to incorporate information from a range of other sources including journals, experimental data (Moore & Morton, 1998), statistical databases, newspaper articles (Vardi, 2000) and the internet. In stark contrast with the secondary setting, there is very little requirement for, nor value placed on personal experiences, opinion or impressions (Moore & Morton, 1998; Grabe & Kaplan, 1996; Ivanic, 1998).

As students progress through undergraduate studies to postgraduate, their reliance on textbooks decreases. They begin to understand that texts represent authors with claims and with varying levels of credibility who are attempting to argue and persuade the reader about concepts and ideas that are neither agreed nor fixed. It is at this stage that they start to evaluate texts, and create knowledge in the same way that tertiary experts do (Geisler, 1994). This shift to evaluating textual information appears to occur at different rates between different disciplines. Reid, Kirkpatrick, & Mulligan (1998 p.37), for instance, in their investigation of reading practices in different undergraduate courses found that the social science students queried knowledge presented in text whereas students from business and health accepted

written text as ‘truth’. This difference between students suggests that the evaluation of readings occurs earlier in undergraduate studies in some areas such as the social sciences and later during postgraduate studies in other areas such as business and health.

This shift away from personal experience and impressions to the almost exclusive use of external sources in the undergraduate years aims to create the impression of objectivity and distance. This objectivity and distance is further realised through requirements for students to acknowledge the source from which the information was derived (Kaldor & Rochecouste, 2002; Vardi, 2000) and to use grammatical and lexical choices that remove emotion and the writer from the subject matter of the text (Johns, 1997; Kaldor & Rochecouste, 2002; Vardi, 2000).

The need to acknowledge sources through citation for each piece of information at the point at which it arises in the body of the text is a requirement not found in the secondary setting. In order to accomplish this, students are required to learn and use the appropriate forms of citation as determined by their university, faculty or school. However, the requirement for citation goes beyond adherence to form. Students are required in their writing to situate themselves and their argument relative to the sources they use and cite through a variety of linguistic means (Buckingham & Neville, 1997; Ivanic, 1998; Scollon, 1995). In this way they are required to “knit” the ideas of others together to form their own “voice” through aligning, disagreeing, contrasting and juxtaposing ideas (Ivanic, 1998) thus constructing their own voices from within the ideas of others. This requirement to draw from, integrate and position themselves in relation to text has been found to be a major intellectual

challenge for students (Carson et al., 1992) which often results in patch writing (Ivanic, 1998 p. 194).

Reinforcing the move from personal experience to external sources is the requirement for undergraduate students to use language which distances the writer from the content of the text. This is usually accomplished through the use of the third person point of view (Johns, 1997), passive constructions, nominalisations and abstract or inanimate subjects (Kaldor & Rochecouste, 2002). While most undergraduate students have been exposed in secondary schooling to use of distant language in their writing through summary writing in the sciences and social sciences, the shift to tertiary writing results in almost complete removal of the first person voice across all the academic writing they are required to do. On the one hand, they are required to "discuss", "argue" and "evaluate", while on the they are not allowed to use "I". This can result in students having difficulty expressing their own opinions and ideas through the voice of others (Lea, 1994; Lea & Street, 1998; Kaldor & Rochecouste, 2002).

These increased and increasing demands on students at the tertiary level are not, however, the only challenges that students face. Students further face the specific demands of the disciplines.

2.2.3 Disciplinary demands in the tertiary context

As shown through the social perspective, many of the changes in writing that students experience in the tertiary setting go beyond general changes in expectation. The different disciplines within the university make their own demands upon writing

which, according to Bartholomae (1985 p. 134-135), results in the students needing to "invent the university for the occasion … or a branch of it, like history, or anthropology or economics or English … by mimicking its language". These demands in writing are often shaped by the different ways in which each discipline constructs and interacts with knowledge (Chanock, 1994; Lea & Street, 1998; Odell, 1992) and the ways in which they teach that knowledge through writing to the students resulting in multiple "academic literacies" (Lea & Street, 1998). These differences in ways of knowing and writing already start in the pre-tertiary years (Durst, 1984; Langer, 1992) and continue to be developed at the university level (Langer, 1992).

What types of knowledge construction do academic staff in different discipline areas want their students to display in their writing? Research based on interviews with teaching staff across different discipline areas reveals different expectations in approach to content, thinking and the expression of disciplinary concepts. In interviews with academic staff from biology, sociology and English literature, Williamson (1988) found differences in staff expectation related to content and its debate and analysis. At one end of the continuum, he found that biology staff expected their undergraduate students to master a clear body of knowledge and to learn the appropriate disciplinary labels to apply to this knowledge. Despite debate about knowledge between experts within the discipline, no debate or analysis was expected or demanded of the students. He found that the sociology staff, while also interested in students mastering a body of knowledge, wanted students to be able to see conflicting views and to be able to analyse theories and social processes in action. At the other end of the continuum, Williamson found that English staff were

not interested in the mastery of any particular body of knowledge. Instead, they were interested in the students learning how to analyse and appreciate literature.

Langer (1992), in interviews with teaching staff from biology, history and literature, also found differences in expectations of thinking as well as differences in use of evidence between these disciplines. In biology, much like Williamson, she found no expectations for student debate about the body of knowledge. However, the biology staff she interviewed expected students to display thinking about the content through problem solving. They expected students to use facts and experimental data as evidence in supporting or refuting hypotheses. In history, she found a greater level of uncertainty and debate about knowledge. Staff expected students to recognise contradictions, to determine true from false propositions and to take sides in controversial issues through the use of circumstances and contexts as evidence. In literature, she found that students were expected to recognise major themes and motifs, and to use quotes from literary text as evidence for their critical analysis and personal responses to the readings.

Even though studies have examined aspects of writing from different disciplines, no established typology of discipline-specific discourse characteristics exists (Ivanic, 1998, p. 282). None-the-less, the work by Ivanic (1998) shows that the differing approaches to knowledge and thinking in the disciplines demand and create specific linguistic characteristics in students' writing. She found student writing in the natural sciences (p.294) to use expressions of quantity and disciplinary vocabulary and phraseology for physical objects, processes and states of affair which reflect the interests of natural scientists. In presenting "objective fact", she found the writing to

use passive constructions, present and present perfect tense categorical modality and explicit objective modality (eg ‘is’, ‘are’, ‘has been detected’ ‘it has been shown that’). In student writing in sociology (p.288), she found reference to social policy makers and the thoughts of social theorists. She also found vocabulary and phraseology related to social groups, processes, states, relationships and constructs. In student writing in literary studies (p. 292), she found the names of texts and authors, vocabulary specific to discussing text and genre, verbs and nominalisations of the feelings of characters and respondents to the work (eg ‘calamity and despair’, ‘outraged’) , present tense verbal and mental processes of the writer and literary authors (eg ‘tells’, ‘appeals’ ‘tackles’), words and phrases referring to general psychological categories (eg ‘human fallibility’, ‘life unstarted’). These findings demonstrate the stark linguistic differences that arise from the differing knowledge constructions expected by teaching staff in the disciplines. They also vividly show how students start to produce Bartholomae's (1985) “mimicking of expertise”.

Disciplinary participation, however, is not monolithic (Herrington, 1985b; Ivanic, 1998): it takes many shapes with many disciplines requiring a range of professional and academic types of writing. Within one discipline, these could include, for instance, laboratory reports, design specifications, technical evaluation reports and research reports. These different types of disciplinary writing tasks are variously incorporated into different units of a student’s degree programme. Research has shown that lecturers within any given discipline area have very different expectations for these different types of writing tasks (Herrington, 1985b; Vardi, 2000b). Herrington (1985b), for instance, found that within chemical engineering, the writing for design reports and laboratory reports differed markedly in terms of purpose,

writer and audience roles and lines of reasoning used. Vardi (2000) in her investigation of writing requirements across first year units representing eight disciplines, found that within units with multiple writing tasks, the tasks had vastly different requirements each developing different understandings and ways of thinking. These resulted in lecturers expecting different structuring, formatting and language in the students' work for each of the assignments arising out of the various hypothetical audiences, purposes and thinking required. These differences in turn result in students needing to reposition themselves from one assignment to the next within the same discipline (Ivanic, 1998) and even within the same unit. They also affect students' abilities to demonstrate their thinking and understanding through their writing. This creates another challenge for students as writing is a major means by which staff evaluate completed tasks.

Evaluation of how well students complete a task is, however, only one of the functions of writing that lecturers have for students in the tertiary context. Based on insights from the cognitive view of writing (discussed in chapter 1 pg 23), writing is also used by staff both for learning the authentic tasks of the community and reflecting on that learning. Williamson (1988) provides an example of how this affects writing in the disciplines. While the English literature staff whom he interviewed wanted literary response and analysis as required by the discipline, they also valued reflection and hence required students to keep a journal. The journals were used for a range of purposes such as records of daily activity, responses to in-class teaching activities, and explorations of personal responses to literature. As this example shows, within the disciplines, students are often required to adopt dual roles. Once again, this requires them to reposition themselves in their writing: at some

points acting as “experts in waiting” while at others acting as “self-reflective learners”.

The differences that exist between and within the disciplines due to differences in knowledge construction and task purpose do not, however, explain all the variations in writing expectations across the university. Even for the same task within a given unit, differences between lecturers in expectations of the students’ writing have been found (Vardi, 2000; Williamson, 1988). Vardi (2000) found, for instance, that the two lecturers teaching in the same first year economics unit had different expectations for the structuring of the analytical essay that they had jointly set. Similarly, Williamson (1988), found that the two lecturers he interviewed in English literature had vastly different expectations for the ways in which they wanted their students to use the journal that they too had jointly set.

It would appear that, for students writing in the disciplines, expectations are neither clear cut nor agreed (Lea & Street, 1998) making it difficult for students to write in ways that will satisfy each of their academic markers. With so many differences in expectation of student writing between disciplines, within disciplines and between lecturers, how do students learn to meet the various expectations in their writing?

2.3 Learning to write: tertiary perspectives

Students face many challenges in learning to write at the tertiary level. As Lave & Wenger (1991) describe it, they are “newcomers” to a community with ways that have been established and socially negotiated by the “old-timers” or experts. These are ways that they need to learn. With writing reflecting the discipline, learning to

write in a disciplinary community therefore becomes closely entwined with learning and understanding it: its knowledge, ways of thinking and conventions (Nightingale, 1988; Lea, 1998; Mayher et al., 1983). Historically, there has been a conceptual split between the teaching of "content" and its "expression" in the form of the writing (Russell, 1991). However, the content (what is said) cannot be separated from form (how it is said) in writing (Faigley et al., 1985; Mayher et al., 1983; Odell, 1992; Wiemelt, 1994; Zinsser, 1988). The content, the expression and the thinking displayed meld together to meet discipline, task and lecturer requirements. Together these determine the perceived quality of the student writing.

Writing within each discipline and for each lecturer, therefore, requires students to learn much more than the use of basic mechanical and transferable skills (Ballard & Clanchy, 1988; Bartholomae, 1985; Carson et al., 1992; Faigley et al., 1985; Grabe & Kaplan, 1996; Lea & Street, 1998; Russell, 1991; Wiemelt, 1994; Zinsser, 1988). Learning to write at the tertiary level involves learning the knowledge and the thinking of each discipline, and learning how to present appropriately within each discipline and to each lecturer.

2.3.1 Learning the knowledge and thinking of the discipline

Within the tertiary setting, learning the knowledge and thinking of the discipline is accomplished through engaging with the ideas and ways of thinking of the discipline in lectures, tutorial activities, laboratory activities, fieldwork, assessments and so forth. This occurs through doing, listening, speaking, reading and, of course, writing: language in use for the purpose of learning across the curriculum. With many

assessments and activities within the tertiary setting requiring writing, writing is a major means by which students can both learn and reveal their learning.

Since the 1970's, much of the literature from the individual perspective on student writing has promoted the writing process as an effective way for students to learn content (Russell, 1991). The writing process is seen as helping students to learn by both facilitating and giving time to thinking (Hounsell, 1997; Zinsser, 1988). But what types of thinking promote learning and are these reflected in the writing process and the writing tasks given? To answer this question, it is worthwhile to look briefly at the literature on thinking and learning, and to compare it with the literature on the writing process, writing tasks and the thinking that these promote.

The literature addressing thinking and learning suggests that the nature of student engagement determines the depth of learning (Entwistle, 1997; Ramsden, 1992) (Biggs & Moore, 1993; Paul, 1992). Engaging critically is a major means by which students can clarify concepts (Chaffee, 1997) and gain a deep understanding of the subject matter (Biggs & Moore, 1993; Paul, 1992; Ramsden, 1992). A wide range of thinking skills which can help students to understand more deeply have been identified and these are outlined in table 1.

Table 1
A summary of thinking skills which promote learning from across the literature

▪ Questioning (Brown & Keeley, 1998; Chaffee, 1997)
▪ Identifying problems, issues, assumptions, reasons, conclusions (Brown & Keeley, 1998; Chaffee, 1997) (Ennis, 1987)
▪ Explaining, predicting, inferring, deducing (Chaffee, 1997)

▪ Judging, analysing and evaluating evidence, reasons, conclusions, sources, deductions, data, predictions, arguments (Brown & Keeley, 1998; Chaffee, 1997; Ennis, 1987; Marton & Saljo, 1997; Scriven & Paul, 1996)
▪ Examining relations between ideas (Marton & Saljo, 1997) both new and old and reinterpreting and restructuring (Entwistle, 1997; Lubart, 1994; Marzano et al., 1988)
▪ Examining relations between ideas and real world phenomena (Marton & Saljo, 1997)
▪ Integrating parts into wholes through various means of organisation such as argument-conclusion, cause-effect, and principle-example (Svensson, 1997)
▪ Viewing situations from different perspectives (Chaffee, 1997; Ruggiero, 1988)
▪ Generating ideas and alternatives (Chaffee, 1997; Marzano et al., 1988; Nickerson, 1994)

Within the tertiary setting, where students are often required to go between multiple sources, it is interesting to observe how the writing process often involves the use of many of the thinking skills outlined in Table 1 supporting the claims of the process facilitating thinking and learning. McGinley et al., (1989 p. 1) in their investigations of the process undertaken by tertiary students in writing a critical essay, found that students "moved back and forth between writing notes, reading articles, writing their essay, reading the essay and reading their notes" engaging in different types of thinking at each point. This process observed by McGinley et al. (1989) reflects the recursive nature of the writing process as posited by Emig in 1971, and depicted in Flower and Hayes' model of the writing process in 1981.

As students start the process, they interact with the texts that they read (Blanton, 1994; Heath & Mangiola, 1991). They attempt to judge, analyse and evaluate the information in an attempt to determine what is crucial and what is not (Carson et al., 1992; McGinley et al., 1989) in relation to the task they have been given. These

individual texts can not only generate ideas for the students' own writing (McGinley et al., 1989), they can also raise questions in the students' minds (Mayher et al., 1983).

As students read a variety of texts, take notes, start drafting and then return to their readings and notes, so they agree or disagree with texts (Blanton, 1994; Heath & Mangiola, 1991) and their thoughts emerge (Mayher et al., 1983) and start to crystallise (McGinley et al., 1989). They start to formulate their own views, find reasons to support these (McGinley et al., 1989) and discover connections or relationships between ideas within and between texts (Burnett & Kastman, 1997; Carson et al., 1992; Mayher et al., 1983) and with their previous understandings of the subject matter (Blanton, 1994; Heath & Mangiola, 1991). These thoughts and ideas start the process of knowledge organisation which the student records and reveals through units of discourse (Faigley et al., 1985).

Even as they write down their ideas, however, they can still be creating meanings in their own mind as the words appear on the page in what Britton (1983) terms "shaping at the point of utterance". In rereading their own emerging writing, the students are further challenged and persuaded (Burnett & Kastman, 1997) and they return to their notes and sources to question, hypothesise and validate (McGinley et al., 1989). This leads to further changes in form and content which result in the further creation of new meaning (Faigley et al., 1985).

Not all writing, however, encourages learning and the types of thinking outlined above. Depth of learning is determined by the types of writing task set (Herrington,

1988; Laurillard, 1997; Mayher et al., 1983; McGinley et al., 1989). Where the students simply retell facts, only surface learning occurs (Ramsden, 1992). In order to facilitate critical engagement and deep learning, tasks such as evaluation (Marzano et al., 1988; Nickerson, 1994; Scriven & Paul, 1996), application, analysis, synthesis (Scriven & Paul, 1996); and problem solving (Bransford & Stein, 1993; Chaffee, 1997; Nickerson, 1994) need to be given where students are required to reflect on and use information from a wide range of sources.

While the nature of the writing task and the process of writing provide opportunities for students to engage, the degree and manner in which they do so depends upon their own perceptions and interpretations of the task (Hounsell, 1997; Lea, 1998). Students interpret writing tasks from within the educational context in which they are given. This includes how the assignments are set, how the class is conducted and how the teacher uses the written task (Herrington, 1988). To effectively facilitate learning, the teacher needs to use the writing as a means of critically engaging students with the learning experience of the class.

Where writing is actively used as a tool for learning, once it is completed and submitted, it can display the level to which the student was able to think about and understand specific knowledge (Mayher et al., 1983) in ways determined by the discipline and the lecturer. The quality of writing is, therefore, often equated with the quality of thinking displayed by the student (Royster, 1992; Zinsser, 1988). As Russell (1991) points out, learning to write requires continuous intellectual development which is tied to learning within the discipline. Interviews with tertiary students confirm this intellectual aspect revealing that they found the intellectual

engagement required in essay writing to be the most difficult part of their course (Carson et al., 1992).

So through writing tasks presented as learning activities which require reflection and the use of information from a wide range of sources, students can use the medium to learn the knowledge and thinking of the discipline. In so doing, they learn to express their newly emerging disciplinary thinking in a written form. The process of "getting it down on paper", however, requires students to do more than express their thinking in writing. They also need to convey and make clear their knowledge in writing for a specific lecturer who resides within a specific unit within a discipline with certain conventions and expectations of written discourse.

2.3.2 Learning the conventions and expectations

As shown through research from the social perspective, each discipline has agreed knowledge and familiar ways of organising, discussing, using and debating it (Herrington, 1985a; Rafoth, 1988) which have been and continue to be socially negotiated over time. These familiar and shared ways lead to a range of conceptual, linguistic and rhetorical constraints on written discourse (Berkenkotter & Huckin, 1995; Bereiter & Scardamalia, 1983) which add to the complication and challenge for students in writing. Conceptually, they need to learn the assumptions of shared knowledge (Bartholomae, 1985; Berkenkotter & Huckin, 1995; Johns, 1997) which readers from within the disciplinary community will bring to the reading of their text. In order to create a coherent text for discipline-based readers, students need to write from these "common points of departure" (Bartholomae, 1985 p. 139) and help readers to recognise these through eliciting familiar contexts (Wiemelt, 1994). They

need to understand the concerns, priorities and values of the discipline: the important issues to resolve (Herrington, 1985b); what is appropriate to mention and what is not (Johns, 1997) for each purpose in a given situation at a particular time (Berkenkotter & Huckin, 1995); who is important in the debate and who is not; and the standards of deliberation employed (Rafoth, 1988).

Within these conceptual parameters, students also need to learn how to organise information (Johns, 1997) and present it (Langer, 1992) in ways that are agreed and familiar for each discipline in which they are studying. This requires learning a range of disciplinary conventions and expectations including: appropriate ways to develop argument and use evidence (Russell, 1991); the use of appropriate academic vocabulary, phraseology and grammatical features (Johns, 1997; Kaldor & Rochecouste, 2002; Rafoth, 1988); whether or not to use headings (Johns, 1997; Kaldor & Rochecouste, 2002; Vardi, 2000); how charts, graphs and tables are used and incorporated into the text (Kaldor & Rochecouste, 2002; Vardi, 2000); the types of discourse moves typically made (Berkenkotter et al., 1991; Johns, 1997; Swales, 1990); the types of opening lines typically used; and the typical formats adopted (Rafoth, 1988).

These shared understandings, conventions and expectations reflect what Russell, 1991 p.13) terms “the habits of the community”: a range of general, broadly agreed understandings at the disciplinary level. However, in addition to these understandings of the broad community, is a local context which integrates participants, their interactions and texts with that broader community (Candlin, 1998). Hence locally, each classroom functions as a community of its own that links

to the broader community but has its own set of negotiated meanings, aims and expectations which also impact on writing (Vardi, 2000b). Students, therefore, not only need to employ the assumptions and background knowledge of each discipline, but also need to contextualise their written discourse in terms of their interaction with the lecturer, other students and their readings (Connor & Mayberry, 1996; Wiemelt, 1994). This includes understanding the lecturer's assumptions about the topic (Wiemelt, 1994) and taking into account the lecturer's personal biases, beliefs and purposes within the context of the unit and its aims (Vardi, 2000).

The importance to students of contextualising their writings relative to the unit and show it is enacted in the classroom is exemplified by Prior (1995 cited in Connor & Mayberry 1996) who found that lecturers interpreted students' writing as representations of the class. For the lecturer, coherence and meaning is created and maintained when the students' texts utilise and make connections to both the disciplinary ways of knowing and the contextual understandings developed in the class (Berkenkotter & Huckin, 1995; Peck McDonald, 1987). For student texts to be successful, they need to be constructed within the norms established by the class as these norms are the way in which the text will be construed (Rafoth, 1988; Wiemelt, 1994).

How do students learn to meet the discourse conventions and expectations of the discipline and the lecturer? According to Gee (1990), discourses are not learnt consciously through the process of teaching, but subconsciously. From this socially constructed point of view, students are not explicitly taught the conventions and expectations, rather they undergo a process of enculturation where the conventions

and expectations are absorbed over time through immersion in the social interactions and culture of the community (Berkenkotter & Huckin, 1995; Mayher et al., 1983; Russell, 1991; Williamson, 1988). For tertiary students, this results in enculturation into the discipline through the social interactions and culture of the unit and the classroom. These interactions and the writing that results are not the same as the interactions and writing of fully fledged members or experts of the disciplinary discourse community (Kaldor & Rochecouste, 2002). While the discipline sets many of the conceptual, linguistic and rhetorical parameters, the learning environment also sets parameters of its own. In this way, students partly learn the writing of experts while learning the types of writing typically expected of undergraduate students: essays, examinations, case study reports, assignments, mock professional reports and so forth. In developing and distinguishing between these multiple ways of writing, students also learn how to adapt their writing to specific situations, purposes and audiences (Berkenkotter et al., 1991).

Implicitly learning the conventions and expectations required within a unit occurs through repeated exposure to similar contexts, experiences, text forms and content (Johns, 1997). Initially, students bring their prior knowledge of academic writing to a new unit (Marsella, Hilgers, & McLaren, 1992). Through interaction in the unit, they modify their understanding to meet the new requirements and expectations. The oral and written texts of experts provide models from the larger discourse community (Langer, 1992; Russell, 1991; Zinsser, 1988) and understandings of the discourse are developed and negotiated through writing, interacting and discussing with peers and teachers (Connor & Mayberry, 1996; Wiemelt, 1994). These repeated and negotiated

experiences allow students to acquire the discourse of the unit and the classroom implicitly and gradually (Mayher et al., 1983; Russell, 1991).

How long does it take for students to implicitly acquire the types of discourse required by their lecturers? Both Berkenkotter et al. (1991) and Wiemelt (1994) in their case study investigations of tertiary students' acquisition of discourse conventions and expectations found that the writing of their students changed from one piece to the next, each time moving closer to the discourse required. This change appears to occur for both undergraduate and postgraduate students reflecting the changes in expectations that students need to learn at all levels of tertiary education. In the case of Wiemelt's undergraduate student, change was observed from one draft to the next often reflecting the interactions of the classroom. In the case of Berkenkotter et al.'s (1991) PhD student, change was observed to occur progressively over the course of a year. By the end of a year of interactions, they found that the student could position himself within academic conversations; demonstrate his familiarity with the concerns and issues of the discipline, the course and his professor; use technical terminology; use appropriate rhetorical 'moves'; and adopt a 'scientific persona'.

Many Australian tertiary institutions, however, are not satisfied with hoping and waiting for students to implicitly acquire the conventions and expectations of the discipline, course and lecturer over time. This arises from a number of different pressures within the current Australian tertiary context including changes in the nature of the student population over the last twenty-five years, the perceptions and

demands of employers and the community at large, and the perceptions and expectations of teaching staff themselves.

Over the past twenty-five years, the percentage of the population attending tertiary institutions has substantially increased. The student body within the Australian context is now much more diverse in terms of their educational, family, language and ethnic backgrounds (Reid, 1997) resulting in a wider range of differences in language use on entry to the university and a concern by teaching staff as to how to deal with these effectively. The business community and the government expect that students will graduate with a range of "generic" or "transferable" skills with communication skills being high on the list of priorities (Vardi, 1997) and this places pressure on lecturers who, as Russell (1991 p.18) points out, mistake students' initial attempts at disciplinary discourse as "poor writing" or "ignorance".

These pressures have resulted in a number of universities undertaking institution-wide initiatives designed to help lecturers integrate strategies into their disciplinary teaching in order to accelerate literacy acquisition (see for examples Skillen & Mahoney, 1997; Vardi, 1997; Cartwright & Noone, 2000; Elliot, 1997; Hallett, 1997; Ingleton, 1997; Kokkinn, Head, Feast, & Barrett, 1998; Parker, 1997). Many of these initiatives involve collaboration between language support or learning skills staff and content lecturers (see for example Hallett, 1997; Ingleton, 1997; Parker, 1997; Skillen & Mahoney, 1997; Vardi, 1997).

Examination of the literature on approaches to developing writing within the disciplines reveals that two major types of strategies have evolved: those which aim

to enhance the participatory nature of the learning environment; and those which aim to make the implicit explicit. Acquiring the discourse implicitly requires participation and use of language. With the amount and type of participation varying greatly between units and courses, one major way in which universities attempt to enhance acquisition of the discourse is through encouraging teaching staff to design their units so that students have increased opportunities to use the discourse and negotiate their understandings of both the discourse and the subject matter through increased reading, writing and discussion (Ingleton, 1997; Kokkinn et al., 1998; Parker, 1997; Vardi, 1997). This reflects a language-across-the-curriculum approach to writing development through use of language in the learning process.

Alongside the increased focus on interaction and learning through language are strategies for making explicit the discourse required (Elliot, 1997; Skillen & Mahoney, 1997). These strategies focus on helping lecturers to become more aware of their own expectations for written discourse (Vardi, 2000; Vardi, 2000), and then making these expectations explicit to students.

Strategies for making expectations explicit typically fall into two broad categories: the development of support materials and direct verbal instruction for the students. The types of support materials typically developed include: marking criteria that make expectations clear (Elliot, 1997; Hallett, 1997; Ingleton, 1997; Vardi, 2002), handouts and booklets that clarify the intent of written tasks and the conventions required (Elliot, 1997; Hallett, 1997; Vardi, 2002b; Cartwright & Noone, 2000), and model essays that demonstrate the types of discourse required (Ingleton, 1997; Vardi, 2002). These reflect a text-based approach to writing instruction. The types of direct

verbal instruction that teaching staff have reported using include: deconstructing the assessment prompts with students and discussing how these might be tackled in their writing (Kokkinn et al., 1998; Vardi, 2002); overtly discussing in lectures how ideas are expressed and substantiated (Vardi, 2002); and coaching students through the writing process (Elliot, 1997; Hallett, 1997; Vardi, 2002a). These reflect a process approach to writing instruction.

Many of these approaches at the tertiary level encourage learning of the discourse through participation and through making clear the expectations and conventions prior to writing. However, tertiary students within the disciplines can also be helped to meet the wide range of expectations *during* the writing process. One major means for achieving this is through teacher written feedback.

2.3.3 Feedback: its role in improving writing

One of the major tools that teaching staff have for helping students during the process of writing is written feedback. Its role in improving tertiary student writing has been studied across a number of different contexts including tertiary composition study, second language acquisition and the disciplinary context. Research on feedback within tertiary composition study has predominantly taken the form of action research in the classroom based on the cognitive view of individuals and their development. In this classroom-based research, teachers such as Sitko (1993), Sweeney (1999), Ziv (1984) have focussed on the types of written feedback given during the process of writing and the types of changes the students subsequently made.

In examining feedback types, each of these teachers categorised it in different ways. Ziv (1984) and Sweeney (1999) categorised their feedback according to the manner in which it was given. Ziv (1984) categorised her feedback as either “explicit” or “implicit”. Explicit feedback directly pointed out specific errors and instructed the students on how these were to be fixed, for instance “Shift this paragraph to here”. Implicit feedback gave general suggestions or asked questions about the text, such as “Do you think your conclusion follows logically?”. Sweeney (1999) categorised her feedback as either “deductive”, i.e. explicit and directive, or “inductive”. Her inductive feedback comprised questions designed to highlight areas of writing which the student should further explore, such as “Which paragraph do you think could use more detail?”. In contrast, Sitko (1993) categorised her feedback according to what it addressed: the features of the text (such as organisation and “style”) or the ideas in the text.

Both Ziv (1984) and Sweeney (1999) found explicit feedback to be highly successful in students making changes to words, sentences, structure of the text and ideas in the text. Ziv (1984) found her implicit feedback on structuring of the text and on its ideas to also be effective though Sweeney (1999) found the inductive feedback that she gave led to few changes in the subsequent text. Sitko (1993) found that the focus of the feedback determined what students attended to in the text. Like Ziv (1984), she found that when students’ attention was drawn to the ideas in the text and how these are structured, significant reshaping and reordering of the texts resulted.

Research into feedback has also been studied in the tertiary context in classes designed to improve the overall English skills of second language learners. This

research has also been conducted from within an iterative process approach to writing instruction in which students write drafts, receive feedback and then rewrite. However, due to the second language teacher's focus on the teaching and correction of language structures, this research has predominantly focussed on feedback related to the textual features, not the ideas in the text.

One type of research arising out of this focus has involved researchers placing students into experimental groups and testing the effects of two different types of feedback on change in students' texts (Ashwell, 2000; Fathman & Whalley, 1990). This type of research has focussed on the difference between feedback that addresses surface mechanical features (eg grammar, punctuation), and feedback that addresses organisational features (paragraphs, topic sentences) and rhetorical functions (description, explanation). Fathman & Whalley (1990) found that students receiving feedback on organisational and rhetorical functions improved the quality of their essays the most, though they noted that simply sending drafts back for revision also resulted in better expression. Both Fathman & Whalley (1990) and Ashwell (2000) found, however, that when both feedback on surface features and feedback on organisational features and rhetorical functions were given together, these impacted positively on the writing of second language students.

In a more broad-based naturalistic examination of feedback, Ferris (1997) examined feedback types as they naturally arose in an ESL composition class and examined their impact on the quality and extent of the changes made. In order to do this, Ferris (1997) categorised each point of feedback according to: length; the type of feedback given (eg question, request, positive, negative, grammar focus); whether or not

hedges were used; and whether the feedback was "generic" (i.e. could have applied to any paper) or text-specific (i.e. addressed a specific issue in the text). The student revisions were rated on a scale from 0 to 6 with "0" being equated with "no change" and "6" being equated with "substantive change". The change was also evaluated as being either a "positive", "negative" or "mixed" in its effect on the final text. Ferris (1997) found that (i) the most substantive changes to text were made in response to requests by the teacher in the margin (whether provided as a question, statement or imperative) and in response to summary feedback on grammar; (ii) longer text-specific feedback resulted in more major changes than did short general feedback; and (iii) over 95% of the changes made on rewrite, whether minimal or substantial, improved second language students' papers, though she did find that revisions based on requests for more information led to mixed effects.

The findings from both the tertiary composition class and the second language class provide some insight into how feedback is used by students and the effects of different types of feedback on student revision. These contexts and the student groups with which the feedback is used, however, are different from the tertiary disciplinary setting. In the disciplinary context, the course content, ideas and ways of thinking are important aspects of writing. The process of writing is part of learning the content and lecturers use the final written product to assess the depth and breadth of student learning. In these written tasks, the social constraints and norms of writing in the discipline, as translated into the classroom context, are also considered important aspects of the writing. These constraints of content, thinking and social norms do not feature in writing classes placed outside the disciplines where students

can choose their own topics based on general knowledge written for a more broadly based audience.

The student groups also differ in significant ways. The composition class often has reluctant students (Pantelides, 1998) who are required by university administration to complete a writing unit or course either because it is a course requirement or because they are deemed to be "basic writers" (eg see Sweeney, 1999). This can affect their motivation to engage in a classroom imposed iterative writing process. In the second language classroom, there are many additional language concerns to be addressed, not least of which is the students' grammatical proficiency. This is an aspect which is not a major problem for tertiary level native speakers of English as revealed through the findings reported by Cooper et al. (1984), Huot (1990), Nightingale (1988) and Witte & Faigley (1981), yet clearly affects the types of research conducted into feedback in the second language classroom as revealed through the work of Fathman & Whalley (1990) and Ashwell (2000).

These differences between the two contexts affect how feedback is studied, the findings that result, and the conclusions that are drawn. In particular, the composition and second language classroom research does not address how feedback on writing influences ways of thinking, social norms and learning. These types of issues can only be addressed when feedback within the disciplinary context is examined.

Research into different types of feedback in the tertiary disciplinary context has been conducted from within a number of different instructional contexts. Some research has studied feedback from within a process approach to writing, adopting a cognitive

view of writing see (Beason, 1993; Olson & Raffeld, 1987). However, the process approach to writing where students are provided feedback within an iterative process of drafting, receiving feedback and rewriting is not often used in the disciplines at the tertiary undergraduate level. Feedback has therefore been examined from within a mainly non-iterative context see (Chamberlain, Dison, & Button, 1998; Spinks, 1998; Tapper & Storch, 2000) where it no longer takes a formative role in the development of a particular written piece but a summative one.

In a controlled study adopting the process approach to writing, Olson & Raffeld (1987) investigated two types of feedback in a first year discipline-based classroom: (i) text-specific feedback on content which encouraged the addition, deletion and restructuring of content, and (ii) non-text specific surface feedback (eg "awkward wording", "reread your notes"). They found that text-specific content feedback resulted in significantly better writing quality than non-text specific surface feedback. They also found that text-specific content feedback resulted in significantly higher content knowledge as measured through a multiple choice test, than did non-text specific surface feedback. These results led Olson & Raffeld (1987) to conclude that, unlike non-text specific general feedback, text-specific feedback on content and structure results in both improved quality of writing and improved understanding.

A different type of study in the disciplinary context which examined feedback within the process approach to writing instruction was that conducted by Beason (1993) who examined the types of feedback teachers in the disciplines gave and the types of revisions the students made. In the study, each point of feedback was coded

according to: (i) the aim of the feedback (eg edit, praise, advise, detect problem), (ii) the characteristics of writing that the feedback addressed (eg the focus of the text; development and support of ideas; structure and organisation; mechanics; validity of ideas); and (iii) whether or not there was a change in the rewrite in response to the feedback. Beason (1993) found that the students responded to 89.5% of the feedback. However, while the feedback from the teachers focussed mainly on the development and support of ideas (32.9%), expression (28.2%) and organisation (15.3%), student revisions focussed mainly on expression (45.1%), the development and support of ideas (31.9%) and mechanics (16%). Without directly relating the revisions to the feedback, however, Beason was unable to explain this discrepancy.

Many tertiary discipline-based units, however, do not adopt a process approach to writing instruction which allows students to act on feedback they have been given. Therefore research into different types of feedback within the disciplines has also been conducted in the non-iterative context by researchers such as Chamberlain et al. (1998), Spinks (1998) and Tapper & Storch (2000) who have examined practices in giving feedback in the tertiary setting. In examining the practices of first year disciplinary teaching staff, Chamberlain et al. (1998) identified nine types of feedback which they judged and placed on the following continuum from least helpful to most rewarding: (i) comments addressed to an audience other than the student eg "confused", (ii) generic comments relating to process/grammar or style, eg "careful how you begin your sentences", (iii) dismissive/sarcastic/gatekeeping comments, eg "Did you experiment to find all this?", (iv) comments that 'pass the buck', eg "you need help with your English, (v) comments with grammatical jargon, eg "beware poor syntax", (vi) comments sending mixed messages, eg "follow your

own advice", (vii) comments containing hedges, (viii) comments offering praise and/or self reflection, eg "your introduction is excellent' and (ix) comments offering text-specific direction, eg "be more specific – say where and when". They concluded that most of the written feedback was unhelpful and that the students in their study benefited most from the face-to-face consultations they had had with their lecturers about their writing. In terms of the impact of the feedback on quality of writing, Chamberlain et al. (1998) noted that by the end of the year students had acquired the writing conventions of the discipline and had improved their coherence in writing, though they lamented the general lack of depth in essay content and the persisting problem of plagiarism as students "struggled to make sense of their readings". These problems of content and plagiarism were attributed to the lack of text-specific comments from the markers.

In another study investigating the types of feedback given by disciplinary markers Spinks (1998), however, came to different conclusions. She categorised feedback by whether it addressed: grammar, subject matter, structure, referencing or professional induction. While she found that feedback addressing grammar was often vague, she also found that (i) feedback addressing subject matter often corrected misunderstandings, discussed the detail, relevance and amount of information needed and dealt with the need for analysis; (ii) feedback addressing structures related mainly to paragraph development, structure of the introduction and repetition; (iii) referencing feedback dealt mainly with attention to form; and (iv) professional induction feedback addressed appropriacy of language, sources and level of critique. She concluded that the majority of the markers she investigated understood their role

in inducting the students into appropriate ways of writing in the discipline, though she did note the variation between markers in giving feedback.

In a similar attempt to highlight practices, Tapper & Storch (2000) analysed the types of feedback given by disciplinary lecturers. They categorised feedback by its location, focus (eg content, expression, mechanics), aim (eg praise, advice, problem detection); symbols (eg tick, cross, underline), type of comment (eg directive, suggestion), and its intention to correct or not. They found that most of the feedback was provided in the text or the margins and focussed predominantly on content. Praise (including ticks) accounted for nearly half of the feedback with advice being the next most common form of feedback (30%). They concluded that the staff understood the role of feedback in developing both content and writing in the discipline.

Despite the differences between the three contexts of the tertiary composition class, the second language class and the discipline-based class, a number of similar conclusions have been drawn about feedback and its role and effectiveness in the writing process. Several researchers have found that when given an opportunity to revise, students usually attend to most teacher written feedback and make changes (Ashwell, 2000; Ferris, 1997; Sweeney, 1999; Beason, 1993) particularly when written as a request or a direction on what to improve and how (Ferris, 1997; Sweeney, 1999; Ziv, 1984). Changes in response to feedback occur even when students do not understand why the change needs to be made (Ziv, 1984). Feedback increases the number of changes that students make on revision (Ashwell, 2000; Fathman & Whalley, 1990; Sweeney, 1999) and these changes usually improve the

quality of student writing (Beach, 1979; Beason, 1993; Fathman & Whalley, 1990; Olson & Raffeld, 1987; Sitko, 1993).

Certain types of feedback have been found to be more effective in producing positive change than others. Overall, text-specific feedback results in more substantive change than general feedback (Chamberlain et al., 1998; Ferris, 1997; Jenkins, 1987; Zamel, 1985; Sweeney, 1999). Feedback addressing the characteristics of mechanics, structure or content in the text has been found to lead to changes which improve the quality of writing (Ashwell, 2000; Fathman & Whalley, 1990; Olson & Raffeld, 1987; Beason, 1993; Ferris, 1997). But, while feedback on mechanics improves writing, when it is the only feedback given, it does not necessarily translate into increased marks in the discipline (Olson & Raffeld, 1987). This finding reflects the importance that disciplinary markers attribute to both content and form in their evaluation of the overall quality of the written piece.

Despite these positive observations about the types of feedback that result in improved writing, both researchers and students from across a range of contexts have expressed concerns about how it is used in the classroom. Researchers have found that some teachers give limited feedback (Plum, 1998; Spinks, 1998), misread students' work (Jenkins, 1987; Zamel, 1985), over-emphasise certain aspects of the text such as grammar (Cohen & Cavalcanti, 1990), arbitrarily impose rules and standards (Zamel, 1985), and do not address specifics in the text (Chamberlain et al., 1998). Feedback from some teachers has been variously described as vague (Chamberlain et al., 1998; Jenkins, 1987; Zamel, 1985), unclear or cryptic (Chamberlain et al., 1998; Hoadley-Maidment, 1997; Jenkins, 1987), ambiguous

(Jenkins, 1987), sarcastic (Chamberlain et al., 1998), contradictory (Chamberlain et al., 1998; Zamel, 1985), buck-passing (Chamberlain et al., 1998), and lacking in praise or positive comments (Beason, 1993; Chamberlain et al., 1998; Cohen & Cavalcanti, 1990; Spinks, 1998). These types of observations about teacher feedback have led Jenkins (1987) to the conclusion that feedback often lacks a sense of instruction, and Chamberlain et al. (1998) to the conclusion that much of the feedback students receive is unhelpful. When considered from a social perspective, any vague, unclear, non-text-specific feedback becomes even more of a problem when students are entering a writing situation with new conventions, norms and ways of thinking as occurs in the discipline based classroom.

Given the observations made about teacher feedback, it is not surprising that several researchers (Cohen & Cavalcanti, 1990; Plum, 1998; Sitko, 1993; Zamel, 1985) have observed that many students have problems in using it. Students in various studies have reported not understanding a range of feedback that they have been given (Cohen & Cavalcanti, 1990; Jenkins, 1987; Lea & Street, 2000; Leki, 1995; Sommers, 1992). This lack of understanding has been linked not only to "unhelpful" feedback, but also to feedback that does not reflect the in-class discussions and negotiations which had occurred about the writing (Sperling & Freedman, 1987). Students report sometimes not knowing what to do with the feedback given (Leki, 1990) and are disappointed when they do not receive enough useful feedback (Spinks, 1998). These types of findings have even led some to conclude that written feedback is not effective (Faigley et al., 1985; Hillocks, 1986; Leki, 1990).

Yet despite these problems with teacher feedback, students report wanting useful feedback (Spinks, 1998) and have spoken of the types of feedback they like or would like to receive on their writing. Several studies have reported that students want positive feedback (Beason, 1993; Cohen & Cavalcanti, 1990; Hyland, 1998; Spinks, 1998). This aspect of feedback is important as it not only provides motivation, but also information about the correctness of a response (Wittrock, 1986). However, students also want teachers to engage with their ideas and provide feedback on content and its organisation (Cohen & Cavalcanti, 1990) with direct explicit instruction on how to improve (Hyland, 1998; Leki, 1990; Ziv, 1984) – a desire which is strikingly similar to the types of feedback found to be effective in producing positive changes to students' writing. When they do not receive these types of feedback, the experience can result in a lack of motivation to continue writing (Hyland, 1998).

While students clearly want the types of feedback found to be effective in improving writing quality on rewrite, the tertiary context of writing within the disciplines often does not provide students with the opportunity to act on the feedback they get. Given that at the pre-tertiary level and at the postgraduate research level, students are given feedback on their drafts, it is quite an anomaly that undergraduate students are rarely given an opportunity to act on feedback from their assignments. Both Chamberlain et al. (1998) and Beason (1993) have noted, that when tertiary students are given an opportunity to respond to teacher feedback, they do so and that this results in improved writing.

2.4 Gaps in the literature

To date, the literature on tertiary writing has focussed on the problems (Baynham et al., 1994; Currie, 1998; Kaldor et al., 1998; O'Brien, 1995; Stuart-Smith, 1998; Wikborg, 1990), the demands of the context (Bartholomae, 1985; Berkenkotter et al., 1991; Chanock, 1994; Geisler, 1994; Herrington, 1985b; Ivanic, 1998; Johns, 1997; Kaldor & Rochecouste, 2002; Odell, 1992; Williamson, 1988), how students gradually learn and display these demands in their writing (Berkenkotter & Huckin, 1995; Berkenkotter et al., 1991; Connor & Lauer, 1985; Gee, 1990; Geisler, 1994; Ivanic, 1998; Johns, 1997; Wiemelt, 1994; Zinsser, 1988), and how they tackle the process (Britton, 1983; Carson et al., 1992; Mayher et al., 1983; McGinley et al., 1989). There does not appear to be any research that has examined :

i) the strengths and problems in final year undergraduate students texts within the social contraints and norms of the disciplinary classroom and the wider university context;

ii) how these strengths and problems change on rewriting when feedback is given; and

iii) how these strengths and problems relate to the social context and the instructional approaches used.

Studies on feedback have examined the various types of feedback given to students (Beason, 1993; Chamberlain et al., 1998; Ferris, 1997; Spinks, 1998; Tapper & Storch, 2000), the types of feedback to which students attend (Ashwell, 2000; Beason, 1993; Olson & Raffeld, 1987), the amount of change that results (Ashwell, 2000; Ferris, 1997; Hyland, 1998; Sweeney, 1999), the change in quality of writing (Beach, 1979; Fathman & Whalley, 1990; Olson & Raffeld, 1987), and students'

reactions to the feedback they receive (Cohen, 1993; Hyland, 1998; Jenkins, 1987; Lea, 1994; Spinks, 1998; Ziv, 1984). In the literature on feedback, there does not appear to be any research which:

i) examines feedback and change in relation to the characteristics of the students' texts prior to receiving feedback; and

ii) relates the types of changes made to the characteristics of the text to the types of feedback given when students within discipline areas have an opportunity to revise based on feedback within an iterative writing process

In bringing these two areas of tertiary student writing and feedback together, the research reported in this thesis addresses these gaps. It provides new insights into the use of feedback relative to other approaches to writing instruction through better understanding the characteristics of tertiary student writing within the social parameters and expectations of the discipline based classroom and the wider university context and how these change when feedback is given during the process of writing.

3 The social context for writing

This study examines how a third year lecturer responded to students' texts through the written feedback she gave. It examines how the third year students constructed and wrote their texts both prior to and after receiving the feedback, and then relates the nature of the feedback given to the types of changes made to the characteristics of the texts. In order to inform this examination of the lecturer's feedback and the students' writing, this chapter examines the social context out of which these arose.

As shown in chapters 1 and 2, the social context plays a role in determining the characteristics and parameters of a text for the writer, in this case the students, and the meaning and expectations of a text for the reader, in this case the lecturer. This chapter therefore describes the lecturer's expectations and requirements of the students' texts, and describes how these were made explicit and developed in the social context through the approaches to writing instruction adopted in the unit. The description of the requirements and expectations arising out of the classroom context informs the analysis of the students' texts and the interpretation of the lecturer's response. The description of the approaches to writing instruction informs the examination of the relationship between the strategy of feedback applied within the process approach and the changes observed in the students' texts relative to other approaches undertaken within the classroom context.

While the influences of the social context on student writing have been investigated from within the context of the class in which writing tasks were set (eg Berkenkotter et al., 1991; Wiemelt, 1994), as shown by Marsella et al. (1992), students also bring

their prior knowledge and experience of academic writing to the task at hand. This chapter, therefore, also provides background information about the expectations and requirements of academic writing to which the students had been exposed *prior* to entering the third year unit. In describing these expectations and requirements, it examines the approaches to support writing development to which the students also had been exposed prior to entering the third year unit. This background information informs the interpretation of the results of the analysis of the students' texts, and further informs the examination of the relationship between feedback and changes to text relative to other factors within the broader social context.

Examination of the expectations of writing and the approaches to writing instruction to which the students were exposed is limited in this chapter to those units in which there were social experiences common to all the students participating in this study. These students were all undertaking a third year comparative industrial relations (IR) unit as part of an IR major offered from within the Management School of a large Business Faculty in a Western Australian University. While each student had a different range of experiences due to the wide range of unit options available to them, there were units which all the students needed to have passed prior to enrolling in the third year comparative IR unit. These included a first year management unit and a second year Australian IR unit both of which are examined in this chapter along with the third year comparative IR unit under investigation.

This chapter provides an overview of the types of learning and writing experiences that the faculty provided for all the students in this study across these common units from first year to third year in the course. In particular, it examines: how each unit

was organised and delivered; the types of tasks students were given to write about; the manner in which these tasks were incorporated into the unit; and the types of instructional strategies and techniques adopted to support writing. This information is based on written documents, observation of selected lectures and tutorials, and interviews with lecturers in which open questions about organisation, tasks and techniques were asked. It is used to identify the expectations and requirements of the tasks which had been explicitly revealed to the students, as well as to identify the types of approaches to writing instruction which had been undertaken with the students.

As shown in chapters 1 and 2, a range of expectations and requirements of writing are influenced by the context. These include the conceptual parameters to the writing (Bereiter & Scardamalia, 1983; Berkenkotter & Huckin, 1995); the concerns, values and priorities to be addressed (Herrington, 1985b); who is important in the debate and who is not (Rafoth, 1988); the purpose and the audience (Herrington, 1985a, 1985b; Vardi, 2000; Vardi, 2000b); the familiar contexts and ideas that writers can evoke (Bartholomae, 1985; Wiemelt, 1994); ways of expressing, discussing, arguing, organising, debating and presenting ideas (Bereiter & Scardamalia, 1983; Berkenkotter & Huckin, 1995; Herrington, 1985b; Johns, 1997; Kaldor & Rochecouste, 2002; Rafoth, 1988; Russell, 1991; Vardi, 2000); the types of evidence and the manner in which it is presented (Russell, 1991); and the specific types of thinking to be displayed (Herrington, 1988; Herrington, 1985b; Hounsell, 1997; Vardi, 2000). Those identified in this chapter include: the conceptual parameters to the writing; the ways of expressing, arguing, organising and presenting ideas; the type of evidence used; and the type of thinking to be displayed.

Chapter 1 also shows that there are a number of different approaches to writing instruction. Those that have been identified in the teaching and learning context of this study include the skills-based approach, the text based approach, the language-across-the-curriculum approach and the process approach. While there is some overlap and differences in the literature with regards to the distinguishing characteristics of each of these approaches, in this study, the following criteria were applied in the identification of the instructional approaches to writing adopted. These are listed in Table 2 and are based on descriptions of these approaches in the literature (Baynham, 2000; Burnett & Kastman, 1997; Faigley et al., 1985; Faigley & Witte, 1981; Grabe & Kaplan, 1996; Johns, 1997; Knapp & Watkins, 1994; Walvoord & Smith, 1982; Wilkinson et al., 1980; Healy & Barr, 1991). While practitioners in pretertiary contexts often incorporate the process approach in their language-across-the-curriculum approach, this does not usually occur in the tertiary context and for the purposes of this study have been clearly separated.

Table 2
The criteria adopted in the identification of the approaches taken to writing instruction

Approach	**Criteria**
Skills-based	▪ Writing skills, both product and process, are taught separately and directly ▪ The context and the discipline are not taken into account
Process	▪ Students are helped through the various stages of the writing process whilst writing for a particular task in context.

Language-across-the-curriculum	▪ All modes of language are used as a tool for learning in context ▪ Reading, writing, speaking and listening are aligned in the teaching programme with each mode providing multiple opportunities for understanding of knowledge to be re-examined and explored ▪ Scaffolds are provided for learning through language ▪ Social opportunities are provided for learning through language ▪ The task and task environment foster deep engagement
Text-based	▪ Models or outlines of the type of writing required by the social group or community are provided ▪ The distinguishing features of the text are taught at the point when the student is required to write their own text in context.

The first section of this chapter situates the learning and writing experiences provided by the units within the overall context of the aims and directions of the university and faculty in developing writing. It describes the initiatives undertaken at the university and faculty levels and identifies the types of instructional approaches to writing as shown in Table 2 that these reflect. Sections 2, 3 and 4 describe the social experiences provided for the students in each of the three common units they took within the School of Management. Through these social experiences, the types of approaches to writing instruction and the expectations of writing to which the students were exposed are identified. Section 2 examines the social context of the first year Management unit, section 3 the second year Australian IR unit and section 4 the third year comparative IR unit under investigation in this study. Section 5 concludes the chapter by examining the commonalities and differences in: (i) the instructional approaches used to support and develop writing; and (ii) the expectations and requirements to which the students were exposed.

This description of the context provides background information which aids in understanding the methodology undertaken in the study (chapter 4), and

understanding, interpreting and discussing the writing that the students produced (chapter 5) and the feedback that the lecturer gave (chapter 6). It provides the reader with a means of (i) contextualising the analysis undertaken in terms of the institution, the unit and the lecturer's own expectations and requirements; (ii) contextualising the writing produced in terms of the unit, the prior and present task objectives, and the prior and present expectations and requirements of writing to which the students were exposed; (iii) contextualising the lecturer's response to the students' writing in terms of the unit, task objectives and the lecturer's own expectations and requirements; and (iv) contextualising the instructional strategy investigated in this study in relation to the other strategies which had been implemented. This provides a basis for discussing in chapter 5 the influence of the immediate classroom context and previous writing experiences on the students' first attempts at writing in the third year comparative IR unit. The influence of the prior and immediate contexts can then be discussed relative to the influence of the feedback on the students' subsequent rewrites of the text. In this way, the role of feedback can be discussed relative to the role that other contextual influences play in student writing outcomes.

3.1 Institutional initiatives

As discussed in chapter 2, Australian universities have been under pressure from the government and the wider community to produce graduates with good "generic" or "transferable" skills. In a response which reflects the premise that learning to write involves learning a set of skills, the university in which this study is situated placed "generic skill development" as one of its major priorities. At the time of this study, the central services of the university and the business faculty had developed different ways of meeting this priority.

3.1.1 Initiatives of the central services of the university

The central services of the university aimed to meet the priority of generic skill development through providing central support for students. This was provided in two ways. The first was through the provision of a series of one hour voluntary workshops for students to attend on topics such as "critical thinking", "referencing", "essay writing" and "report writing" reflective of a skills-based approach in which these aspects of writing are taught as a set of skills to be acquired irrespective of the social context and the task. These workshops were advertised around the university and ran throughout most of the semester.

The second way in which central services provided writing skills support for students was through individual counselling sessions with the university's academic skills advisers. These sessions were available for students who were experiencing difficulty and wanted additional help. While these sessions provided students with help in their writing in relation to specific tasks with which they had difficulty, this advice functioned essentially outside the disciplines and the social context of the class.

3.1.2 Initiatives of the Business Faculty

In contrast with the central services of the university, the Business Faculty decided to meet the university's generic skill priority through running a tertiary literacy programme. One of the main goals of the programme was to improve students' abilities to write critically, reflecting the cognitive view of writing (discussed in chapter 1 pg 23) in which writing and learning are considered to be closely related.

In order to achieve this goal, the programme aimed to: increase the amount of writing required of the students across their degree programme; use writing as a means of improving learning and developing higher order thinking; and provide the faculty and teaching staff with strategies for improving writing within the disciplinary classroom. To achieve these aims, faculty-wide strategies were negotiated with the teaching staff and a series of workshops were systematically provided to each school within the faculty which focussed on ways of embedding writing into their discipline-based units. These strategies developed over time, and initiatives were progressively workshopped and gradually introduced into the undergraduate teaching programme.

By the time that the students in this study participated in the third year unit under investigation, two major faculty-wide strategies had been negotiated. The first major strategy involved each unit in the undergraduate programme from first year through to third year being required to develop writing. This requirement recognised that the literacy practices of each discipline, unit and lecturer can be different (Herrington, 1985b; Lea & Street, 1998; Vardi, 2000). Through workshops run in each discipline area, staff explored ways in which appropriate higher order thinking tasks could be incorporated into writing, and explored ways of aligning assessment writing tasks with their teaching programme. In this way, the workshops encouraged staff to use writing as one of the tools for enhancing learning reflective of a language-across-the-curriculum approach to writing instruction. In this approach, in which teaching and learning through language is the focus, staff also examined ways of supporting writing. These included: using group activities in the tutorials to support learning and

writing development; and making expectations of the learning task clear through examining the different ways in which assessment prompts could be written.

To augment the language-across-the-curriculum approach, the workshops for teaching staff also provided a forum for sharing and exploring a range of other strategies for supporting writing development. Some of the strategies were reflective of a process approach to writing by facilitating the writing process and helping student at various stages in the process. These included strategies such as brainstorming prior to writing, deconstructing the assignment prompt, preparing writing plans, and providing feedback on drafts. Other strategies reflected a text-based approach by providing, for instance, models of the type of writing required for the task at hand. Ways of highlighting the discipline specific and task specific language, such as annotating the model text and discussing it with the students, were also discussed. While the faculty ran these various workshops for staff, it was left to individual staff to determine how they would translate these ideas into their own units though they were also offered additional individual support.

The second faculty-wide strategy was the development of a set of common criteria, termed Grade Related Descriptors (GRDs), against which student writing could be graded. The GRDs describe how a student's text should present at each grade level (fail, pass, credit pass, distinction, high distinction) in terms of the depth and breadth of thought; the level of critical thinking; and the structure, language and conventions presenting. A copy of the GRDs is shown in Table 3.

Table 3

Grade Related Descriptors

Grades	Depth and breadth of Coverage	Critical Elements	Structure, Language and Conventions
High Distinction 80 - 100%	All aspects of the questions were addressed and researched in great depth.	The written work shows great depth of thought, excellent development of argument, logical analysis and insight into the subject.	All aspects of the written work conform to a high academic / professional standard.
Distinction 70% - 79%	Most aspects of the question were addressed and researched in great depth.	The written work shows some evidence of analysis, supported by logical argument and insight into the subject.	Most aspects of the written work conform to a high academic / professional standard.
Credit Pass 60% - 69%	Most aspects of the question were addressed and researched adequately.	The written work shows evidence of elementary analysis and the development of argument.	Most aspects of the written work conform to an acceptable academic / professional standard.
Pass 50% - 59%	Basic aspects of the question were addressed and researched adequately.	The written work is mainly descriptive, showing basic understanding of the topic.	The written work displays basic structure.
Fail <50%	Responses were superficial and / or inadequately addressed the question.	The written work demonstrates limited understanding of the topic.	The written work is not of an academic / professional standard.

The GRDs were used as a means of ensuring that assessed writing tasks in all of the units required higher order thinking. All staff were required to write assessment tasks that reflected the criteria for "high distinction". Student writing which did not meet these criteria would then "fall out" and be graded in one of the lower grade categories. Through adopting common criteria, the faculty aimed to show students how they could improve in their writing as they moved from one unit. This use of the GRDs arose out of the cognitive view of writing in which it is believed that students need to engage deeply in order to learn, and reflects a co-ordinated language-across-the-curriculum approach to writing instruction in which students are provided with scaffolds for learning.

This examination of the faculty's initiatives with regards to writing development reveals an eclectic approach. Staff were exposed to strategies for the disciplinary classroom derived from language-across-the-curriculum, process and text-based approaches. Through situating the development of student writing within the disciplines and the social context of the class, the approaches taken to writing instruction within the faculty were in stark difference to the skills-based approach taken by the central services of the university. The following description of the three units taken by all the students whose writing is examined in this study exemplifies how the faculty's initiatives were incorporated over time into the specific social experiences provided for the students, and identifies the expectations and requirements of academic writing which were made explicit to the students through these approaches.

3.2 The first year management unit

The first year management unit was the first unit taken by the students within the School of Management. The tertiary literacy programme, however, was only in its infancy when the unit was taken by the students in this study. As a result, the GRDs had not yet been negotiated with the schools. This section describes the aims of the unit, how it was delivered, the type of extended writing required, and how the writing was incorporated into the unit and supported. In describing the unit, the instructional approaches adopted are identified along with the requirements and expectations of the writing.

As stated in the unit outline, the first year Management unit aimed to provide students with "an introduction to standard management concepts and principles and … a number of current issues confronting managers". The unit was delivered via a weekly two hour lecture and one hour tutorial. Table 4 reveals the weekly lecture topics as presented in the unit outline which provide an overview of the conceptual parameters of the unit as revealed to the students.

Table 4
Management 1 lecture topics

Week	Lecture Topic
1	Introduction to management
2	Evolution of management through contemporary issues
3	Environments, ethics
4	Planning, controlling
5	Innovation, change, conflict
6	Decision making
7	Organising
8	Human resource management
9	Motivation
10	Leadership power and authority
11	Organisational communication
12	Managing groups
13	International management

Each lecture was accompanied by assigned chapters from the recommended textbook and a tutorial session. The students were not assigned any reading other than the textbook and hence their exposure to disciplinary ways of writing was limited. Examination of the lecture topics and the chapters in the textbook shows the first year unit to be concerned with an introduction to the approaches and techniques used in the planning, organising, leading and controlling of people, resources, operations and processes of an organisation in order to meet its goals.

Each tutorial session revolved around three questions provided by the lecturer. These revised the main concepts introduced in the lecture and the readings. At the start of the semester, each tutorial question was assigned to a different student in the tutorial group for an oral presentation. With three students presenting in each tutorial, students were required to present their allocated question in no longer than 10 minutes. After discussion and feedback from the group and the tutor, they were then required to use the same question as their prompt for an essay of 1500 - 2000 words due a week later. They were required to use at least 4 references in their essay.

As the above shows, the writing tasks were incorporated into the curriculum so that reading, writing, speaking and listening activities were aligned with each topic in the unit. This systematic incorporation of oral and written discourse into the unit as a tool for learning the subject matter shows that the first year management unit predominantly adopted a language-across-the-curriculum approach.

This systematic use of language as a tool for learning was not the only strategy taken by the unit. It was augmented by a number of other strategies which aimed to clarify requirements and expectations of the task. The first strategy involved the phrasing of the tutorial questions. Each tutorial question was structured as a series of sub-questions. A typical example is this tutorial question following the lecture on "Decision making":

> *"What are the steps in rational decision making? Which step is the most difficult to carry out? Why? Can any decision be purely rational, or are all decisions at least partially behavioural in nature? Support your views with company examples."*

As this example shows, the design of the questions clarified a number of expectations and requirements. Firstly it clarified the type of thinking required: description and explanation. (At this stage in the tertiary literacy programme, the GRDs had not been developed and the faculty had not yet agreed on the need for critical thinking to be incorporated into writing requirements.) It also clarified the type of evidence required: examples from real-life cases. The lecturer explained that examples from real-life cases are typically required in management essays. In addition, the prompts made the expectations for the scope and structure of the essay clear with the multiple sub-questions providing guidance on the nature of the information required and its sequencing. This use of multiple sub-questions as a means of scaffolding and making expectations for learning and writing clear is also reflective of a language-across-the-curriculum approach where pedagogical strategies for facilitating learning through writing are promoted.

These language-across-the-curriculum strategies were further augmented by another strategy within the unit. To help clarify the school's expectations for writing, the

school's standard guidelines for writing were included in the unit outline. They covered the appropriate way to present material and reference sources, and included expectations of the introduction, body and conclusion of an essay. The handout revealed the following expectations: (i) the final submitted written work was to include a cover page, a table of contents, headings and subheadings and a final list of references formatted as per university guidelines; (ii) in-text referencing was to be used throughout; (iii) sources could include textbooks, journal articles, newspapers, magazines, and TV and radio programmes; (iv) the text was to be written in the third person; (v) grammar, spelling and punctuation were to be correct. The handout also stated that "plagiarism will result in failure". A summary of what the school considered that each part of the essay should include is covered in table 5.

Table 5
Management 1: instructions on structuring academic essay

Part of essay	**To include**
Introduction	▪ Purpose ▪ Approach taken ▪ Why the topic is important ▪ Background, interpretations and definitions
Body	▪ Logical discussion of major concepts
Conclusion	▪ A drawing together of main points ▪ Implications

These expectations for essay writing applied to all the units within the school of management, including the IR units.

This explicit listing of general writing requirements reveals that the lecturer and the school used a skills-based approach to make additional expectations of the writing clear. As typically occurs in skills-based approaches, these requirements were not

specific to the written tasks that the students had been given, but could have applied to any number of written tasks.

With exposure to introductory management concepts, an expectation that concepts introduced in lectures be explained in writing with real-life examples, an expectation that writing adhere to school guidelines, and limited exposure to the writing of disciplinary experts, the students progressed on to the second year IR unit.

3.3 The second year Australian IR unit

By the time the students in this study had reached their second year Australian IR unit, the criteria for the GRDs were still being negotiated across the schools and were therefore not yet in use. The second year IR lecturer, who also co-ordinated and lectured in the third year IR unit, actively adopted strategies to improve her students' writing abilities. This section describes the aims of the second year Australian IR unit, how it was delivered, the type of extended writing required, and how the writing was incorporated into the unit and supported. Through this description, it identifies the instructional approaches adopted within the unit and the requirements and expectations of the writing which were revealed to the students.

As described in the unit outline, the second year IR unit aimed to introduce students to the nature of the employment relationship and industrial conflict, as well as IR processes and conditions in the Australian context. Similar to the first year Management unit, the IR unit was delivered via a two hour lecture and one hour tutorial. Table 6 lists the topics covered in each week of the semester as derived

from the unit outline. These provide an overview of the conceptual parameters of the unit as initially revealed to the students.

Table 6
Second year IR unit: weekly topics

Week	Topic
1	What is industrial relations?
2	Contemporary and historical perspectives on IR
3	Industrial conflict
4	The State
5	Unions
6	Management
7	Tribunals
8	Approaches to IR
9	Changes in IR: I
19	Changes in IR: II
11	Gender equity and workplace reform
12	Labour flexibility and workplace reform
13	Occupational health and safety
14	Worker participation

Associated with each lecture were assigned readings and a tutorial session. Unlike the first year management unit, the readings associated with the lectures were not restricted to the textbook, but also included readings from the IR literature, photocopies of which were supplied to the students in the form of a "Book of Readings". These readings provided students with exposure to disciplinary based writing.

The lectures and readings further clarified the conceptual parameters of the unit by addressing the following concepts within the Australian context:

- The various "players"/"actors"/"parties" in IR (government, management and unions) and their relationship;

- The approaches to industrial conflict (eg arbitration and conciliation, third party decision making, centralised v/s decentralised approaches, regulation v/s deregulation);
- Types of bargaining (centralised wage fixing, enterprise bargaining, workplace bargaining);
- IR Legislation (Workplace agreements Act; Conciliation and Arbitration act of 1904);
- Reforms (economic efficiency, labour flexibility, workplace reform, tax reform);
- Approaches to analysis of IR (unitarist, pluralist, radical, Marxist); and
- Societal values (social justice, social value, job security and control, gender equity).

In designing the unit, the lecturer explained that she wanted the students to understand the difference between unitarist approaches to IR traditionally taken by managers and the pluralist approaches of IR taken by IR practitioners. She saw the unitarist approaches as aiming for harmony in the workplace based around meeting the aims and objectives of the organisation, and the pluralist approaches as acknowledging the differing views of management and workers and hence "the fundamental nature of conflict in the employment relationship". Concepts and strategies reflecting unitarist approaches had been introduced to the students in the first year management unit through topics such as "motivation", "managing groups", and "human resource management". Within the first year management unit, however, these had not been discussed or analysed in terms of being "unitarist" or in terms of the relationship between the parties. Thus the second year unit introduced students to a more theoretical approach to IR.

The material in the readings and lectures formed the basis of the tutorial work which comprised exercises and questions. Two types of tutorial questions were given. The first required the students to revise and clarify their understandings of the concepts from the lecture as shown in the following typical examples of tutorial questions:

> *"Describe the process of negotiation."*
> *"Explain what is meant by the unitarist and pluralist approaches to IR."*
> *"What are the different forms of flexibility and how can IR strategies be used to pursue desired flexibility?"*
> *"Why was compulsory conciliation and arbitration set up?"*

The second type of question encouraged students to debate through the exploration of issues in IR. These mainly reflected the lecturer's aim of examining the differing viewpoints of and the relationship between the parties as shown in the following example:

> *" 'Relations between employer and employees ought to be harmonious. There should be no need for third parties such as unions.' Discuss"*

These exercises and questions formed the basis of discussion by students in both small groups and the class at large.

Assessment for the unit comprised two written assignment tasks and a final exam. The first assignment was a short essay of 500 words worth 10% due in the 4th week of semester. In completing the short essay task, students were to use at least 4 references from the supplied book of readings. Like the discussion questions in the tutorials, the short essay prompt encouraged the students to examine issues arising out of the viewpoints of the different parties and their relationship to each other. It was as follows.

" 'Unions have been the most important means by which workers have been able to exert some influence over their working conditions' (Probert, 1989 p. 51) Discuss."

On submission, the lecturer marked the students' short essays and provided feedback to the students prior to them attempting the second, more substantial essay. The second essay was to be 2000 words in length and was worth 25% . Like the first essay, it required the students to discuss an IR issue related to the changing relationship between the three major players* in IR:

" 'There is a decreasing role for unions in Australia.' Discuss"

For this second essay, the students were required to use at least 12 references, six of which were to come from sources other than the supplied book of readings and the textbook.

Examination of the lectures, readings, tutorial questions and subsequent essay writing tasks, reveals that listening, reading, speaking and writing were closely aligned reflective of a language-across-the-curriculum approach to instruction. Through the readings and the tutorial questions, the conceptual parameters of the unit and the writing were revealed as discussed earlier. The expectation in the essay questions that IR concepts introduced in the unit be used as the basis for analysing and discussing the relationships between the parties in IR was also revealed through the tutorial questions and their discussion.

This language-across-the-curriculum approach was augmented by the lecturer with other strategies aimed at supporting the students' writing and making expectations

---

* government, management and unions

clear. The first strategy was the requirement for a short essay prior to writing the major essay of the unit. The lecturer stated that the aim of this short essay was to provide students with feedback on their understanding of the concepts and their expression of ideas prior to writing the major essay in the unit. This instructional strategy is an adaptation of a process approach to writing in which students receive feedback and have an opportunity to act on that feedback. In this case, however, the feedback was not given on the same piece of writing. None-the-less the lecturer hoped it would be useful for the students in the subsequent, but similar, writing task.

This adaptation of a process approach, however, was not the only strategy the lecturer adopted. Prior to the students writing the short essay, the lecturer provided them with an annotated model essay of 500 words on a similar question reflective of a text-based approach to instruction. The question was as follows.

> *" 'Australian industrial relations is in transition.' Discuss".*

Examination of the annotations, however, reveals that the model essay only partly reflected a text-based approach to instruction. In a text-based approach, the annotations usually highlight the distinguishing features of writing for the discipline and the task at hand. However, the annotations on the introduction, body and conclusion of the text mainly addressed general basic expectations of academic writing. Examples of these annotations are as follows:

> *"Intro clearly gives an overview of the focus question and an outline of what the essay will cover."*

> *"Note use of 'topic sentences' at the beginning of each paragraph."*

> *"Give abbreviations in full the first time you use them."*

"Note transition and linking words such as 'initially', 'however', 'finally'."

"Note format of conclusion. Summarise your main arguments without introducing new material".

"Make sure your conclusion gives an overview of your answer to the question."

Also included were a small number of general expectations specific to the institution, and the unit as revealed in the following annotations.

"..all references are industrial relations references (not management or HR[*] texts)"

"note correct format of Author: date: title: publisher: place of publication for books. Consult university referencing guide for correct referencing of journal articles, book chapters etc"

These annotations are reflective of a skills-based approach to writing instruction where the skills listed could apply to any written task. None-the-less, the model essay did show the students an example of what the lecturer expected to see in student writing. The model essay implicitly revealed expectations of the introduction, body and conclusion of the essay. It also revealed the way in which the lecturer expected the students to express their analysis of the IR context, their reasoning and their evidence as shown below.

In the introduction, the model essay revealed the expectation that an introduction provide (i) a summary of the answer to the question based on IR analysis of historical

[*] HR = "Human Resources"

events[1], and (ii) an explicit signpost of the points that will be covered in the remainder of the essay[2]:

> *"The last decade or so has seen many changes in the Australian industrial arena.* [1]*The focus has been on decentralising and deregulating industrial relations in order to increase labour market flexibility and efficiency. Overall, the locus of activity has shifted downwards from the major industrial relations institutions such as the large unions and their peak bodies, the tribunals and employer associations, to the workplace.* [2]*This essay will discuss the types of changes which have occurred, will briefly mention the reasons for these changes and conclude with a comment on whether the changes are part of a process that is still ongoing."*

The introduction also revealed that there was no expectation for terms commonly associated with IR such as "decentralisation", "deregulation" and "labour market flexibility" to be defined suggesting that these were considered familiar and understood within the social context of the class.

The body of the model essay revealed the expectation that the analysis, which had been summarised in the introduction, be explained in this part of the essay through reference to historical change[3] and examination of the historical reasons for these changes[4] as signposted in the introduction and shown through the following extracts:

> *"*[3]*Historically, Australian industrial relations has been shaped by a centralised system of conciliation and arbitration … created a system with little regard for issues of productivity and efficiency.* [4]*However a variety of forces in the 1980s including …saw this system come under challenge …"*

The conclusion revealed the expectation that this final part of the essay analyse the trends over time in order to answer the prompt as shown by the following extract:

> *"Thus the last fourteen years have seen an incremental but nevertheless fundamental shift from centralised wage fixing to enterprise bargaining and now to workplace*

agreements …. result(ing) in a more individualised IR system with less reliance on collective institutions and processes."

In comparing the second year Australian IR unit with the first year Management unit, it can be seen that both units used a range of strategies to help students understand and meet expectations and requirements of writing. Both were structured such that reading, writing, speaking and listening were aligned reflective of a language-across-the-curriculum approach. The first year management unit also provided a clear scaffold to writing through the use of sub-questions in the prompts. This scaffold was not used in the second year Australian IR unit. Both units augmented their language-across-the-curriculum approach with a skills-based approach. The first year management unit listed the skill expectations in a handout and the second year Australian IR unit annotated examples of the skills expected in a model essay. The second year Australian IR unit further augmented these two approaches with variations of strategies derived from process and text-based approaches to writing instruction.

While both units incorporated strategies that aimed to help students learn and write, the expectations and requirements of writing in the two units were not all the same. Expectations that were similar between the units included meeting (i) the university's requirements for referencing and citation; (ii) the school of management's requirements for texts (see pg 103); and (iii) general basic expectations for academic writing. Expectations that were different related to the priorities and concerns of the writing, the types of sources used and the structuring of the text.

The concerns and priorities of writing in the management unit were focussed on introducing students to concepts about effectively managing people, resources, operations and processes to meet the needs and aims of an organisation. The concerns and priorities of writing in the industrial relations unit, however, were focussed on using IR concepts to analyse power relationships in workplace issues and the problems of managing collective labour relations. Rather than examining these within the context of an organisation and its goals, the expectation was that power relationships be examined from within a broader legal, political, societal and economic context.

Related to these differences in concerns and priorities were the differences in the types of thinking that the students were expected to demonstrate. With the first year management unit being introductory, the students were only expected to describe and explain the new concepts they were learning using examples from real-life. The second year IR unit, however, required the students to *use* the new concepts they were learning to analyse and develop an argument.

These differences in the concerns and aims of the units also impacted upon expectations of the sources to be used and the structuring of the text. The first year management unit expected very few sources. Given the requirements of the task were to simply describe and explain with examples, the main sources were textbooks supplemented by real-life sources of cases such as magazines and newspaper articles. The second year IR unit, on the other hand, expected the use of three times as many sources. While the textbook was a starting point, the students were primarily required to use journal articles from the IR literature.

With the sub-questions in the first year management unit guiding the sequencing of information, only basic requirements for essay structuring were expected. These included explaining the purpose of the essay and signposting the approach taken in the text in the introduction; "logically" writing the body; and concluding with a summary and implications. The second year IR unit, however, demanded these basic structuring requirements and more. As shown in the model essay, the lecturer expected the students to include a summary of their analysis in the introduction, an analysis and explanation of historical change in the body of the essay, and a summary statement in the conclusion analysing the trends.

As the above shows, by the time the students had completed their second year IR unit, in addition to the different writing practices to which they would have been exposed in units outside the school, they had been exposed to both consistencies and differences in practices and requirements within the school. In addition, they had been exposed to the concerns, values and priorities of the lecturer in IR. They had also been exposed to the ways of expressing IR concepts and the ways of analysing and arguing IR issues. With this introduction to the lecturer's focus in IR and requirements for writing, the students progressed on to the third year comparative IR unit.

3.4 The third year IR unit

By the time the students commenced the third year comparative IR unit, the GRDs were in use. This third year unit, which is the focus of this study, was taken by the same lecturer who had co-ordinated and delivered the second year IR unit. As she

had done with the previous unit, the lecturer actively incorporated strategies to aid students in their writing development. This section describes the aims of the third year comparative IR unit, how it was delivered, the type of extended writing required, and how the writing was incorporated into the unit and supported. Through this description, the instructional approaches adopted within the unit, and the requirements and expectations of the writing which were revealed to the students are identified.

According to the objectives listed in the unit outline, the third year comparative IR unit aimed to analyse the similarities and differences in the IR systems of selected countries outside of Australia, to examine the factors contributing to the convergence and divergence in IR systems around the world, and to examine the implications for Australia. These objectives were addressed over the course of a semester through a weekly three hour seminar and the accompanying assessment tasks. Table 7, derived from the unit outline, lists the topics that were covered in the weekly seminars. These provide an overview of the conceptual parameters of the unit as initially revealed to the students.

Table 7
Comparative industrial relations unit: weekly topics

Week	Topic
1	Introduction to comparative industrial relations
2	Globalisation
3	Theory and comparative industrial relations
4	UK (historical IR)
5	UK (contemporary IR)
6	US (historical IR)
7	US (contemporary IR)
8	Malaysia I
9	No seminar – Students to attend National Labour History Conference
10	Malaysia II
11	Singapore
12	Management and bargaining
13	Unions
14	Marginal work and marginal workers

Each week, the seminars comprised a lecture, mini presentations made by various students and discussion based around a set of questions. For each seminar, readings were assigned. These included chapters from their textbook as well as readings from the IR literature. As had occurred in the previous unit, these readings were supplied to the students in another "Book of Readings".

The seminars and readings further clarified the conceptual parameters of the unit. In addition to using the IR concepts introduced within the Australian context in the second year IR unit, the following concepts were covered:

- Globalisation and IR (global markets, global economy, transnational companies, transnational unionism, international labour standards, employment relations in the world economy, marginal workers in the world);
- Comparative IR (issues in comparison, contrast between the approaches of government, unions and management to IR across the world);

- Historical and contemporary IR in the UK, US, Malaysia and Singapore (ideologies, union movement, political initiatives, economic considerations, strike levels, forms of bargaining, IR strategies of companies, labour laws); and
- Collectivism versus individualism (global unionism, cross national perspectives on central versus decentralised bargaining and regulation versus deregulation).

Similar to the second year unit, students were supplied with two types of questions. A small number of questions revised those concepts which were new to the third year unit, for example,

"With respect to IR, what do we mean when we talk about globalisation?"

The majority of the questions, however, encouraged debate based on the use of IR concepts in the analysis and comparison of IR systems around the world. For example,

"Management is increasingly taking the initiative in IR in most countries. Discuss"

"Critically evaluate the effect 'Thatcherism' has had on the major players in the British IR system".

"The lesson from American IR is that decentralised bargaining gives employers and employees the scope to decide the sort of relationship they want. Discuss"

For their written assessment task, the lecturer provided the students with the choice of one of four prompts for a major take-home writing assignment. These prompts, which were used in the writing being investigated in this study, are described in the methodology in chapter 4. Similar to the questions in the seminars, each prompt required the students to use the IR concepts and forms of analysis they had learnt in the third IR year unit, as well as their previous second year IR unit, and apply them

to a comparison of IR practices in other countries of the world. Students were expected to write between 2000 and 2500 words and to use at least 12 references.

As can be seen from the design of the unit, listening, reading, speaking and writing were closely aligned in this unit reflective of a language-across-the-curriculum approach to writing instruction. Through the lectures, presentations and discussion questions in the seminar, the conceptual parameters of the unit and its concerns and priorities were revealed as shown above. These same concerns and priorities applied to the written assessment tasks that the students had been given.

As had occurred in the previous IR unit, the lecturer augmented this language-across-the-curriculum approach with a number of different strategies. The first strategy involved supporting the students as they wrote their major assessment task. In brief, the lecturer constructed a teaching-assessment task which required the students to write in response to the same prompt three times and to receive feedback between each rewrite. This strategy, which is described in detail in the methodology in chapter 4, reflects a process approach to writing instruction in which students are guided through the process of producing a text. The written outcomes of this approach are addressed in chapter 5 and the relationship between the feedback given and the types of changes made to the text are addressed in chapter 6.

However, in addition to the process approach adopted which is investigated in detail through this thesis, the lecturer also put in place a number of other strategies to assist the students in their writing endeavours. Prior to writing for the first time, the lecturer made explicit her requirements. The prompts and how these might be

addressed in the essay were discussed in the class. Students were instructed to start their literature search from the book of readings which had been used as the basis for the weekly seminar presentations and discussions. The lecturer tried to help the students understand the requirements of their first effort by getting the whole class to generate a list of guidelines. These were recorded and disseminated to the students in the form of a two page handout. This handout was supplemented by an additional two page handout from the lecturer. Table 8 summarises the guidelines for the students' first written efforts generated from both the lecturer and the class. These show the expectations and requirements of the task as they were explicitly revealed to the students.

Table 8
Guidelines for the first text

Purpose:	▪ Become familiar with the body of knowledge ▪ Explore issues on the topic from a wide range of sources ▪ Formulate own viewpoint ▪ Synthesise and analyse literature ▪ Note similarities, differences and disagreements in the literature
Search and Planning Strategies:	▪ Take a thematic approach ▪ Focus on IR matters – avoid getting sidetracked ▪ Sources to include legislation, newspaper articles, original research, review articles – no more than 2 non-academic sources ▪ Start by reading the abstract, intro and conclusion of articles ▪ Scan article for relevant concepts, issues and/or examples ▪ Make brief notes from each source ▪ Use the notes to develop an essay plan ▪ Write first draft. Come back to it later, reread and edit
Textual features:	▪ Introduction and conclusion required ▪ Organise material around themes or issues ▪ Do not write as a series of individual reviews of articles from the literature ▪ Adopt a formal style with fluency, correct grammar, spelling and referencing
Presentation:	▪ Double space with wide margins ▪ Essay style (with or without headings)

These guidelines reflect two approaches to teaching writing. Firstly they reflect a language-across-the-curriculum approach by clarifying the critical thinking requirements specific to the task. These include the need to synthesise; analyse; note similarities, differences and disagreements in the literature; and to address themes or issues. Secondly, they reflect a skills-based approach to writing instruction by listing the general types of product and process skills expected such as correct grammar and editing of work.

In a strategy which combined a skills-based approach with a process approach, the lecturer augmented the feedback she gave during the process of writing on the students' second version their texts with a checklist of features of good writing. Each feature was given a rating. The extent to which the student demonstrated this feature was rated as either "poor", "marginal", "acceptable", "good" or "very good". The lecturer designed this checklist around the three categories of "Depth and Breadth", "Critical thinking", and "Language, structure and conventions": the same three categories used in the GRDs (see pg 98). The list of features rated is shown in table 9. These also explicitly revealed the lecturer's expectations for general academic writing skills to the students. In addition, they provided each student with an indication of how well s/he met these expectations and requirements.

Table 9

Checklist of features

Depth and Breadth of Coverage:

- Key issues covered
- Evidence of adequate reading and research
- Effective use of evidence and sources to support points made
- Effective use of case studies / examples / current events

Critical Elements:

- Evidence of analytical thought
- Evidence of independent / original thought
- Avoidance of plagiarism
- Logical development of argument

Language, Structure and Conventions:

- Overall fluency
- Introduction
- Conclusion
- Paragraphing
- Use of topic sentences
- Spelling
- Grammar
- Punctuation
- Layout
- Proofreading
- Intent-referencing
- Bibliography / references in correct format
- Number of references consulted
- Quotes introduced and acknowledged correctly
- Length

The final strategy adopted by the lecturer involved a variation of a text-based approach. In this strategy, she briefly discussed and circulated around the class the best of the students' second versions of the text prior to them writing for the third and last time. The lecturer stated that through this strategy she wanted the students to see "what a 'good essay' looked like, in terms of writing style, development of

argument, use of sources etc." Students were not allowed to take these essays away from class.

In comparing the third year comparative IR unit with the second year Australian IR unit, it can be seen that both units incorporated several strategies to support students in both writing to learn and learning to write. Both units were structured around language-across-the-curriculum principles with reading, writing, speaking and listening being aligned and used as tools for learning. In both units, this design was augmented further with strategies from across the full range of approaches: language-across-the-curriculum, process, skills-based and text-based. Through the two IR units, the students (i) viewed exemplars of "good writing" in IR (ii) generated and were given lists of expectations and requirements; (iii) discussed essay prompt requirements with the lecturer; (iv) were provided with sources to start with; and (v) received feedback on which they could act in a subsequent piece of writing. While a process approach had been instituted by the lecturer in the second year IR unit with feedback occurring *between two different texts,* feedback in the third year comparative IR unit was provided *during the writing of the same text*. This is the instructional strategy that is being examined in depth in this thesis.

As will be shown in the methodology (chapter 4), the examination of the feedback strategy adopted in the third year IR unit and the students' writing in this study is informed by the expectations and requirements of the written task as revealed through the context. In addition to the expectations and requirements of writing held by the university and the School of Management as described earlier (pg 103),

writing in both the second year Australian IR unit and the third year comparative IR unit included expectations for:

- The use of at least 12 references derived mainly from the IR literature
- Evidence of argument based around IR analysis of events (signposted in the introduction, explained in the body, summarised through the identification of trends in the conclusion)
- Use of IR concepts from the second year IR unit in their analysis.

Additional requirements and expectations, however, were also explicitly revealed in the third year comparative IR unit. These included the need to:

- Identify similarities, differences and disagreements in the IR literature;
- Synthesise the literature (not simply provide a series of individual reviews of articles); and
- Identify global issues and themes and use these as a basis for structuring the essay.

In addition, with the third year comparative unit building on the second year unit, its conceptual parameters were much broader. In the third year unit there was an expectation for the students to go beyond Australia and take a global perspective through comparing IR systems and issues arising out of different countries around the world.

3.5 Conclusions

Looking across all three units, it can be seen see that the students were supported in their learning and writing through a variety of strategies derived from across

different approaches. The types of approaches from which strategies were adopted in each of the units are summarised in table 10.

Table 10
Approaches to writing instruction used in the three units

	1st yr management	2nd yr IR	3rd yr IR
Language-across-the-curriculum	✔	✔	✔
Process		✔	✔
Skills-based	✔	✔	✔
Text-based		✔	✔

As table 10 shows, the units were eclectic in their approach to developing student writing reflective of the eclectic view taken through the faculty's tertiary literacy programme. In the three units examined in this chapter, writing had been well integrated into the teaching and learning programme through the adoption of language-across-the-curriculum approaches. These were augmented by other strategies promoted through the tertiary literacy programme derived from process-based and text-based approaches. Interestingly, the staff also incorporated skills-based approaches into their teaching. This reveals the strongly felt belief by staff in the view that writing comprises a set of transferable skills that can be explicitly taught.

The types of expectations and requirements of writing which these approaches to writing instruction were supporting, however, were not all the same. In addition to the basic requirements for writing held by all the units (eg correct grammar, spelling, paragraphing etc), table 11 shows the increasing expectations and requirements revealed through the context to which all the students were exposed.

Table 11
Expectations and requirements of major writing tasks as revealed in each of the three units

	1st yr Management	**2nd yr IR**	**3rd yr IR**
Length of text	1500 - 2000 words	2000 words	2000 – 2500 words
Format	Headings Title page Contents page	Headings Title page Contents page	Headings Title page Contents page
Thinking	Describe Explain with examples	Argue Analyse Synthesis IR literature	Argue Analyse Compare Synthesise IR literature Identify similarities, differences and disagreements in IR literature
Evidence	Cases	Cases Current events	Cases Current events
Introduction	Purpose Definitions Signpost approach taken in essay Importance of topic	Purpose Definitions Signpost approach taken in essay Importance of topic Summary of analysis	Purpose Definitions Signpost approach taken in essay Importance of topic Summary of analysis
Body	"Logical"	"Logical" Analysis of historical change	"Logical" Analysis of historical change Organisation around themes and issues
Conclusion	Summary Implications	Summary Identification of trends Implications	Summary Identification of trends Implications
Conceptual parameters	Introduction to approaches and techniques in planning, organising, leading and controlling people, resources, operations and processed in an organisation	Introduction to the employment relationship and industrial conflict. Introduction to IR processes and conditions in Australia	Similarities and differences in IR systems in selected countries Contributing factors to similarities and differences Global issues in IR Implications for Australia
Referencing and citation	As per university guidelines	As per university guidelines	As per university guidelines
Number of sources	4	12	12
Types of Sources	Textbook Magazines Newspapers	Textbook IR literature Magazines Newspapers	Textbook IR literature Legislation Newspapers No more than 2 non-academic sources

Academic expression and mechanics	Third person voice, correct grammar, punctuation and spelling	Third person voice, correct grammar, punctuation and spelling	Third person voice, correct grammar, punctuation and spelling

As Table 11 shows, with each year the expectations and requirements of the students' writing grew. In line with the faculty's tertiary literacy programme, the first year management unit functioned as a transition between high school and university. While the unit still showed reliance on the textbook as the main source of knowledge as often occurs in secondary education (Geisler, 1994), it did introduce tertiary expectations for writing longer texts, for being explicit through the careful definition and explanation, and for demonstrating understanding through examples. It also introduced the university's requirements for in-text citation and end-of-text referencing and the school's requirements for the format, presentation and general structuring of writing.

Expectations in the second year IR unit, while still upholding the general expectations of the university and school, were, however, different from the first year management unit. Instead of describing and explaining concepts within a company situation, students were required to argue based on IR analysis of historical events in Australia's IR history. New concepts, terminology and ways of analysing and expressing ideas were also introduced and students were expected to augment information from their textbook with information from the IR literature. Even though the first year unit provided only minimal preparation in terms of the expectation for writing in the second year IR unit, the second year unit had introduced many of the expectations and requirements of writing which applied to the third year IR unit. While this provided a solid foundation for writing, the third year unit went beyond

the requirements and expectations of the second year unit. The third year unit required students to demonstrate a greater depth of thought. Unlike the second year unit, they were now required to examine the literature for similarities, differences and disagreements; to synthesise ideas, identify global issues and themes; and to use these as a basis for structuring the text, comparing countries and identifying global trends.

With increasing demands in writing, the teaching staff provided "scaffolds" or supports to help the students meet the expectations and requirements. These, however, were not used indiscriminately. Where new expectations and requirements arose, so new scaffolds were put in place. When the students transited from secondary to tertiary ways of writing they were helped through prompts which structured the writing task for them and guidelines which spelt out tertiary requirements such as referencing and citation. When the students were required to write for the first time in response to "discuss" essay prompts in the second year unit, a model essay was provided to show them how this could be done. However, independence in writing was also developed through the gradual removal of scaffolds for learning. In the second year IR unit, the prompts no longer provided guidance in structuring and in the third year IR unit a model essay was no longer provided.

As this chapter shows, by the time the students came to writing in the third year comparative IR unit, they were neither novices in tertiary student undergraduate writing nor novices in the discipline at the undergraduate level. They had been well supported in their writing development in their first and second years. Nonetheless, they were still learners being exposed to new expectations and requirements, and to

help meet these they had been given further support. This is the social context within which student writing and teacher feedback is examined.

4 Methodology

Chapter 3 focussed on the broad social context within which the third year students in this present study wrote. It highlighted the approaches to writing instruction and the expectations and requirements of writing to which the students had been exposed both prior to and during the unit under consideration in this study. This chapter focusses on the methodology used in this present study to investigate one of the approaches to writing instruction to which the students had been exposed: the process approach. In particular, it describes the methodology used to relate the strategy of feedback, when used in the process approach, to the changing characteristics of the students' written texts.

The first section of this chapter details the teaching-assessment process in which the feedback was given and the texts were written. The second section describes the participants. The third section describes the data and the process taken in its selection. The fourth and final section of the chapter details the two different types of analyses undertaken to answer the three sub-questions of this study.

4.1 Background

Both the feedback and the texts examined in this study arose naturally out of a unit in which the researcher had no input. In this unit, the lecturer, on her own accord, had decided to use feedback as an instructional tool. She developed the teaching programme, described in chapter 3, which incorporated a range of strategies for making her expectations clear similar to those advocated in contemporary cross-curricular tertiary literacy programmes, (eg Elliot, 1997; Hallett, 1997; Ingleton,

1997; Kokkinn et al., 1998; Vardi, 2002). Of particular interest to this study is her design of a unique teaching-assessment process in which she incorporated feedback within an iterative writing process. She applied the feedback in a manner that she hoped would improve her students' writing of the unit's major assessment task – a task which encouraged deep learning and engagement of the type suggested by such writers as Biggs & Moore (1993), Entwistle (1997), Laurillard (1997) Paul (1992) Ramsden (1992) and Scriven & Paul (1996).

The unit design and the teaching-assessment process, devised and carried out by the lecturer, provided a unique opportunity to examine feedback and the characteristics of student writing in a naturalistic context as advocated by a number of writing researchers (Faigley & Witte, 1981; Hillocks, 1986) within a classroom which reflects current approaches to writing instruction within the disciplines. This opportunity allowed for examination of the role feedback played relative to the role other strategies in the learning context played in developing the students' writing abilities.

As discussed in chapter 3, this study investigated writing and feedback in a third year comparative industrial relations unit for students completing an industrial relations (IR) major from within the School of Management. The unit was delivered by an industrial relations specialist who co-ordinated all aspects of the unit design and delivery, conducted a weekly three hour seminar and marked all the assessments. The major assessment for the unit incorporated the teaching assessment process under investigation in this study. As part of the process, all students were required to choose one out of four possible essay topics for a take-home writing assignment to

be completed in a number of stages. Table 12 details the topic choices from the unit outline.

Table 12
Essay Topic Choices

Topics
1. "The general consequence (of recent challenges to trade unions) has been to put in doubt inherited conceptions of the character and purpose of unions as collective organisations or social movements, and to encourage or provoke the search for new definitions of trade union identity" (Hyman, 1994, p.108). Discuss.
2. "Instead of largely responding to government and trade unions, management has been taking more initiatives (since the beginning of the 1980s), leading some commentators to suggest that management is now the critical actor in industrial relations." (Sisson & Marginson, 1995, p.90). Discuss.
3. "Governments everywhere are now beginning to take a less active role in employment relations." (Paraphrase from Clarke, Bamber & Lansbury, 1998). Discuss.
4. "The global economy is a great leveller – but it levels downwards" (Gallin, cited in Breitenfellner, 1997, p.533). To what extent is globalisation affecting IR systems and outcomes throughout the world? Who stands to win (and lose) in the employment relation as a result of globalisation? Discuss.

In response to their chosen essay topic, students were required to write three times over the course of the semester thus producing three texts. In the first text, the students were required to demonstrate that they had adequately reviewed the literature and understood the concepts in their answering of the question. In the second text, they were required to overcome any shortfalls in their review of the

literature, their conceptual understanding and their writing. In the writing of the third text, they were required to refine their response and their writing.

To help the students through the process, the lecturer put in place a number of teaching strategies. As described in the previous chapter, prior to writing, students generated their own guidelines, received handouts on how to tackle the task, were given readings relevant to the topics, and discussed the question requirements and how these might be addressed with the lecturer. After the writing of each text, each student received detailed individual written feedback and an accompanying mark. Feedback was supplied through annotations at the front of the text, in the body of the text (including the margins), and at the end of the text. Additional feedback was also supplied for the second text through the use of a marking guide also discussed in chapter 3 (see Appendix 1).

The annotated and marked work was returned within a fortnight so that students could make use of the feedback in the subsequent piece of writing. Each subsequent piece of writing was marked as a new and complete text. In order to motivate the students to “do their best” and not simply submit a substandard piece of work and wait for the lecturer to “fix it up” for them, the lecturer allocated a significant portion of the marks for the unit to each text as shown in table 13.

Table 13

Marks allocated at each point of the assessment process

Assessment	**Week due in the semester**	**Percentage of unit mark allocated for each piece of writing**
Text 1	Week 6	15%
Text 2	Week 10	20%
Text 3	Week 13	10%

The grading of the each piece of writing was based on the Faculty's agreed set of criterion referenced marking scales: the Grade Related Descriptors (GRDs). As shown in chapter 3 (pg 98), the GRDs provide a description of the characteristics expected by the faculty of writing for each grade level: fail (<50%), pass (50% - 59%), credit pass (60% - 69%), distinction (70% - 79%) and high distinction (80% - 100%). These were made available to all students prior to writing.

4.2 The participants

The participants in this study included the third year comparative IR lecturer and students. The student participants comprised those full-time third year Industrial Relations students whose first language was English and who consented to having their written work analysed. This resulted in a pool of 15 student participants whose written work in the unit could be examined.

4.3 The data

The data comprised the third year comparative IR students' three written texts along with the accompanying feedback and marks. The written texts of four third year comparative IR students, out of the pool of fifteen, along with the accompanying

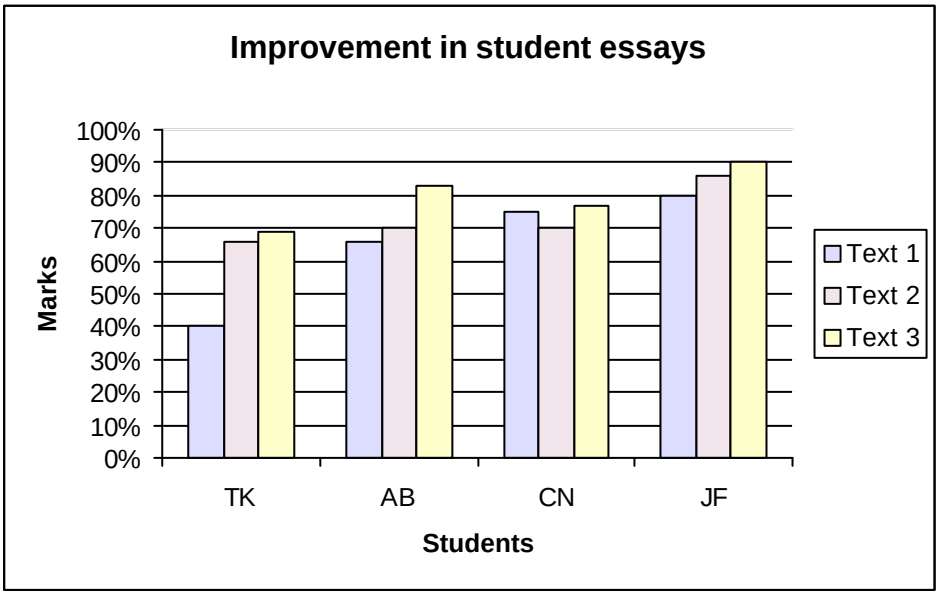
feedback, were selected for in-depth analysis. Several criteria were adopted in the selection of the texts. Firstly, only the texts of students who had submitted a complete set comprising all three texts were considered. Of these sets, texts in which the students appeared to ignore the feedback or made no effort to improve their subsequent text were removed from the pool. The sets to be analysed were then selected to reflect a range of marks, different rates of improvement, and a variety of feedback types. This resulted in four sets of writing representing a total of twelve texts and their accompanying feedback. Table 14 shows the range of marks represented by the selected sets of writing, and Figure 1 clearly depicts the amount and pattern of improvement in writing, as revealed through the marks, which occurred through the iterative writing process.

Table 14

Marks of the selected students' texts

Student	Text 1	Text 2	Text 3
TK	40%	67%	69%
AB	66%	70%	83%
CN	75%	70%	77%
JF	80%	86%	90%

Figure 1



Examination of Table 14 shows that the sets of texts finally selected reflected different starting grades in the process: a fail (40%) a credit pass (66%), a distinction (75%) and a high distinction (80%). Examination of Figure 1 shows the different patterns of change in marks in the finally selected texts. In one set, student TK's first mark was a fail, followed by a dramatic increase in mark in the second text and then essentially no change in mark in the third. In two other sets, students AB and JF showed a steady increase in marks through the process even though the grades for their first text were very different: one started in his first text as an average student with a mark of 66% while the other already started in her first text as a top student with a mark of 80%. The final set selected were of student CN who oscillated in marks and in the end did not substantially increase her mark from the first text to the third.

In all the selected sets, the lecturer provided substantial amounts of written feedback on both the students' first and second texts, irrespective of the grade given, as shown in table 15.

Table 15

The number of points of feedback given on each text for each student

	TK	**AB**	**CN**	**JF**
First text	23	16	23	18
Second text	75	65	113	35

Across the cases, a wide variety of different feedback types were given as evidenced by the findings of the analysis of feedback types reported in chapter 6.

All the selected sets showed a high rate of attempt to comply with the feedback. This is demonstrated in table 16 where the percentage of feedback with which they attempted to comply is shown. In the percentages presented, all changes, whether appropriate or not, which could be directly related to the feedback were considered as evidence of attempted compliance. Any feedback that did not require change, such as "Good work", was removed from the calculation.

Table 16

Rates of attempted compliance with feedback

	TK	**AB**	**CN**	**JF**
Text 1 to text 2	94%	100%	90%	100%
Text 2 to text 3	82%	87%	98%	100%

As shown above, these final selected sets: (i) represented writing from across grade levels, (ii) demonstrated high rates of attempted compliance, and (iii) received substantial amounts of feedback of a wide variety. These were used as the basis for analysing (i) the characteristics of the students' writing, (ii) the changes that occurred in the texts over the course of the process, (iii) the nature and role of the feedback, and (iv) the relationship between the feedback and the changes (or lack thereof) identified.

4.4 Data analysis

Two different analyses were conducted. The first analysis answered the first two sub-questions: "What characteristics do final year undergraduate students' texts display prior to receiving feedback?" and "What happens to the characteristics of final year undergraduate students' texts when they are provided with feedback and then given

the opportunity to revise?". The second analysis answered the third sub-question: "What is the relationship between different types of feedback and changes in the characteristics of final year undergraduate students' texts?".

The two sub-questions guiding the first analysis were answered by examining the students' texts on a case by case basis. The characteristics of each student's set of three texts were analysed in the light of the problems and common concerns expressed about student writing, and the expectations and requirements of the academic task within the context of the unit and the School of Management as discussed in chapter 3. Any changes in the students' texts which occurred over the process were detailed for each case.

The sub-question guiding the second analysis was answered by examining the feedback from across all the cases. The different types of feedback were categorised and the relationship between the types of feedback and the types of subsequent change made (or lack of change) was examined. The manner in which these two analyses were conducted is described in the next two subsections.

4.4.1 Analysis 1: The characteristics of the students' writing and their changes

The characteristics of the students' writing and their changes were analysed under four different categories:

1. Coherence;
2. Citation, referencing and sources;
3. Academic expression and mechanics; and

4. Adherence to additional writing requirements and expectations.

These categories reflect (i) the problem areas that have been identified in tertiary students' writing; (ii) the common concerns expressed about student writing; and (iii) the expectations and requirements arising from the task.

Categories 1 and 2 reflect the types of problems, discussed in chapter 2, that have been identified in student writing. These include problems with coherence (Kaldor et al., 1998; O'Brien, 1995; Stuart-Smith, 1998; Wikborg, 1990), and citation and referencing practices (Baynham et al., 1994; Carson et al., 1992; Ivanic, 1998; Kaldor & Rochecouste, 2002; Morris, 1999; Roy, 1999; Scollon, 1995). Category 3 reflects the concerns that have been expressed about students' abilities with basic mechanics (Lea, 1994; Russell, 1991; Spinks, 1998), and their ability to express themselves in an appropriate academic fashion (Johns, 1997; Kaldor & Rochecouste, 2002; Russell, 1991), also discussed in chapter 2. As expectations of coherence, citation, referencing and academic expression are influenced by the social context (Bartholomae, 1985; Chanock, 1994; Herrington, 1985b; Ivanic, 1998; Lea & Street, 1998; Vardi, 2000; Vardi, 2000b; Williamson, 1988), as discussed in chapter 2, these categories are examined within the parameters of the expectations and requirements of the lecturer, task and the school as identified in the previous chapter. Category 4 reflects those additional expectations and requirements identified in chapter 3 that are not covered in the previous 3 categories.

Analysis in each of these four categories provided the basis for determining the types of characteristics exhibited by these third year students in their first text, and the types of changes that occurred in each subsequent iteration. The following

subsections describe in detail the analysis conducted in each of the categories with each of the texts. In each of the categories, analysis focussed on whether or not the writing met expectations and requirements. Where the writing did not meet expectations and requirements, the text was examined further to determine why. With the emphasis on expectations and requirements not met, the analysis of those that were met was kept to a minimum.

4.4.1.1 Analysis of Coherence

The examination of coherence in the students' texts combined views from two perspectives as discussed in chapter 1:

i) that the text creates coherence by successfully integrating all its units so that it can be understood by the reader through the structuring, sequencing, development, signalling and linking of the information (Enkvist, 1990; Grabe & Kaplan, 1996; Palmer, 1999; Wikborg, 1990); and

ii) that context plays a role in the reader's (in this case the lecturer's) perception of coherence (Sanford & Moxey, 1995).

The analysis of coherence in the student's texts therefore considered whether information in each unit of the text, from the large macrostructural units to the smaller microstructural units, met expectations in terms of: its position in the overall structure of the text and the overall sequence of information; signalling and development; and its semantic linkage to other units of information. This included analysis informed by analyses of rhetorical relationships (Kaldor et al., 1998) and cohesion (Halliday, 1994; Halliday & Hasan, 1976). The analysis also considered whether the students' texts adhered to the lecturer's expectations of the structure and

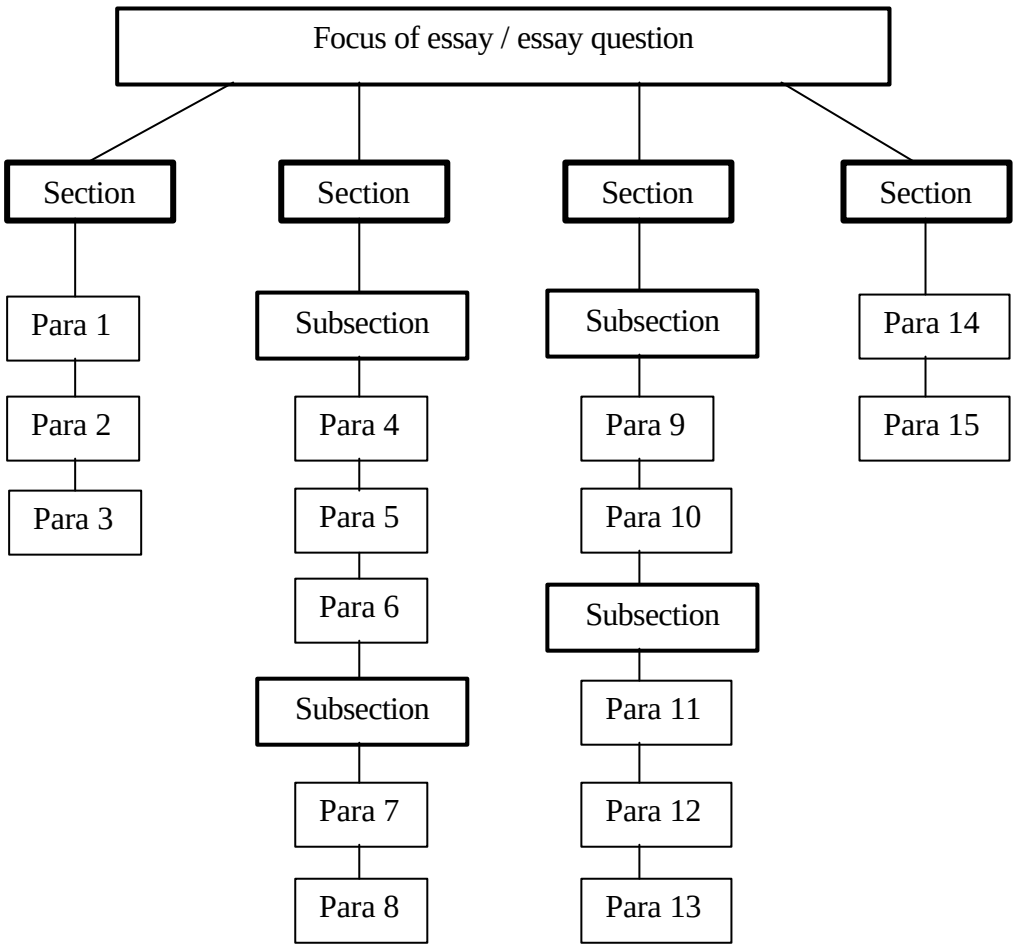
organisation of the text as outlined in chapter 3. These included the lecturer's expectations for the content of the introductions and conclusions in a text, and the manner in which she felt the IR information should be organised and addressed.

In order to systematically accomplish this examination of coherence from these two points of view, several steps were taken. Firstly, in order to determine the units of information to be examined, the macrostructure of each text was mapped based on the approach to mapping described by Kaldor et al. (1998). The mapping of a text's macrostructure shows the major internal divisions within the text (Kaldor et al., 1998) and provides a picture of what Colomb & Williams (1985, p.102) describe as "d-units". "d-units" are units of discourse which function together. Colomb & Williams (1985) define a unit of discourse or "d-unit" as "any stretch of continuous text … that functions as a unit and whose parts are more related to each other than to those outside the d-unit." This can include units as large as the whole-of-text down to units as small as a few sentences. Hence, discourse units are of various lengths and are embedded in a hierarchy from smallest through to largest. The mapping of the macrostructure depicts this hierarchy.

Explicit characteristics in the text were used to determine the d-units. Where headings and subheadings were used in the text to explicitly mark its main internal divisions, these were used in the map. Where headings and subheadings were not used, these larger d-units were identified through (i) common content and (ii) explicit use of devices that signal the beginning, end or change from one d-unit to the next in the text such as signposts of information to come, summaries of previously stated information and overt links from one set of common content to the next set. Smaller

d-units were identified through paragraph divisions. Figure 2 provides a generic example of a macrostructural map.

Figure 2
Generic example of a macrostructural map



As shown in Figure 2, the largest internal divisions, or d-units, into which the text is divided are referred to in this thesis as a section. Subsections in this thesis refer to further internal divisions of a section. While d-units can be as small as just a few sentences, the smallest d-units depicted in the map are paragraphs. Due to the size and complexity of the maps, the macrostructures depicted in the body of the thesis are limited to the sections and subsections revealed in the students' texts. An

example of a complete map, as constructed for all 12 texts, is shown in Appendix 2 pg 340 in a tabulated form.

The sections, subsections and paragraphs identified through the macrostructural map were then used as a basis for determining how each text adhered or did not adhere to a number of characteristics related to coherence. Where the text did not adhere, further analysis to explain the nature of the problem was undertaken. The characteristics examined are listed in table 17.

Table 17
Characteristics related to coherence examined in each text

Characteristics examined:
1. Explicit links made to the essay question • Through the introduction and conclusion of the essay • Through the content of each section in the essay 2. Structuring signals • In the introduction to the essay • In the introduction to each section of the essay • Within and across paragraphs 3. Lecturer's expectations of what to include • In the introduction to the essay • In the conclusion of the essay 4. Links between the structuring signals and subsequent content • In the body of the essay, the sections and subsections • In the conclusion of the essay and the sections 5. Links between ideas in the text • Within paragraphs • Between paragraphs • Between subsections of the text • Between sections of the text 6. Organisation and Sequence of ideas in the text • Organisation of information into the larger d-units • Organisation as per lecturer's expectations • Logical rhetorical order

The characteristics listed in Table 17 were examined as follows. Firstly, the introductions and conclusions were examined to see how they adhered to the frame

of reference supplied by the essay question. The essay question was the first point from which analysis took place based on Mauranen's (1993) contention that the main point of a text is the answer to a question. These were examined at both the whole of essay level and for each section of the essay.

While the introductions at the whole of essay level and the section level were considered in terms of their ability to act as an “anchor of relevance” (Buckingham, 1994) to the question, they were also examined to see if they signposted to the reader what is to be covered in the essay and why, thus aiding the reader’s ability to predict the issues to be covered in the text (Johns, 1997; Tadros, 1994). In addition, the introduction at the whole of essay level was examined to see how it met the lecturer’s additional expectations for a statement of purpose, importance of topic, definition of key terms and a summary of analysis as identified in chapter 3.

The conclusions, both at the section and whole of essay level, were examined for semantic links between the writer’s claim in relation to the initial proposition posed in the question prompt, the evidence presented (Mauranen, 1993) and the signposts provided in the introductions at both the section and essay levels. The conclusions were also examined to determine adherence to the lecturer’s additional expectations for a summary of analysis through the identification of trends, and a statement of the implications of this analysis.

Examination of coherence then moved on to the sections and subsections (if they existed) of the body of the text. The sections of the body of the text were examined to determine their adherence to the signposts provided in the introduction at the

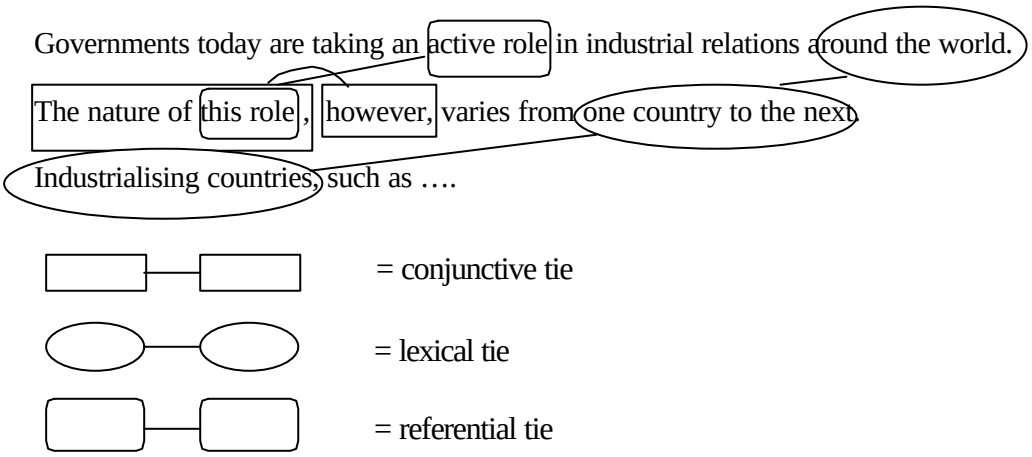
whole of essay level. The organisation of the essay content into sections was also examined to determine whether it met the expectation, highlighted in chapter 3, that the essay be organised around themes and issues. The subsections were also examined to determine how they adhered to the signposts (statements of what is to be covered next) provided at the section level introductions.

Analysis within and between paragraphs in the sections and subsections was restricted to the examination of problems in the linking and sequencing of information. This examination was informed by analyses of rhetorical relationships (Kaldor et al., 1998) and cohesion (Halliday, 1994; Halliday & Hasan, 1976). The examination of rhetorical relationships addresses the rhetorical actions of sentences or d-units. Examples of rhetorical relationships or actions include augmenting or exemplifying previous information, explaining a cause, providing a comparison or contrast, drawing conclusions, summarising and refining previous information, explaining conditions and consequences, making generalisations based on prior information, and justifying claims (Kaldor et al., 1998). These relationships often require that information be presented in a particular order or that certain antecedent information be supplied in order for meaning to be created. For example, information must first be presented before a contrast or explanation can be made with it.

While rhetorical relationships can be implicit, they can also be explicitly signalled. This explicit signalling occurs through the use of a range of cohesive devices or ties categorised by Halliday & Hasan (1976) into conjunction, lexical cohesion, reference, substitution and ellipsis. In brief, Halliday & Hasan (1976) describe these devices as follows. Conjunctive ties (eg “and”,” therefore”, “in addition”,” besides”)

link linguistic elements that occur in succession. Lexical ties are the links established through the reiteration of lexical items, be it the same item, a synonym, a superordinate, a general noun or a personal reference item, or through collocation. Referential ties are linguistic items (eg “they”, “it”, “these”) that refer back (anaphorically) or forward (cataphorically) to specific information in the text. Ties through substitution create links by substituting a word such as “one”’ “do” and “so” for another word or group of words, or by simply omitting or implying them (ellipsis). Figure 3 provides an example of how these explicit forms of linking, whether used correctly or incorrectly, are depicted in this thesis through the use of shapes such as squares and circles to identify the key lexical items which are linked together by a line.

Figure 3
Example of how explicit forms of linking are shown in the analysis



Where problems existed in the texts in creating coherence either implicitly or explicitly between sentences or d-units, these were identified and classified based on a modification of the categories developed by Kaldor et al. (1998). The types of problems which were occurred in this data set are outlined in Table 18.

Table 18
Classification of the types of coherence problems found in the students' writing

Classification	Definition
Incorrect order	Relationships such as augmenting, exemplifying, contrasting, and qualifying appear *before* the information that is being augmented, exemplified, contrasted etc has been presented in the text.
Absence of information	When information refers back or forward to non-existent information
Oversignalling	When relationships such as exemplifying, introducing and concluding are overstated. For example, *"The reason that I have decided to focus on IR in developing countries only is because …"*
No relationship	When sentences or d-units appear to have no relationship to the rest of the text.
Semantic / rhetorical mismatch	When the explicit signal (eg "In contrast,") is not matched by the semantic content of the sentence (eg there is no contrast made).
Errors in reference	When demonstratives (eg this, these, that those) and pronouns (it, she, their) do not agree with their antecedents or the antecedent is not clearly identifiable.
Misplaced information	Information which is incorrectly placed in the text and does not connect to the proximal information.
Incorrect paragraphing	Over or underparagraphing of information.
Lack of expansion	When new information is introduced and left unexpanded.

To record how each of the texts adhered or did not adhere to the various characteristics of coherence examined, and to determine the changes that occurred, a table was constructed comparing adherence across each of the students' three texts. Figure 4 shows a sample of an analysis table.

Figure 4
Sample of analysis table constructed to compare characteristics of coherence across a student's set of text

Student name: _____

Characteristic	**Text 1**	**Text 2**	**Text 3**
Introduction connects to essay question			
Introduction states purpose / scope			
Introduction defines key terms			
Introduction summarises analysis			
Signpost in introduction			
⋮			
⋮			
⋮			

As shown in Figure 4, the table comprised those characteristics of the text which contribute to coherence as outlined earlier in Table 17. For each text, a description of how that characteristic was handled was recorded in the table. This description included adherence to the characteristic, any problems identified in lack of adherence and examples from the text. Feedback, or lack of feedback, concerning any identified problem was also noted. Appendix 3 pg 341 provides an example of a completed table based on the three texts of one of the students.

The completed tables were used (i) to describe the characteristics of each student's first text with regard to coherence, (ii) to determine changes that occurred in the second text, (iii) to determine any further changes in the third text, and (iv) to

determine if any feedback had been given in relation to any characteristics that did or did not change.

4.4.1.2 Analysis of citation, referencing and sources

The students' use of sources, their citation in-text and their referencing at the end of the text were examined in a number of ways. Firstly, the number and types of sources used was recorded for each text. As shown in chapter 3, the lecturer required the students to use at least 12 references. Most of these were to be academic (eg textbook, IR literature, legislation) with no more than 2 non-academic sources (eg newspapers, magazines) for the purposes of providing additional case study or current event material. Therefore the number of academic and the number of non-academic sources used was recorded on a table which, as described earlier, allowed comparison between the three texts of each individual student.

Next, the manner in which these sources were cited and referenced was examined. While the terms "citation" and referencing" are often used interchangeably in the literature, in this thesis, "citation" is used to refer to the in-text citations and "referencing" is used to refer to the end of text referencing. The aim of this is to avoid later confusion in the discussion of the findings.

Then, citation and referencing were examined to see if they adhered to the conventions expected by the lecturer and demanded by the university (an adaptation of the APA referencing guidelines). Adherence or a lack of adherence to the required in-text citation and end-text referencing conventions was also recorded on the same table for each of the three texts. Any problems in adherence to convention were

noted along with examples, as was any feedback relating to the problem. Any changes in subsequent texts were noted.

In-text citation practices were then examined in more detail. While there are many ways in which sources can be cited, undergraduate students' use of in-text citation has been characterised as being narrow in range with students mainly relying on non-integral forms of citation in which the author's name is cited in parentheses at the end of the sentence (Buckingham & Neville, 1997; Morris, 1999). While students' texts do display some examples where the citation is integrated into the sentence, Buckingham & Neville (1997) found that these citations tend to report authors' propositions in a non-evaluative way.

In order to investigate the ways in which in-text citation was used by these third year students and how these changed over the course of the teaching- assessment process devised by the lecturer, the number and type of in-text citations used in each text was recorded. The following steps and definitions were used in the analysis of the different types of in-text citation forms used based on insights from the research into forms of citation conducted by Buckingham & Neville (1997), Morris (1999), Swales (1990) and Thompson & Ye (1991).

To begin with, all the in-text citations were divided into integral and non-integral forms. Based on the definition given by Swales (1990), citations were categorised as integral when the citation was an integral component of the sentence. For example:

> "Smith (1999) states that globalisation results in poorer working conditions in third world countries."

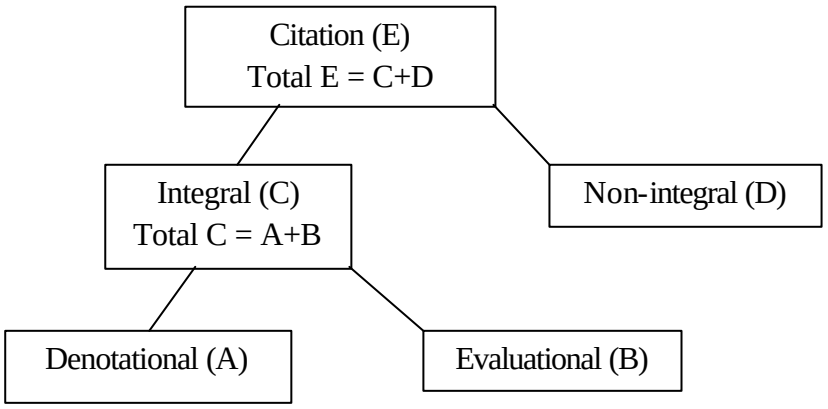
Citations were categorised as non-integral when the author's name was cited in parentheses at the end of the sentence. For example:

> "Globalisation results in poorer working conditions in third world countries (Smith, 1999)."

Integral citations were then further categorised as either "denotational" or "evaluational" based on the types of reporting verbs used (Buckingham, 1994; Thompson & Ye, 1991). Citations which used reporting verbs that reveal an evaluation by the student- as-writer (eg "argues", "claims", "asserts", "believes") were categorised as "evaluational". Citations which used reporting verbs with no evaluation (eg "states", "says", "writes") were categorised as "denotational".

Figure 5 depicts the categories and subcategories applied in the analysis of each text and how the total number in each category was calculated.

Figure 5
Categories of citation forms used in analysis



The totals were then recorded on a table constructed for each student comparing the use of sources and citation and referencing practices as shown in Figure 6.

Figure 6
Sample of analysis table constructed to compare use of citation, referencing and sources across a student's set of texts

Student name: _____

Characteristic	**Text 1**	**Text 2**	**Text 3**
No. of academic texts			
No. of non-academic texts			
Adherence to in-text citation conventions			
Adherence to end-text referencing conventions			
No. of total in-text citations			
No. of integral citations			
No. of denotational citations			
⋮			
⋮			

Appendix 4 pg 344 shows a completed table based on the three texts of one of the students.

As before, the completed tables were used (i) to describe the characteristics of each student's first text with regard to citation and referencing, (ii) to determine changes that occurred in the second text, (iii) to determine any further changes in the third text, and (iv) to determine if any feedback had been given in relation to any characteristics that did or did not change.

4.4.1.3 Analysis of academic expression and mechanics

The students' use of academic expression and correct use of mechanics were also examined in each of their texts. For the purposes of this analysis, academic expression was defined as the appropriate use of general and discipline specific vocabulary and phraseology, and use of the third person voice. Mechanics included spelling, grammar and punctuation.

According to Kaldor & Rochecouste (2002), expert academic writers use both a common range of academic terms and phrases (eg "research has focussed on") and discipline specific vocabulary and phraseology in their writing. Problems with achieving the academic expression employed by experts can occur in student writing when either general or discipline specific vocabulary and phraseology is used incorrectly (Kaldor et al., 1998). Appropriate academic expression is also achieved when the vocabulary and phrases used are depersonalised and the writer is removed from the text through the use of the third person voice (Johns, 1997; Kaldor & Rochecouste, 2002; Vardi, 2000).

In this analysis, problems in achieving appropriate academic expression were recorded. These included:

- Incorrect use of academic vocabulary and phraseology;
- Use of colloquial vocabulary and phraseology;
- Use of emotive vocabulary and phraseology; and
- Use of the first (eg "I", "we") and/or second person (eg "you") voice.

The examination of mechanics in students' texts proceeded in a similar manner. Problems were grouped by type and recorded. The types of errors made in this data set are summarised in Table 19.

Table 19
The types of mechanical errors made in the students' writing

Error type	**Definition**
Sentence run-ons	Sentences are not divided through the use of a full stop but run into the next sentence. For example, *"Union membership has been declining, this is due to changes in government policy."*
Incorrect colon and / or semi-colon use	Colons and/or semi-colons not used where appropriate or used incorrectly. For example, *"Unions resort to their main weapon. The strike." "Unions can take a number of roles; advocacy, services, and education."*
Lack of Parallelism	Multiple phrases or clauses within the same sentence element that do not follow the same grammatical form. For example, *"There are 3 main roles for government: legislation, governance, and as employer."*
Sentence fragment	An incomplete sentence – i.e. it lacks a subject and/or verb element. For example, *"In the UK too."*

As before, problems in both academic expression and mechanics were recorded on a table constructed for each student comparing texts 1, 2 and 3 along with examples from the text. A sample of the table is shown in Figure 7. Any changes including the emergence of new problems in a subsequent text were noted as was the provision or lack thereof of feedback.

Figure 7
Sample of analysis table constructed to compare problems in use of academic expression and mechanics

Student name: _____

Characteristic	**Text 1**	**Text 2**	**Text 3**
Incorrect use of vocabulary / phraseology			
Colloquial / emotive language			
Use of first / second person voice			
Use of colons			
Use of semi-colons			
Sentence fragments			
⋮			
⋮			
⋮			

Appendix 5 pg 345 shows an example of a completed table examining academic expression and mechanics in the texts of one of the students.

As occurred in the previous two categories, the completed tables were used (i) to describe the characteristics of each student's first text with regard to academic expression and mechanics, (ii) to determine changes that occurred in the second text, (iii) to determine any further changes in the third text, and (iv) to determine if any feedback had been given in relation to any characteristics that did or did not change.

4.4.1.4 Analysis of adherence to additional writing requirements and expectations of the unit

The students' writing was also examined in relation to any additional writing requirements and expectations ascertained through examination of the social context in Chapter 3. These included requirements and expectations for (i) formatting (headings, cover page, contents page), (ii) the use of case evidence / current events, (iii) the analysis of historical change, (iv) comparison between countries and (v) synthesis of the similarities, differences and disagreements in the IR literature. The manner in which these expectations and requirements were or were not adhered to was also described and recorded with examples on a table for each student across their 3 texts as shown in Figure 8.

Figure 8
Sample of analysis table constructed to compare adherence to additional writing requirements and expectations of the unit

Student name: _____

Characteristic	**Text 1**	**Text 2**	**Text 3**
Formatting			
Case study / current events evidence			
Analysis of trends			
Comparison between countries			
⋮			
⋮			
⋮			

Appendix 6 pg 346 shows an example of a completed table of one of the student's set of texts.

This completed table was also used (i) to describe the characteristics of each student's first text with regard to additional writing requirements and expectations of the unit, (ii) to determine changes that occurred in the second text, (iii) to determine any further changes in the third text, and (iv) to determine if any feedback had been given in relation to any characteristics that did or did not change.

The tabulation of the analysis in each of the areas of coherence; citation, referencing and sources; academic expression and mechanics; and adherence to additional writing requirements and expectations allowed each of the student's texts to be characterised and changes over the process to be tracked. Chapter 5 reports on these investigations on a text by text basis for each case and provides a description of the feedback that the students received in order to provide the context within which the next text was written. In concluding the investigations for each case, broad relationships are drawn (i) between the feedback given and the changes made, and (ii) between the other instructional strategies employed in the context (described in chapter 3) and both the presenting characteristics and the changes made.

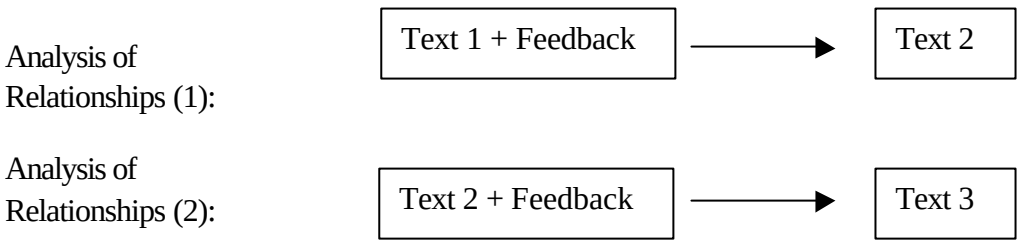
The next subsection details how the feedback, which is described in chapter 5, is then analysed in detail and related to change across all cases in chapter 6.

4.4.2 Analysis 2: The relationship between feedback types and change

In order to determine the relationship between the different types of feedback given and the change or lack of change which subsequently occurred in the texts, analysis started on a case by case basis. For each case, the points of feedback on one text were

categorised and related directly to change or lack of change in the characteristics of the next iteration. Given the nature of the teaching-assessment process being used, this resulted in feedback and change being analysed twice for each case: between text 1 and 2, and between text 2 and 3. These two opportunities for analysis in each case are depicted in Figure 9.

Figure 9
Analysis of the relationships between individual points of feedback and changes in the characteristics of the subsequent text



This resulted in a total of 8 analyses of the relationships that occurred between different types of feedback and the characteristics observed in the subsequent text over 4 cases. These results were then collated across the cases for each category of feedback. This allowed commonalities to be determined between the types of feedback given and the types of changes (or lack of changes) which occurred to the characteristics of texts across all cases.

In order to categorise the feedback for the case by case analysis and then subsequently collate the relationships between types of feedback and change that resulted across all cases, the following steps were taken. Firstly, feedback at the front of the text, in the body of the text (including the margins) and at the end of the text was included in the analysis. Next, each point in the text at which feedback was given, was numbered and coded. Where feedback comprised multiple sentences

addressing a number of different aspects of the text, it was divided into separate points each of which were numbered and coded separately. General ticks at the bottom of a page or alongside each paragraph were not coded.

A coding system was developed where each point of feedback was coded in three ways reflecting:

- The characteristics of the text that the feedback addressed;
- The manner in which the feedback was written; and
- The scope of the feedback.

The characteristics of the text that the feedback addressed were coded to determine how the marker's focus on particular characteristics affected the student's output in revision. The manner in which the feedback was conveyed to the student was coded in order to determine how manner affected the students' responses. The scope of the feedback was coded to determine what relationship a broad focus on the whole of text versus a narrower focus on a specific point in the text had with the students' subsequent written output.

Through repeated examination of the data and based on insights gained from the categories used by other researchers in feedback and revision studies (Beason, 1993; Faigley & Witte, 1981; Ferris, 1997; Olson & Raffeld, 1987; Spinks, 1998) as discussed in chapter 2, the codes listed in Table 20 were developed.

Table 20
Feedback codes

Characteristics Addressed	Manner addressed	Scope of feedback
▪ Mechanics	▪ Prescription	▪ Local
▪ Information	▪ Direct edit	▪ Global
▪ Referencing	▪ Question	▪ Unclear
▪ Academic expression	▪ General comment	
▪ Thinking	▪ Explanation	
▪ Organisation	▪ Evaluation	
▪ Sources	▪ Indication	
▪ Unclear	▪ Other	
▪ Other		

The defined parameters for each code are detailed in Tables 21 - 23. Table 21 details the parameters of the codes for the characteristics of the text that were addressed. Table 22 details the parameters of the codes which address the manner in which the feedback was given and table 23 details the parameters of the codes for the scope of the feedback given.

Table 21
Parameters of the codes for the characteristics of the text addressed by the feedback

1. Mechanics Any feedback concerning grammar, spelling or punctuation. It includes both verbal feedback such as *"not grammatical"* , and non-verbal such as underlining, circling, question marks.
2. Academic Expression Any feedback concerning the appropriate use of general vocabulary, subject specific terminology, phraseology, "academic tone" versus colloquial uses of language. It includes both verbal feedback such as *"Not appropriate word" "a bit colloquial?"*, and non-verbal feedback such as underlining, circling, question marks.
3. Referencing and citation Any feedback addressing the conventions of referencing, quoting and citation practices either in-text or end-text. It also includes feedback addressing the need for referencing or citation, and feedback related to lack of referencing or plagiarism such as *"Include page numbers"* and *"Is this in the reference list?" "Reference?"*.

4. Sources used Any feedback concerned with the appropriateness of sources, the use of other sources, the depth and breadth of research undertaken by the student, appropriateness of quotes. For example: *"See the Australian text Gardner and Palmer (1997) Employment Relations in closed reserve. Has a good chapter on the State"*
5. Organisation Any feedback concerning how the content was structured, sequenced and linked in the essay. This includes feedback regarding introductions, body, conclusions, paragraphing, topic sentences, where information (including citations and quotes) should be located in the text, sections to be added to the text, signposting, links (both overt and implicit) between different parts of the text, "flow" of ideas, and fluency, and the order or sequence of information. Includes verbal feedback such as *."Your introduction should include a definition", "You need a bridge to the next section"* and *"Leave this for later – it is out of place here"*, and nonverbal feedback such as arrows.
6. Information Any feedback concerning the subject matter of the essay including feedback related to choice / accuracy / correctness of information, the meaning/understandings conveyed, relevance of information in relation to question prompt. It includes verbal feedback such as *"Malaysia does not really represent Asia"* and *"Examine the role of government in employment relations"*, and non-verbal feedback such as question marks.
7. Thinking Any feedback relating to the quality of thinking / evaluation / analysis / argument/ conceptualisation of material/ conceptual frameworks such as *"These are disjointed facts rather than an exploration of the themes"* and *"What are the implications of these findings in relation to the question?"*.
8. Unclear Any feedback where it is unclear what aspect of the text is being addressed. This includes both verbal feedback such as *"good"*, and any unclear nonverbal feedback.
9. Other Any feedback which does not fit into the above categories. This includes feedback related to the process such as attendance and study habits.

Table 22
Parameters of the codes for the manner in which the feedback was given

1. Comment Any feedback that is reflective or an observation and does not directly ask the student to make a change. For Example: *"The minimum wage has recently gone up to $368.40"* and *"You are tending to quote extensively but not actually drawing out themes and issues"*.
2. Direct Editing Any feedback which directly edits the student's work. This includes the changing of vocabulary used, addition or modification of punctuation, the rewording of a sentence, the modification of paragraphing. For example: *In addition it allows employers* ~~They are also able~~ to move between domestic markets.

3. Explanation Any feedback that explains why a change is required or explains the marker's reasoning or thinking. For example, feedback such as *" This is repetitive"* written after a prescription such as *"Delete"*. It includes examples given by the marker which are not direct editing of the work such as examples of how to write end-text references.
4. Prescription Any feedback (including both hedged and non-hedged) that prescribes or instructs the student**.** For example: *"Put this into your introduction"* and *"An example would be helpful here"*
5. Question Any feedback which is in the form of a question. Example: *"Why?"* This also includes non-verbal querying in the form of a question mark.
6. Evaluation Any feedback which evaluates any aspect of the student's work. This includes both positive comments, such as *"Good intro"*, and negative comments, such as *"Weak argument"*. Feedback provided through the evaluation rating sheets in which characteristics of the text were rated as *"poor"*, *"marginal"*, *"acceptable"*, *"good"* or *"very good"* are also included.
7. Indication Any feedback which indicates or points out an aspect of the text, but does not explicitly express the nature of the issue or what needs to be done about it. For example, circling or underlining an aspect of the text, or simply stating *"logic"*.
8. Other Any feedback that does not fit into any of the above categories.

Table 23

Parameters of the codes for the scope of the feedback given

1. Global Feedback which focuses on the text as a whole. Example: *"Reorganise your essay into three major themes"* and *"Your essay flowed well"*
2. Local Feedback which focuses on a specific aspect of the text at that point. Example: *"Insert a comma here"* and *"Reference?"*
3. **Unclear** Any feedback where it is unclear whether it applies locally or globally.

Using the definitions of the codes in tables 21 - 23, each point of feedback was coded in three ways. For instance, a point of feedback given at the end of the text such as,

"See Gardner and Palmer (1997)",

is coded as follows:

- Characteristics of the text addressed = Sources used;
- Manner in which the feedback was given = Prescriptive; and
- Scope of the feedback = Global.

This point of feedback is therefore a prescriptive, global point of feedback addressing the sources used. Where a point of feedback involved more than one of the codes in a given category, then all the relevant codes were listed. For example, in the category "Characteristics of the text addressed", one point of feedback might address both information and sources together, and hence both codes were recorded. An example of this is the feedback:

> "Look at the literature on the comparative and conceptual material on the role of the state in IR"

Once categorised, each point of feedback on one text was then compared with the resultant characteristics of the subsequent text. Any changes directly related to that point of feedback were identified. Each analysis in each case was recorded on an Excel spreadsheet. For each point of feedback in each analysis, the following was recorded in separate columns of the spreadsheet:

- Feedback number
- Feedback location (front of text, in-text, back of text)
- Characteristic addressed (as per codes in Table 21)
- Manner of feedback (as per codes in Table 22)
- Scope of feedback (as per codes in Table 23)
- A summary of the specific content of the feedback
- Changes in the subsequent text

Appendix 7 pg 347 shows an example of a completed spreadsheet based on TK's first text coded along with the related changes in her second text.

The coded feedback was then sorted to group and identify all the types of feedback given. Each feedback type was made up of a combination of the characteristic addressed, the scope and the manner. This yielded a grouping of the data that looks like the example in Table 24.

Table 24
Example of the grouping of feedback types resulting from the sort process

Feedback No.	Characteristic	Scope	Manner
46	Acad Exp	Global	Prescription
24	Acad Exp	Global	Prescription
18	Acad Exp	Local	Direct Edit
29	Acad Exp	Local	Direct Edit
12	Acad Exp	Local	Prescription
15	Information	Global	Prescription
17	Information	Global	Prescription
48	Information	Local	Question
⋮	⋮	⋮	⋮

In this example, five different feedback types are identified and grouped allowing for the number of points of feedback in each type to be tallied. This example shows, for instance, that two points of feedback addressed academic expression globally through prescription, that two points of feedback addressed academic expression locally through direct editing, and that one point of feedback addressed academic expression locally through prescription. Appendix 8 provides an example of the feedback on TK's first text which was sorted into feedback types in this way.

With each case analysed in this way, the data could now be collated by feedback type *across* all analyses and all cases. All the feedback addressing, for instance, academic expression in all its variations of scope and manner, along with its concomitant relationships with the subsequent text, was collated as was all the feedback addressing information and so forth. The data could then be used to: (i) determine the number of points of feedback given for each feedback type across all the analyses in all the cases; and (ii) identify the commonalities in relationships between feedback types and changes to the characteristics of the text across all the cases. These findings are reported in chapter 6.

These two analyses, reported in chapters 5 and 6, are complementary. Chapter 5 provides an analysis of the characteristics of the students' texts and the changes that occurred over the iterative rewriting process. It also provides insights into the broad role that feedback within a process approach can play relative to the other approaches adopted within the context. While describing the feedback given, chapter 5 does not analyse it. Chapter 6 builds on the analysis of chapter 5 through analysing the types of feedback given and directly relating them to the types of changes that resulted across all the cases.

5 The changing textual characteristics

This chapter analyses the characteristics of the students' texts and the changes that occurred over the teaching-assessment process in order to answer the first two sub-questions of this research: "What characteristics do final year undergraduate students' texts display prior to receiving feedback?" and "What happens to the characteristics of final year undergraduate students' texts when they are provided with feedback and then given the opportunity to revise?". The results are reported on a case by case basis in which the characteristics of each of the three texts are systematically examined in the areas of coherence; citation, referencing and sources; academic expression and mechanics; and adherence to additional writing requirements as discussed in the methodology in the previous chapter. The order in which the cases are considered reflects the grade awarded at the start of the process. The chapter starts with the case with the lowest initial grade (TK) and progresses up through the cases culminating in the case with the highest initial grade (JF).

For each case, the description of the analysis of the texts follows the same order as the process tracing the characteristics and their change from the first text to the last. Between the description of each text, an overview of the feedback that the students received is given to provide the context within which the student then rewrote the text. While the analysis of text 1 and the changes in text 2 are described in each of the aforementioned areas separately, with fewer changes being made by all students in the third text, changes from across all areas in this text are simply summarised. At the end of the analysis of all the texts in the case, broad relationships are drawn between (i) the characteristics of the student's texts and the feedback, and (ii) the

characteristics of the student's texts and the expectations revealed through the other approaches to writing instruction used in the context as described in chapter 3.

Throughout each case, representative examples have been selected for illustration of the points being discussed. A number of techniques have been used to aid illustration:

(i) shapes and lines are used to illustrate explicit cohesive ties as described in chapter 4 pg 145;

(ii) superscript notation is used to identify relevant phrases, clauses and sentences in the student's text when sequences of information and the rhetorical relationship between them are being discussed; and

(iii) Italics are used to highlight specific characteristics in the passages of text shown, and to differentiate examples of the lecturer's direct edits from the student's own writing.

After the case by case analysis, the chapter ends with a discussion which draws together the findings from across all the cases. The discussion begins by examining the strengths and problems across all the students' texts at the start of the teaching-assessment process. It compares these to the expectations to which the students had been previously exposed and to the two main views of tertiary writing introduced in chapters 1 and 2: (i) the view that students lack the "basic skills" and are therefore in deficit, and (ii) the view that problems in students' texts are due to the new demands of the tertiary context. It then examines the changes that occurred across all cases as the students rewrote their texts and the reasons underlying these changes. The role that feedback within the process approach played in the changes to the text is

discussed relative to the role that other instructional approaches played. The discussion ends by proposing a different way of viewing tertiary student writing that accounts for the strengths, problems and changes identified in the students' texts. Detailed analysis of the different types of feedback used and their specific relationship with change is covered in chapter 6.

5.1 TK: textual characteristics and changes

TK was the only student out of the four who failed in her first submission with a mark of 40%. She had chosen as her topic the following prompt :

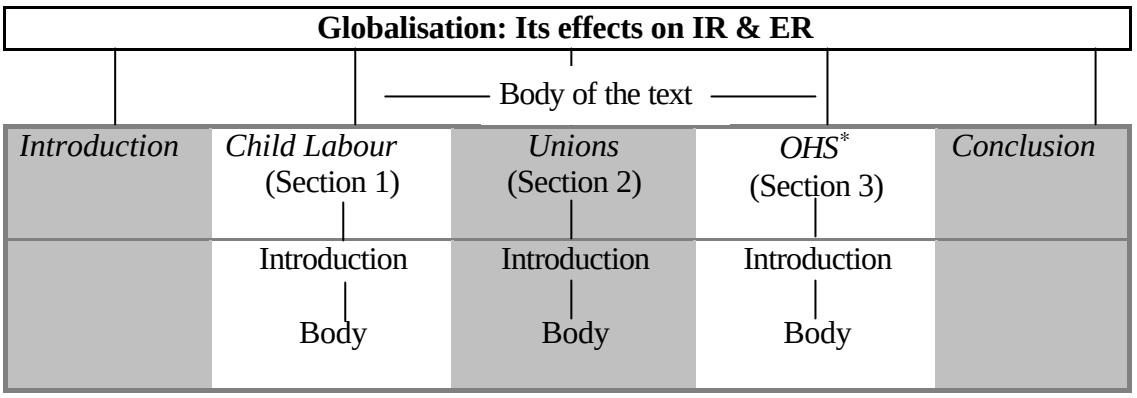
> *"The global economy is a great leveller – but it levels downwards" (Gallin, cited in Breitenfellner, 1997, p.533). To what extent is globalisation affecting IR systems and outcomes throughout the world? Who stands to win (and lose) in the employment relationship as a result of globalisation? Discuss."*

Over the course of the iterative writing and rewriting process, her mark improved to 67% and then finally to 69%. Change over the process is explored across her three texts starting with coherence in the first text.

5.1.1 TK text 1: Coherence

As discussed in chapter 4, coherence was examined at all levels of the text from the large d-units down to the smaller d-units. The examination of TK's first text starts with an examination of the text's macrostructure. Even though this first text presented with no headings, an examination of the content reveals that it was structured into an introduction, a body comprising three thematically organised sections and a conclusion. Figure 10 provides an overview of the macrostructure indicating the main content focus of each section of the body.

Figure 10
Macrostructure TK text 1



The introduction to the essay comprised two brief paragraphs. The first paragraph provided a brief rationale[1] which was poorly related to the task set by the lecturer, and signposted[2] the three sections in the body of the text thus indicating the scope of the essay.

> *"[1]Globalisation is such a topical issue, that there has been much published on it. For this reason I have decided to concentrate on the area of[2]Labour Exploitation, Unions and Occupational Health and Safety".*

The second paragraph summarised what the student had learnt from the task:

> *"Until recently, I believed that globalisation was generally a good thing. … I discovered how naive I had been. I had not even considered the possibility that it's (sic) effects on people, their working conditions and relationships was (sic) largely dependent on what country they lived in."*

Contrary to expectations, this introduction lacked definitions and a summary of analysis, and was poorly connected to the prompt. Despite the explicit focus given by the lecturer for the text to deal with the effects of globalisation on industrial relations

---

* OHS = Occupational, Health and Safety

(IR) and employment relations (ER), as shown above, the student signposted a focus on labour exploitation, unions, and occupational health and safety. In addition, instead of analysing the effects of globalisation, the student reflected on her own learning, adopting an hortatory stance described by (Moore & Morton, 1998 pgs 12, 22) as a judgement or comment on desirability – in this case a judgement of whether globalisation is "good" or "bad". To accomplish this stance, she adopted a first person point of view in the introduction using colloquial and reflective language (eg "I believed" and "I discovered how naï ve I had been").

Given that this introduction indicated that the essay was not connected to either the purpose or content requirements of the task, it is not surprising that the written work was failed on this basis alone. Was the student, however, able to demonstrate coherence in the body of the text relative to her own re-oriented purpose and content? This question was addressed through examining the connection between (i) the essay's introduction and its conclusion, and (ii) the signpost in the introduction and the sections in the body of the text.

Examination of the essay's conclusion reveals that its three paragraphs linked directly to the hortatory stance adopted in its introduction. The judgement on the relative worth of globalisation in the introduction was linked to the conclusion through [1]statements of outrage, [2]calls to action and [3]emotive appeals to audience. In keeping with the hortatory stance taken, the conclusion shifted to a predominantly first person plural point of view ("we") as shown below.

> "We *in the developed world seem oblivious to the rest of the world around us.* [1]*To take advantage of countries which know no better or ignorantly believe that the benefits out weigh the risks is outrageous ….* [2]*It is up to everyone who has any sense of moral*

obligation to try to put pressure in these factories ... [3]We *can't just lay back and think 'oh well it doesn't affect me or my children' because ..."*

However, the connection between the essay's introduction and the sections in the body of the text was not as strong. As can be seen through the macrostructural map in Figure 10 pg 168, the student's own signpost was only partially followed through in the body of the text. While sections 2 and 3 of the body of the essay corresponded with the signpost to deal with the unions, and occupational health and safety, the first section of the body dealt with only one part of labour exploitation - child labour. In addition, these sections were not given equal attention. Eight paragraphs were devoted to "child labour", four to "unions" and six to "occupational health and safety".

Within each section, there was a brief introduction which attempted to [1]signpost the content that was to come, and in the case of sections 2 & 3, also attempted to [2]link to the previous section. Following are the introductions to each section.

Introduction to Section 1- Child Labour:

"[1]People living in poverty in under developed countries often fall victim to exploitation. What is even worse is that their children often suffer the same fate. …"

Introduction to Section 2 – Unions:

"[2]The issue of child labour is so strong that [1]it has managed to bring international trade unions together to seek a solution. …"

Introduction to Section 3 – OHS:

"[2]It was this type of pressure that has influenced [1]the introduction of Occupational Health and Safety Laws throughout the world. …"

With a clearly identifiable macrostructure in place and a brief introductory statement to each section, one might assume that the writing would be coherent and readable.

However, several characteristics of the text resulted in poor coherence in the body of the text. Signposts in the introduction at the section level were not reflected in the propositions found in the topic sentences of the subsequent paragraphs in the section as can be seen in this sequence of topic sentences taken from the section on "unions".

Section 2 Para 1 Introduction to Unions:

> *"The issue of child labour is so strong that it has managed to bring international trade unions together to seek a solution. …"*

Section 2 Para 2 Topic sentence:

> *MacDonald and Burgess (1998) claim that unions have very little influence over decision making such as investment and plant location.*

Section 2 Para 3 Topic sentence:

> *Not surprisingly Gunderson & Verma (1996) has (sic) reported a general decrease in union membership.*

Section 2 Para 4 Topic sentence:

> *<u>A Cross Border</u> reporter illustrates the fundamental principle of trade unions anywhere in the world. To protect the rights of workers and to collectively negotiate on their behalf (sic).*

The same lack of coherence that occurred between the topics of each paragraph within a section was also evident at the paragraph level. Several characteristics contributed to a lack of coherence at the paragraph level (shown in the example below). These included (i) many paragraphs containing more than one proposition resulting in the lack of one unifying idea per paragraph; (ii) propositions being left unexpanded; and (iii) relations between propositions being often confused, unclear and, at times, nonexistent. This resulted in broken coherence both within and between paragraphs. These characteristics of the text can be seen in the following first two paragraphs of the first section in the body of the text on child labour.

> *"[1]People living in poverty in under developed countries often fall victim to exploitation. [2]What is even worse is that their children often suffer the same fate. [3]In an article by*

Mike Head (1997), he says that Vietnamese workers are legitimately paid twenty cents per hour and that young female employees are frequently abused and assaulted. [4]*He goes on to say that Indonesian workers who take action come up against armed forces (sic) intervention, a point which is also raised by Eyal Press (1996)."*

In examining the first paragraph, it can be seen that the topic of exploitation of children whose parents live in poverty, introduced in sentences 1 and 2, is neither developed or expanded. Sentence 3 exemplifies the wider topic of people in developed countries being exploited and introduces a new idea of female abuse and assault. Sentence 4 then introduces another new idea – that of armed intervention in response to union action. The propositions are unexpanded, with no explanations, reasons or explicit connections being made between the propositions. While cohesion is attempted through anaphoric reference in sentence 4 through "He goes on to say" back to the author "Mike Head" in sentence 3, coherence is poor due to the absence of information, lack of expansion and lack of relationships between propositions as shown above.

These problems in coherence continue in the second paragraph shown below. Once again, a cohesive tie between the paragraphs is attempted through reference to the authors[1], however, there are no semantic connections made between the propositions of the second paragraph and the multiple propositions of the preceding paragraph. While some use of cohesive ties is attempted to link the propositions within the paragraph, as shown below, these are only partially successful.

"[1]*These authors have also discussed the introduction of codes of practice into particular industries.* [2]*Head's (1997) criticism is that it simply legitimises the exploitation of Asian workers.* [3]*While Press (1996) argues that it is too convenient that employers are required to police themselves (sic).* [4]*Mike Head raises a far worse statistic. There are '120 million children under 15 working fulltime' ."*

Examination of the second paragraph reveals some attempts at cohesion through the use of referential and conjunctive ties. References in sentences 2 and 3, though incorrectly used ("it" instead of "these"), linked back to "codes of practice". However, the conjunction "while" in sentence 3 incorrectly signals contrast when sentence 3 provides further arguments against codes of practice thus resulting in a semantic rhetorical mismatch. Sentence 4 is semantically unrelated to sentences 1, 2 and 3 and is therefore misplaced, though once again the student has attempted to provide a cohesive tie through the author's name.

These problems in coherence in the text do not allow for a clear argumentative structure to be developed either at the paragraph or section level. While introductions with signposts are present at the section level and topic sentences are present at the paragraph level, these are not clearly related. The propositions in the topic sentences are not supported and developed through such rhetorical functions as exemplification, expansion and augmentation leading to a conclusion. Often, they are also not explicitly linked together through the use of cohesive ties. This same lack of coherence was evident through all three sections of the body of the text.

5.1.2 TK text 1: citations, referencing and sources

Despite the problems in coherence in the text, the student had used 15 sources which were acknowledged both in-text and at the end of the text. Table 25 reveals the breakdown of the different types of sources used based on examination of the reference list.

Table 25
Types of sources used in TK's first text

Total Sources	Academic Sources	Non-academic sources	Unknown
15	4	10	1

As shown in table 25, 10 of the sources were non-academic being articles from union newsletters and popular business magazines. 4 sources were academic being IR journals and legislation. The final source was not adequately referenced and hence could not be categorised. This was the only source that did not include all the publication details for the source. The student had attempted to adhere to the necessary conventions for end-text referencing in the other 14 sources. However, due to the high number of non-academic sources, the author was often unknown and the reference list revealed the student's confusion in referencing such sources. These sources were typically referenced as follows:

> *Author Unknown. (Nov/Dec 1997). Rio Tinto Accused of Child Labour Abuse on Diamonds. The Manufacturing Worker. p.7*

This confusion in referencing sources with no identified author extended to difficulties in citing them in-text as shown in the example below.

> *"A writer from African Business says …"*

All other in-text citations in which the author was known adhered to convention.

Further examination of the in-text citations reveals that these were mostly integral, i.e. they formed an integral component of the sentence. Table 26 shows the breakdown into integral and non-integral citations, and the further breakdown of the integral citations into denotational and evaluational.

Table 26
Forms of in-text citation used in TK's first text

	Integral	**Non-integral**
Total Number	23	1
Denotational	14	
Evaluational	9	

As shown in Table 26, 14 of the integral citations were denotational, i.e. no evaluation of the author's proposition was made. Typical examples are as follows:

"Saywell (1998) wrote that …"
"In an article by Mike Head (1997) he says …"

9 of the integral citations were evaluational as shown in the following examples.

"MacDonald and Burgess (1998) claim that …"
"While Press (1996) argues that …"

5.1.3 TK text 1: academic expression and mechanics

As was seen in the earlier subsection on coherence, TK's text did not consistently exhibit an appropriately distant and objective academic tone as expected by the lecturer. The tone adopted was more colloquial, emotive and editorial with "calls to action". This was revealed through the use of the first person singular ("I") and plural pronouns ("we") and through the emotive appeals to audience in the introduction and conclusion to the text as was shown in the subsection on coherence. It was further revealed through the body of the text by the occasional use of (i) emotive and colloquial language and (ii) colloquial citation practices. Examples of the emotive colloquial language used in the body of the text include:

"Saywell, Press and Head all report horrific *working conditions …"*
"Saywell (1998) also quotes some terrible *statistics"* *and*

"The most atrocious *thing about this was the fact that … and there* weren't *any adequate fire exits."*

Examples of colloquial citation practices include:

"Saywell (1998) wrote that …"
"This was reported in The Manufacturing Worker (1997)."

There were no examples of academic vocabulary or phraseology used incorrectly.

Despite the poor development of argument, the inappropriate tone adopted, and the inappropriate sources and their colloquial use in citation, overall, the text demonstrated a satisfactory control over the basic mechanics of grammar, punctuation and spelling with the few errors presenting being mainly non-systematic and most likely due to oversights in editing. There were, however, occasional examples of minor but consistent errors. These included confusion in the difference between the use of "its" and "it's", and a lack of understanding of the appropriate use of colons and semi-colons as the following example illustrates.

"It requires the co-operation of many different parties including; child workers, … "

There were also some sentence fragments which could have been eliminated through the use of a colon. For example:

"A Cross Border reporter illustrates the fundamental principle of trade unions anywhere in the world. To protect the rights of workers and to collectively negotiate on their behalf. *"*

5.1.4 TK text 1: adherence to additional writing requirements and expectations

As had occurred in the previous areas, TK's adherence to the additional expectations and requirements in the unit for the formatting of the text, use of case evidence, analysis and synthesis was also poor overall.

Contrary to the expectations of the school, the text did not present with a cover page, contents page and headings. While real-life cases were described as required, these were written as a series of examples without analysis or comparison between countries. This is shown in the following example in which the three life cases described are identified through superscript notation.

> *"Saywell, Press and Head all report horrific working conditions. [1]In Head's (1997) article, he says that severed fingers are so common that they are just thrown out in the ordinary everyday trash. [2]Press (1996) reported on a factory fire in Kadar which killed 188 people. The most atrocious thing about this was the fact that doors and windows were locked and that there weren't any adequate fire exits. [3]Saywell (1998) wrote that Chinese investors often refuse to spend money on things such as emergency exits. A Chinese joint venture partner tried to block an order for a fire alarm to be installed in a chemical storeroom."*

As can be seen in this example, even though agreements between the predominantly non-academic sources were identified, without the appropriate use of academic sources, the expectation that similarities, differences and disagreements in the literature be identified could not be met.

5.1.5 TK text 1: lecturer's response

The lecturer expressed several concerns in her summary statements attached to the front of the text.

> *"Before you (re) write the essay, you will need to rethink your survey of the literature … You have not attempted to justify your choice of themes in any way. A brief survey of the readings .. would have indicated some major themes: the debate about labour standards, for example ….. Your second 'topic', unions, is barely addressed … Your third topic needs to look more broadly at the issue – particularly in terms of differing levels of activity at national government level … You have tended to give a conglomeration of 'facts' … no real attempt at synthesis … you need to use academic literature at the tertiary level"*

In addition, the lecturer wrote a number of points of feedback in the margin of the text that related to the content and its management. Next to the introduction, she made the following points:

> *"Your introduction should define globalisation and give an idea of its full scope as a topic before moving on to indicate which particular issues the literature review focuses on. In addition you must explain why the three themes were chosen."*

At various other points in the body of the text she provided feedback such as:

> *"Lots of disjointed facts … failing to identify and explore themes"*
> *"Avoid one sentence paragraphs"*
> *"You need to 'bridge' this section back ..."*

At the conclusion to text 1, she wrote:

> *"Read the question… Simply addressing child labour and OHS is just not enough to provide an answer to the essay question."*

Finally, at the end of the reference list, she explained end-text referencing conventions for sources for which the author is unknown.

Within the context of this feedback, the student rewrote the text.

5.1.6 TK text 2: coherence

In this iteration, in line with the feedback given, the content of the entire text was changed as was the structure of the text. This is shown through the macrostructural map in Figure 11.

Figure 11
Macrostructure TK text 2

Globalisation: Its effects on IR & ER					
Intro	*Management* (Section 1)	*Govt* (Section 2	*Unions* (Section 3)	*Labour Standards* (Section 4)	*Conclusion*
Focus: effects of globalisa-tion on players	Introduction Body Conclusion	Body Conclusion	Introduction Body Conclusion	Introduction Body Conclusion	Management Government Unions

Figure 11 shows how the number of sections in the body of the text increased from three to four. Each section now had a heading as indicated in the figure and most contained an introduction, a body and a conclusion.

Coherence was substantially improved through a much changed introduction at the whole of essay level. A strong, relevant focus to the essay was provided in a four paragraph introduction which linked strongly to the question prompt (see pg 167). The first paragraph defined globalisation as requested by the feedback on text 1:

"Globalisation is the extension of market boundaries beyond national borders. The market includes markets such as …..".

The second paragraph provided background information on responses to globalisation:

"Most under developed or developing countries are encouraging globalisation so that …..".

The third paragraph [2]summarised the student's analysis of trends in line with the expectations for essay writing in IR (see chapter 3, pg X). It also contained inappropriate [1]argument better placed in the body of the text,:

"[1]Bean (1994) points out limitations that need to be recognised before generalising about Multinational Companies (MNCs) ….. Bearing this in mind,[2]generally it can be said that globalisation has shifted the balance of power in the employment relationship so that it favours the employer."

The fourth paragraph provided a signpost and rationale of what was to follow in the essay also as requested in the feedback on text 1:

"To best understand the effects globalisation has had and is having on Industrial Relations and the employment relationship we will look at the effects of globalisation on the players within the Industrial Relations system. To further emphasis the power of employers, analysis of labour standards will be conducted"

The altered structure changed the introduction from being hortatory, as had occurred in the first text, to meeting the expectation of being analytical. The focus in the signpost on the players in IR (management, government and unions) and labour standards was followed through, as shown in the macrostructural map previously, and this was made explicit to the reader through the use of headings.

The introductions in the sections on management, unions and labour standards also consistently linked back to the focus established in the introduction to the essay as shown in the following example taken from the introduction to the section on unions:

> *"Unfortunately for workers, the unions seem to be fighting an uphill battle. Not only are they suffering from a decline in membership, but* they are also affected by the various features of the global economy…"

The conclusion in each section, although often brief, provided analysis related to the focus on the effects of globalisation on the players in IR that had been established at the start of the essay. This analysis can be seen in the example below taken from conclusion to the section on government:

> *"The result of globalisation for Governments generally has been to lose power from the employers, but to balance this with gaining more power over the workers."*

The final conclusion to the essay comprised 3 paragraphs each of which in turn summarised the analysis arising out of the examination of the effects of globalisation on one of the three players as focussed on in each of the sections of the body of the essay. The first paragraph summarised the effects of globalisation on management:

> *"Globalisation's effect on Industrial Relations has been to destabilise it and to shift the balance of power in the employment relationship so that it favours management. MNCs seem to receive the most benefit from globalisation because …."*.

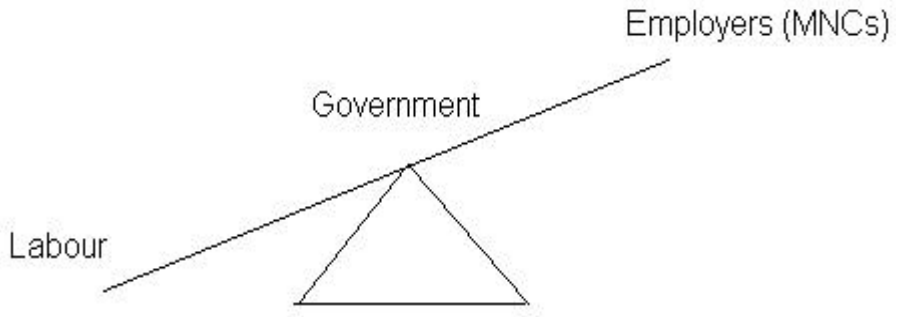
The second paragraph summarised the effects on government:

> *"The Government appears to benefit from globalisation through the increase in foreign investment improving the economic conditions of the best country. But there is a catch….. Thus it can be said that Governments lose and win power through globalisation."*

The third paragraph summarised the effects on the trade union movement:

"Trade unions have suffered due to a decline in membership and restrictions on practices through legislation and environmental factors. Their loss of power is reflected in …. It can be said that labour and/or trade unions are the real losers in the imbalance of power created by globalisation."

The essay then ended with the following figure depicting a summary of the effect of globalisation on the balance of power between the three players, thus linking the conclusion and the whole text back to the question initially posed by the lecturer.



Along with headings for the main section and the new macrostructure, the content of the text also changed substantially. Did coherence within each section of the text change? As will be shown in the example below, the improved macrostructure and introduction provided some improved focus to the sequence of ideas, and through the use of conjunctions, the student overtly signalled a range of relationships within and between paragraphs, such as contrast and consequence, which had not been evident in the first piece of writing. This resulted in improved coherence across stretches of text between the introduction of a section and the topic sentences of the paragraphs that followed. However, the types of problems in coherence at the section level and paragraph level that had occurred in the first text were again evident in this second text. Despite clear introductions in 3 of the 4 sections, subsequent propositions did not always clearly connect to these. In addition, there was an absence of information

and lack of expansion in the paragraphs. These characteristics of the text can be seen in the following sequence of paragraphs from the first section titled "Management".

Section 1 Para 1

> *"Employers operating in the global economy are often operating simultaneously in a number of different countries and as a result the Industrial Relations systems of these countries. [1]It is thought that this may lead to the destabilising of Industrial Relations and enable MNCs[*] to impose their will on the local players within that system (Bean, 1994, p. 190).*

Section 1 Para 2

> *[2]For the above reason and many others [3]MNCs have attracted much criticism. [4]They are thought to be pervasive and conspicuous, are readily identifiable, owned by foreigners and use extensively expatriate managers over local labour (Brooke & Remmers, 1978, p.309). [5]It is also feared that the financial power of MNCs is so great that they are able to manipulate currency (Brooke & Remmers,1978, p.310).*

Section 1 Para 3

> *[6]For all their criticisms, MNCs do believe that [7]they provide benefits to their host communities and feel that this is not sufficiently recognised (Brooke & Remmers, 1978, p.315). [8]Fishwick (1982) says that they have a positive impact on the foreign trade account for their host country. [9]MNCs also provide benefits to their home countries (Maisonrouge, 1975)."*

In examining the above sequence, it can be seen that what appears to be the introduction and signpost for the section, that is the destabilisation of IR systems by MNCs, shown in paragraph 1 sentence 1, is not followed through in the next paragraph with an explanation as to how the MNCs impose their will on the local players thus resulting in an absence of information. The text proceeds directly in paragraph 2 to the phrase numbered 2 ("for the above reason") which overtly signals a consequence of this destabilisation and then signposts a new topic at 3 - that of the

---

[*] MNCs = multinational companies

criticisms of MNCs. This topic is followed through with an enumeration of criticisms in sentences 4 and 5. However, the criticisms listed in sentences 4 and 5 are neither developed nor expanded. In paragraph 3, the phrase at 6 ("for all their criticisms") overtly signals a contrast with the criticisms listed in paragraph 2 and then signposts a discussion of the benefits to the host community in the clause numbered 7. However only one benefit is provided at the sentence 8 and this is not expanded upon with evidence. Sentence 9 introduces a new proposition of benefits for the home country but this too is neither explained nor expanded upon.

In this selection of paragraphs, overall logical relations and sequences are established between the topic sentences of the paragraphs. Explicit cohesive ties are made between ideas rather than between authors as had occurred in the first text. However, information was still absent and new information was left unexpanded. This occurred in each of the sections of the body.

While there were examples of paragraphs which followed a logical sequence and connected to the signpost in the introduction through the overt links established between the topic sentences as shown above, as had occurred in the first text, clear relations were not always established between paragraphs. An example of this is shown in the next sequence of paragraphs which follows on from the paragraphs above, again taken from the section titled "Management" where the focus was on how management destabilises the IR systems of countries.

Section 1 Para 4

> *"MNCs management strategy has focused on collective bargaining and emphasised decentralisation of issues so that they can be dealt with at an enterprise or workplace level (Niland & Clarke, 1991). This allows them to set up a framework at each plant which suits the unique characteristics of that site and it's (sic) environment.*

Section 1 Para 5

> *Apter (1976) states that MNCs management usually has a long term plan. This stands to reason because of the capital outlay involved in starting from scratch. Before setting up a location, the MNC will have to consider the life expectancy of the plant and develop a strategic plan. Most management plans require large short term costs for long term benefits and so their plans must reflect this."*

Examination of the paragraphs above reveals that paragraph 4 addresses the IR strategies of multinational companies while paragraph 5 examines plant management plans. The relationship between the IR strategies and the management plans is not clearly articulated, particularly the cause-effect relationship of the management plans resulting in the IR strategies adopted. This, in turn, is not directly linked to the destabalisation of the IR systems.

In addition to these types of breaks in coherence, the text showed many examples of one and two sentence paragraphs. Some of these could have been combined with the expansion or example given in the next "paragraph", however other paragraphs remained unexpanded demonstrating the student's ongoing confusion with paragraph structure and development.

5.1.7 TK text 2: citation, referencing and sources

Along with the changes in content and structure, there were marked changes in the use of sources, their citation in-text and their referencing at the end of the text. Table 27 shows the types of new sources used as revealed through the examination of the reference list.

Table 27
Types of sources used in TK's second text

Total Sources	Academic Sources	Non-academic sources
13	11	2

While Table 27 reveals a drop in the total number of sources used from 15 in the first text to 13 in the second, the types of sources used changed to predominantly academic in line with the lecturer's feedback, with only 2 non-academic sources. All sources, bar one, were correctly referenced at the end of the text and all citations in-text conformed to convention.

Examination of the in-text citations reveals a shift to non-integral forms of citation in which the author's name is cited in parentheses at the end of the sentence. Table 28 shows the number of integral and non-integral citations used and shows the further breakdown of the integral citations into denotational and evaluational.

Table 28
Forms of in-text citation used in TK's second text

	Integral	Non-integral
Total Number	12	27
Denotational	6	
Evaluational	6	

As shown in table 28, 27 of the citations (68%) were now non-integral and 12 (32%) remained integral. Of these, 6 were denotational. Typical examples from the text include:

"Berdiner (1978) says that …"
"Apter (1976) states that…"

The 6 evaluational citations were typically constructed as follows:

"Despite these facts, Apter (1976) feels that …"
"Bean (1994) points out …"

5.1.8 TK text 2: academic expression and mechanics

Along with the changes in coherence and citation practices, there was a marked change to a more distant and objective academic tone. The hortatory stance, with its accompanying first person point of view, emotive language and "calls to action", was no longer in evidence as shown in the examples in the subsection on coherence. There were a few examples of colloquial citation forms (e.g. "Apter (1976) feels that ..) and the occasional use of the first person plural ("we"). However, overall, the text was written in a more appropriate academic style using disciplinary vocabulary and phraseology. As before, there were no examples of academic vocabulary or phraseology used incorrectly.

While change could be ascertained in academic expression, control over mechanics in the second text remained the same as in the first with the same minor errors occurring in distinguishing "its" versus "it's" as well as the lack of appropriate use of colons and semi-colons. As before, sentence fragments occasionally resulted from the lack of colon use as shown in the following example:

"*When workers are in difficulty, they turn to their traditional weapon.* The strike."

5.1.9 TK text 2: adherence to additional writing requirements and expectations

Further changes occurred in relation to writing requirements and expectations in TK's second text. As required by the school, the text in this iteration now presented with a cover page, contents page and headings. Fewer real-life cases were used in this text. When they were used, it was to briefly illustrate a point being made as shown in the following example.

> *"…strike action can result in plant closures. An example of this is the US textile engineering firm of Roberts - Arundel in Britain (Arnison, 1970 quoted in Bean, 1985, p. 190)."*

The text now also identified and contrasted some of the positions taken in the literature as shown earlier in the subsection on coherence.

5.1.10 TK text 2: lecturer's response

The lecturer's response to these changes was very positive. Her summary statement written on the feedback sheet attached to the back of the essay stated:

> *"Congratulations on a sterling come-back."*

She still however had a number of concerns. On the rating sheet (Appendix 1 pg 339), 'paragraphing' and 'use of topic sentences' were each rated as 'marginal', 'introduction' was rated as only 'acceptable', and the critical elements of 'analytical thought' and 'logical development of argument' were rated as borderline 'acceptable/good'. She also gave the following summary feedback.

> *"The basic ideas are there, but there is a good deal of repetition and lack of a clear focus. Try to adopt the strategy of 'one idea per paragraph' and begin each paragraph with a topic sentence. Conclude each section with an analytical paragraph – perhaps*

using some of the material in your conclusion (you still need a strong 'summarising' conclusion however)."

Within the body of the text, she gave extensive in-text feedback. In particular, she gave explicit instruction for several paragraphs to be joined together, making statements such as "don't over-paragraph", often in response to the short and undeveloped paragraphs. She suggested moving the third paragraph out of the introduction. She also requested more analysis in the conclusions at the end of the sections. Several sentences were directly edited, as seen through the following strike-throughs and italicised direct edits, sometimes for academic expression and sometimes to better meet expectations. For example,

But what effects does have on issues of equity in
~~*To best understand the effects*~~ *globalisation* ~~*has had and is having*~~ ~~*on Industrial Relations and*~~
To examine this question, this paper explores
the employment relationship ~~*we will look at*~~ *the effects of globalisation on the players within*
the Industrial Relations system.

Direct editing was also used to change integral in-text citations to non-integral forms. For example,

"~~*Gollan (April, 1997) explains that*~~ *globalisation is also associated with downsizing and*
(Gollan, 1997)
increased work pressure."

5.1.11 TK text 3: summary of textual changes

Upon receipt of the feedback, the student now had one week to rewrite. In examining the third piece of writing, it is evident that many changes to the surface

features of the text were made (eg sentence structuring, academic expression). These reflected the direct edits made by the lecturer on text 2. However, very few deep changes affecting the meaning of the text were made. Content remained the same as did the macrostructure of the text. While the student followed the in-text feedback by joining and moving paragraphs where instructed, propositions remained largely unexpanded, an absence of information persisted and information remained that bore no clear relationship to the rest of the text. In response to the feedback requesting that the conclusions be more analytical, the conclusions to each section were expanded. These were only minor expansions with adverbial phrases being added which explained how or why as can be seen in this concluding paragraph to the section titled "government".

> *"The result of globalisation for Governments, in general, has been to lose power from the employers* due to their considerable impact on the local economy, *but to balance this with gaining more power over the workers* by severely restricting union activity and promoting employee loyalty to their employers.*"*

Academic expression was also changed as per the direct editing done by the lecturer. This resulted in changes to expression such as the following.

> *"We will look at the effects of globalisation …" (text 2)*

changing under the direction of direct editing to:

> *"To examine this issue, this paper explores …" (text 3)*

As instructed by the feedback, in-text citations were changed so that 95% were in a non-integral form. No new sources were used or added to the reference list at the end of the text.

For some aspects of the text, feedback was not given and change did not occur. This could be seen in the following where the section titled “government” remained without an introduction, propositions at various points in the text remained unexpanded, paragraphs which did not adhere to the focus and direction of the essay’s overall introduction remained and where the minor errors in mechanics that had been observed in text 2 persisted.

5.1.12 TK: Influences on change

As this analysis shows, TK’s first text presented with a range of characteristics, many of which did not meet either the expectations of general academia nor the more specific expectations of the lecturer and the school. Yet, over the iterative writing and rewriting process a wide range of textual changes occurred, many of which could be directly related to the feedback given. Examination of the feedback and the changes made reveals that feedback could be directly related to the extensive changes made to the introduction, the content, the in-text citation practices, and the sources used.

Feedback, however, did not account for all the changes made. Some of the changes that occurred between the first and second texts appear to have been accomplished by the student herself. These included changes to the format, the shift to a more academic tone, the inclusion of analysis in the introduction to the essay and in the conclusions to the sections, and the use of more non-integral citation forms. Several of these may have been due to different expectations the student may have had of the first text. The lecturer had stated that the aim of the first text was to “review the literature”. The shift to now writing the full essay in the second text, along with the

failed mark she had received and the lecturer's obvious displeasure with her writing, may have been enough to promote the changes observed.

Interestingly, the changes that TK made on her own in the use of headings, contents page and cover page reflect the expectations revealed through the text-based and skills-based approaches to writing instruction to which the students had been exposed both in the unit under study and in prior units. As shown in chapter 3, from their first year in the course, students had been exposed to the School's expectation for format and academic tone. These expectations had been reinforced through the model essay in the second year IR unit which also modelled analysis in the introduction and conclusion as well as non-integral forms of citation. The low mark and the feedback as a whole may have indirectly led the student to re-examine the materials and advice she had been given prior to the commencement of the task.

Despite the many changes seen in the writing, there were other characteristics that did not change. Although feedback addressing paragraph structure and focus had been given, coherence related to these aspects remained largely unchanged. In the absence of feedback, the poor coherence at the section level, the lack of semantic links between ideas, the lack of idea expansion and explicitness, the lack of comparison between countries, and the persistence of a few minor mechanical errors all remained.

Overall, the marks TK received and the feedback appears to have played a large role in the changes that were made. It would appear that TK relied heavily on the feedback to give her direction, utilising most of the feedback given. While a number

of the changes were made in the absence of direct feedback, these related to the general characteristics of writing to which the students had been previously exposed. To progress beyond these general characteristics, TK's writing shows a high reliance on lecturer feedback and where the lecturer did not supply feedback, change often did not occur. The characteristics of the feedback that were strongly related to change and those that were not, are examined in detail in the analysis in chapter 6.

5.2 AB: textual characteristics and changes

Unlike TK, AB was a student who was already performing at a credit pass level with an initial mark of 66% on his first effort. Subsequent iterations resulted in his marks rising to 70% and then 83%. For his assessment task, he chose the topic prompt:

> *"Governments everywhere are now beginning to take a less active role in employment relations." (Paraphrase from Clarke, Bamber & Lansbury, 1998). Discuss."*

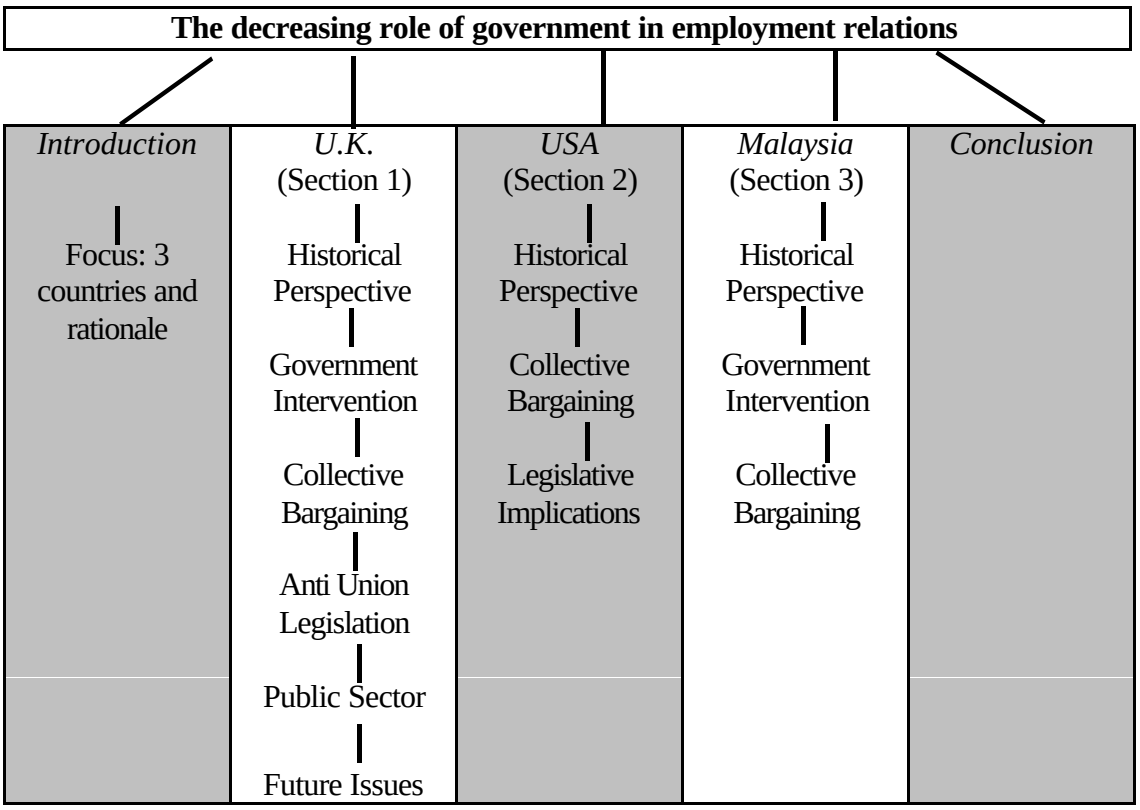
Examination of the characteristics displayed in each iteration starts with coherence in his first text.

5.2.1 AB text 1: coherence

In his first piece of writing, AB structured his text into an introduction, a body comprising three sections and a conclusion. Each section was devoted to the government of one country and was further divided into subsections. The first subsection introduced the section through an historical overview and the remainder of the subsections addressed different themes or issues in IR relevant to that country. The main content focus of the sections and subsections, as revealed through the headings and subheadings of the text, are outlined in the macrostructural map shown in Figure 12.

Figure 12

Macrostructure: AB text 1



The introduction to the essay comprised three paragraphs which only partially linked to the question and which only partially met the expectations for an introduction. The first paragraph outlined the scope of the essay:

> *"In order to discuss the statement that "Governments everywhere are now beginning to take a less active role in employment relations", it would seem appropriate to …. gain a sample overall world perspective. The countries I have initially decided to examine are the United States of America, United Kingdom and Malaysia.*

The second paragraph provided a rationale for selecting these three countries to represent "governments everywhere":

> *The reason for selecting only three countries aside from length considerations, is to …. Additionally, the three countries selected were to give a objective cross-section of the world … The USA was chosen due to it being the world's foremost economy, the UK due*

to its European location, close ties and historical relevance to Australia and lastly, Malaysia was chosen to represent the Asian region.

The third paragraph then (repetitively) signposted the structure of the essay into the aforementioned three countries.

For the purposes of this literature review, the analysis has been divided into three different countries. Firstly the United Kingdom , then the USA and lastly Malaysia (sic).

While no summary of analysis of trends was given as expected by the lecturer, the third paragraph did state that reviewing the literature would

"..bring to light information and common trends which may assist the support for or against the notion that Governments everywhere are taking a less active role in employment relations."

As shown above, the key concepts were not defined, again not meeting expectations, and themes arising out of an examination of employment relations were not identified thus only partially connecting the introduction to the question prompt.

As can be seen in Figure 12, the signpost provided in the introduction (UK, USA and Malaysia) was followed through in the macrostructure of the text. Interestingly, this macrostructure reflected the weekly topics covered in the third year seminars (see pg 116 chapter 3). The body of the text was divided into three sections, each dealing with one of the countries signposted. Each section contained an introduction which provided an overview and historical perspective of the role taken by each country's government in industrial relations as shown in this introduction from the section on Malaysia.

Section 3 Subsection 1

Ariffin (1997) and Ayadurai (1993) provide clear descriptions of how the Malaysian government's involvement in industrial relations dates back some 120 years to colonial times when legislation was enacted to control Chinese and Indian immigrant workers. Following a period of union unrest during the post-war period, prior to independence in

1957, the colonial government control over labour was high (Ayadurai, 1993). According to Arrifin (1997, p.49), "the government has continued to exert considerable influence on industrial relations in Malaysia" and in the words of Ayadurai (1993, p.87) "the federal government has taken a very active and interventionist role in Malaysian industrial relations".

Thereafter, each section proceeded in different ways, with subsections that focussed on different themes and issues within industrial relations. As shown in Figure 12, the section on the UK covered government intervention, collective bargaining, anti-union legislation, the public sector and future issues. The section on the US, however, only covered collective bargaining and legislative implications, while the section on Malaysia only covered government intervention and collective bargaining.

Coherence within each subsection was achieved in a number of ways. Firstly, the use of chronological sequencing and the comparison of government approaches over time created coherence as can be seen in this paragraph taken from the subsection titled "Government Intervention" in the section titled "The United Kingdom" in which government intervention pre 1979 is contrasted with government intervention post 1979.

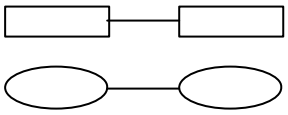
Section 1 Subsection 2

As Bamber et al (1998) stated, up until the Thatcher led conservative government won power in 1979, there was little government intervention in industrial relations with exception of the ill-fated Industrial Relations Act of 1971 (repealed by the Labour Government in 1974). This Act was seen as a quick fix to the findings of the 1968 Donovan Commission into British Industrial Relations. Both Bamber et al (1998) and Crouch (1990) confirm that to support the Thatcher government's economic reforms, they made gradual but radical changes to industrial relations in Britain. Whilst not changing the fundamentals of collective bargaining, they sought to …

Most ideas were also linked logically through the use of referential and lexical cohesive ties. The example below shows the next paragraph in the text which was part of the next subsection titled “Collective Bargaining”.

Section 1 Subsection 3

Kessler et al (1992) noted the government’s hard line policies against unions and other existing practices were aimed at freeing up all markets and supporting their economic policies. Their apparent belief was that the union held too much power in collective bargaining negotiations and prevented free play of market forces.This power had been gradually established over many years as shop-floor power within the labour movement increased due to the so called “two-tier” collective bargaining.



= referential tie

= lexical tie

These types of cohesive ties occurred within and between the mostly well developed and explicit paragraphs in each of the subsections as well as between most of the subsections. The example above also illustrates how subsection 3 on “collective bargaining” linked back to subsection 2 on “government intervention” through lexical links established between “collective bargaining” in both subsections and between “the government’s hardline policies against unions” in subsection 3 and the government’s “radical changes to industrial relations” in subsection 2.

Conjunctions were also explicitly and appropriately used to create cohesion as shown through italics in this paragraph from the subsection titled “Legislative implications” in the section titled “United States of America”.

…... Such matters as minimum wages, maximum hours, worker safety and discrimination have been addressed. Marshall (1992) however *indicates that there has been pro-employers biases in US laws and policies which has (sic) enabled employers to expand and intensify their campaign against unions which would seem to support the assertion of Katz (1993) with regards to whipsawing tactics of management. Marshall (1992)*

further *advocates that for the USA to maintain its position as a world leading economy, the government must ….*

Overall, appropriate relationships were established between sentences as the above examples demonstrate. The student, while showing engagement with the literature, however, often oversignalled agreement and disagreement as can be seen in these examples.

"Crouch (1990) confirms the above and explains that…..*"*

"This notion is supported by *Kessler and Bayliss (1992) who reported that ….*"

"Taylor (1998) goes on to describe in more detail than Bamber et al (1998) *the theory of ….*"

Interestingly, none of the sections contained a conclusion which linked or compared the current situation to the historical perspective provided in the introduction to the section, thus making no comment about the government's changing role in industrial relations as required by the prompt. No links were established between the ideas presented about a country's government in one section of the text and the ideas presented about a country's government in the previous section. This lack of conclusion within each section and comparison between each section continued through to the final concluding section of the text. As shown in the example below, the section titled "conclusion" contained a reflection on the student's learning rather than a summary of analysis arising out of the main points of the text.

Conclusion Para 1

"The literature review has served a number of purposes. First and foremost it has unearthed a great deal of fact, opinion, comment and data about the industrial relations systems in the selected countries and the respective Governments' involvement in the same."

Conclusion Para 2

> *Secondly, it has brought to light the fact that throughout the world, there are a variety of different industrial relations systems, all of which, on face value are different to Australia's. It also seems to be quite obvious that after completing the preliminary research, in all countries there is a certain degree and type of government involvement in industrial relations…*

As can be seen in the above, there was no summary of analysis, no connections to the evidence in the text and no discussion of the implications of the analysis as expected by the lecturer. As a result, the conclusion did not address the question posed in the introduction of whether or not "Governments everywhere are now beginning to take a less active role in employment relations".

5.2.2 AB text 1: citation, referencing and sources

AB's first text was based on the use of 14 academic sources comprising IR texts and IR journal articles. These were all referenced at the end of the text according to convention with 2 editions of the same text being referenced. They were also cited in-text according to convention.

Examination of the in-text citations reveals that these were mostly integral. Table 29 shows the breakdown into integral and non-integral, and the further breakdown of the integral citations into denotational and evaluational.

Table 29
Forms of in-text citation used in AB's first text

	Integral	**Non-integral**
Total Number	35	9
Denotational	15	
Evaluational	20	

As shown in Table 29, 15 of the integral citations were denotational, i.e. they show no evaluation by the student. Typical examples are as follows:

" … or laissez faire writes Bridgeford and Stirling (1994)"

"It is reported by Bamber et al (1998) that …".

20 of the integral citations were evaluational. Typical examples include:

"Wheeler et al (1998, p81) does comment however …"

"Katz (1993) argues that …"

5.2.3 AB text 1: academic expression and mechanics

Overall, the body demonstrated appropriate academic expression and tone through adopting a predominantly distant third person point of view, and using discipline appropriate vocabulary and phraseology as can be seen in the examples from the subsection on coherence. The same could not be said, however, for the introduction and conclusion to the text.

The introduction adopted a first person point of view ("I") and included reflections on the process of review[1] and as can be seen through this excerpt from the introduction:

"The countries I *have initially decided to examine are the United States of America, United Kingdom and Malaysia… [1]By reviewing a few articles per country, it gives an enhanced perspective and a variety of views rather than just that of a single author."*

The conclusion also reflected on the process rather than provide an academic analysis of the issues as shown earlier in the subsection on coherence.

Despite the problems with academic expression in the introduction and conclusion, overall AB's first text revealed satisfactory control over mechanics, though there were the occasional examples of a lack of parallelism as shown in the following example in which the same grammatical form was not used in 1 and 2.

> *"Kessler et al (1992) states that the weakening of the union bargaining power was also* [1]a chief benefit of these policies *as well as* [2]creating cost savings*."*

There was also occasional incorrect apostrophe and comma usage. As these were non-systematic errors, they may have been due to a lack of editing. Like TK, however, AB appeared consistently not to know how to use colons and semi-colons correctly. This also resulted in occasional sentence fragments which could have been overcome with the use of a colon.

5.2.4 AB text 1: adherence to additional writing requirements and expectations

AB's first text met a range of both general academic and lecturer specific requirements and expectations. AB's text presented with a cover page and contents page. The text was physically divided through the use of headings and subheadings. As shown through the subsection on coherence, an analysis of historical change was conducted through the body of the text. The literature was synthesised and similarities, differences and disagreements were identified as shown in the following examples.

Similarities:

> "Kuruvilla's assertions *in his 1996 article that the government legislated changes to support the economic strategies of the time* are supported by the work of Ariffin (1997) and Ayadurai (1993)."

Differences:

> Katz (1993) details how *the collective bargaining process in the USA has always been virtually devoid of any government interference in the private sector with a mixture multi-employer, form wide and plant level bargaining utilised.* Wheeler et al (1998, p. 81) does comment however *that "Third-party intervention is widespread"*.

While real-life cases were not used for illustration, events in history were described.

The governments were not, however, compared as required.

5.2.5 AB text 1: lecturer's response

Overall, the lecturer's response to AB's first text was positive with following

summary feedback:

> *"I liked the way you tried to develop some clear thematic areas and appreciate your decision to concentrate on 3 countries."*

However, she did have a range of suggestions for improvement.

In response to the lack of focus on employment relations issues in the introduction

and the repetition of ideas, the lecturer made the following comment:

> *"Repetition – leave out final para. Rather, emphasise the principal <u>themes</u> eg legislation, framework for collective bargaining, role as employer etc."*

In response to the section titled "Conclusion" she stated:

> *"I thought you would have addressed this (the question) in a preliminary way... it (the text) does need to examine what the literature says about the changing degree of interaction. Try consulting …. "*

In her global summary she commented on the overall structure:

> *"I think it would have been more consistent and preferable in terms of organising your thinking for the essay to have used the same topics/headings for all three countries – you've been a bit inconsistent in doing this."*

Later, in the same summary, she also gave direction about the need to compare:

> *"There is a great deal of material summarised here which will be helpful in your essay, but examine comparative and conceptual material in the role of government in industrial relations before you start your essay"*

In addition, some in-text feedback was given regarding citation and referencing practices. Firstly she suggested that citations be changed from integral to non-integral. For example,

> *"…In-text referencing is best done in brackets at the end of the relevant sentence…"*

Then she suggested that only one edition of a source be referenced.

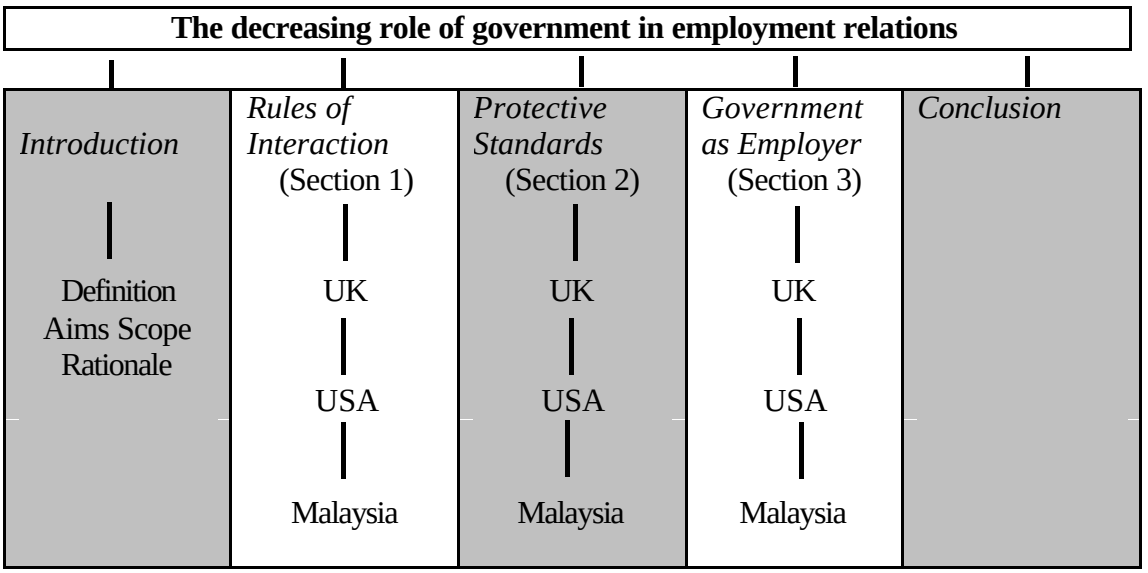
Other than that, no further feedback was given and the student rewrote the text.

5.2.6 AB text 2: coherence

In the second piece of writing, distinct changes in the structure of the text occurred in line with the feedback suggesting use of the same headings for each country and the need to focus on IR themes. Through this change, content also changed. This can be clearly seen in Figure 13 which outlines the new headings and subheadings, and hence the new organisation of content across the structure of the text.

Figure 13

Macrostructure: AB text 2



Examination of Figure 13 reveals how the essay was totally reorganised. No longer was information grouped around countries, but around three roles in employment relations that government can take. In addition, each section was now divided into the same subsections: the three countries under investigation.

These changes started in the introduction. The introduction still comprised 3 paragraphs, but these were different from the 3 paragraphs of the first text. The first paragraph contained definitions of IR/ER[*1] and actors[2], and stated the focus of the essay[3] in relation to the definitions.

> [1]*Industrial relations or employment relations (these terms may be used interchangeably) is the study of the relationships and outcomes of interchange between a number of parties, or according to Kochan, Katz and McKersie (cited in Fox, Howard and Pittard, 1995, p.30) "actors".* [2]*These actors include workers (and their respective unions),*

[*] ER = Employment Relations

employers or owners of capital, employers associations and lastly, governments. [3]*It is the role of this last party, the governments, that is the primary focus of this essay.*

The second paragraph created an explicit link to the question prompt[1], signposted the narrowing of the focus to governments in three countries (the UK, USA and Malaysia)[2] and, as had occurred in the first text, provided a rationale for their selection[3].

It is inferred (sic) that governments everywhere are now beginning to take a less active role in employment relations (Clarke, Bamber and Lansbury, 1998, p.309). [1]*This essay endeavours to investigate this assertion* [2]*by examining the role of government in employment relations in three different countries namely the United Kingdom, United States of America and Malaysia.* [3]*The USA was chosen due to …... The United Kingdom due to …. and lastly, Malaysia was selected to …..*

The third paragraph, in line with the feedback to emphasise principal themes in the introduction, provided a conceptual framework for analysing the role of government in ER[1] and a rationale and signpost for its use in structuring the essay[2].

In their article, Clarke et al (1998, p.309) advised that [1]*the role of governments in employment relations can take various forms. These include (inter alia):*

- *Establishing the rules for interaction between the parties*
- *Maintaining protective standards for employees; and*
- *As an employer of consequence*

[2]*As we are researching whether governments' (sic) are taking a less active role in employment relations, these three sub-headings provide a logical framework to base our study around….*

While a summary of analysis was not provided in the introduction as expected, key terms were now defined. Through addressing both the governments to be considered and the conceptual framework for examining the government's role in ER, the

introduction now linked fully and directly to the question prompt " 'Governments everywhere are now beginning to take a less active role in employment relations' Discuss". Following from this introduction, how coherent were each of the sections?

The headings of the sections of the essay, and now the subheadings of the subsections, tied directly to the signposts in the introduction. In this iteration, however, each section no longer began with an introductory paragraph, rather the student launched straight into the first subsection: the UK. An introductory paragraph, however, was included in each subsection. Within each subsection, chronological sequencing of information, provided coherence as shown in this series of paragraphs from the subsection titled "United Kingdom" within the section titled "Rules of Interaction".

Section 1 Subsection 1 Para 1

> "British industrial relations has historically been characterised *by a distinct lack of government intervention in the relationship between employers and employees. This condition has become known as "voluntarism" or "collective laissez faire" (Hyman, 1995, p.30).* The historical origins of this *is (sic) evidenced by the conclusions of* The Royal Commission of Labour in 1894 *who (sic) insisted that* …. This finding was basically supported by governments of every political persuasion for almost a century thereafter, aside from some short-lived legislative attempts to regulate collective bargaining in the early 1970s *(Bamber, Goodman, Marchington, Berridge and Snape, 1998, p.42)."*

Section 1 Subsection 1 Para 2

> "It was not until the election win of the Thatcher led Conservatives in 1979 that *the government became highly and radically active within industrial relations. The new industrial relations ideologies were in response to …..*"

Section 1 Subsection 1 Para 3

> "A series of legislation was introduced gradually over the ensuing decade *which included:*
>
> - Employment Acts of 1980 and 1982

- Trade Union Act 1984
- Employment Acts of 1988 and 1990"

As had occurred before, government approaches were compared over time and strong coherence was established through cohesive devices such as referential, lexical and conjunctive ties, and through the establishment of appropriate rhetorical relations between and within well developed paragraphs.

A change, however, which appeared at this point, in line with the feedback urging comparison, was the explicit comparative links being made between the countries within each section through the use of comparative conjunctive ties:

"Similar *to Britain's "voluntarist" principles, employment relations in the USA have historically been characterised by …"*

"Unlike *both Britain and the USA but* similar *to Australia's conciliation and arbitration origins, since its independence in 1957, the Malaysian government has ..."*

While oversignalling was significantly reduced in this iteration, examples of it were still occasionally evident, mainly in the introduction,

> *"As we are researching whether governments' (sic) are taking a less active role in employment relations, these three sub-headings provide a logical framework to base our study around. These topics for each of the selected countries will be researched and discussed to either support or discount the aforementioned asseveration (sic)."*

and the conclusion,

> "The most striking feature of the research conducted *would seem to be …."*

As had occurred in text 1, no conclusions were made at the end of each section, even though there was a conclusion at the end of the essay. The conclusion to the essay, however, was markedly different from the first text. The conclusion now comprised 5 paragraphs. The first paragraph summarised the relative levels of current government intervention in the three countries considered in the essay.

> *"The most striking feature of the research conducted would seem to be the disparity between the amount of direct government intervention and control exercised in the industrialising country of Malaysia, as opposed to the approach taken by the governments of the highly industrialised nations of the United Kingdom and United States of America. This is not to say that the governments of Britain and America are not major influences on industrial relations in their respective countries, rather that the role they have taken would appear to be far less intrusive or authoritarian."*

The second, third and fourth paragraphs summarised and compared the findings across the three countries for each of the sections respectively as shown in this example taken from the paragraph 2 of the conclusion which summarises and compares the findings from the section on "Rules of interactions".

> *"In regards to establishing the rules of interaction between the industrial relations parties, both the USA and UK governments have historically, and continue to play a minimalist role by only providing broad negotiation frameworks, preferring instead to allow market forces determine the results of the interaction. Conversely, the Malaysian government has …."*

Paragraph 5 summarised the conclusions drawn in the second, third and fourth paragraphs.

> *"In summary, in the industrialising nation of Malaysia, the government continues to play a highly active, integral and dictatorial role in industrial relations whereas, in the industrialised countries of the United Kingdom and United States of America, a less direct and more of an overseeing role is taken. All three governments are still active in the industrial relations arena (the amount of recent protective legislation enacted being*

a prime example) but it is obvious that the role taken in industrialised countries could be considered to be of a more subtle nature."

As can be seen, the conclusion tied directly to the structure of the essay signposted in the introduction and to the evidence that was presented in the body of the text. The final analysis, however, was mostly restricted to a comparison of the current roles taken by the governments in question. It did not meet the expectation for an analysis of trends or for a discussion of the implication of these trends. It therefore did not fully answer the question prompt by stating whether or not these governments were more or "less active in employment relations" compared with the past.

5.2.7 AB text 2: citation, referencing and sources

In his second text, AB increased his sources to 15 and no longer referenced the two editions of the same text. 14 of these sources were academic being IR journals and texts. One was a handout from class which the lecturer, through her subsequent feedback, told the student was inappropriate to use. These were all referenced according to convention at the end of the text and were also cited in-text according to convention.

Examination of the in-text citations shows that in this iteration, citations changed from being mostly integral in the first text to being mostly non-integral. Table 30 shows the breakdown into integral and non-integral, and the further breakdown of the integral citations into denotational and evaluational.

Table 30
Forms of in-text citation used in AB's second text

	Integral	Non-integral
Total Number	2	37
Denotational	1	
Evaluational	1	

As shown in table 30, 95% of the in-text citations were now non-integral with only 2 integral citations remaining – one denotational and one evaluational. This shift to predominantly non-integral citations was a major contributor to the reduction in oversignalling discussed in the subsection on coherence as much of the oversignalling in text 1 had been directly related to how the student had used the integral citations (see pg 198 for examples).

5.2.8 AB text 2: academic expression and mechanics

As had occurred in the first text, the body of AB's second text overall adopted appropriate academic tone and expression as can be see in the examples from the subsection on coherence. In this iteration, the introduction and conclusion changed to also adopt a more distant third person point of view. The first person singular point of view ("I") was removed as were the reflections on the process of review. However, a small paragraph remained at the end of the introduction which retained the first person plural ("we") viewpoint.

> *"As* we *are researching whether governments' are taking a less active role in employment relations, these three subheadings provide a logical framework to base* our *study around…."*

While academic expression had improved, the text now included a few examples of very long sentences not seen in the previous text.

> *"Whilst there was considerable support for unions in the early part of the 20th century due in part to the protection workers could receive from arbitrary management practices, it was not until the introduction of the National Labor Relations Act (NLRA) in 1935 (and its subsequent amendments in 1947 and 1959) that the government established a broad set of ground rules and processes for the parties to work with."*

Interestingly, in this second text, there were a few examples of inappropriate use of academic language. Examples of incorrect vocabulary use include the use of the verb "inferred" when no inference was made, and the use of the noun "asseveration" to mean "assertion".

A similar level of control over mechanics continued in text 2 with the occasional example of sentence run-on, eg

> *"This doesn't necessarily mean the governments of the UK and USA have not influenced the results of interaction, as evidenced by the UK's anti-union legislation of the 1980s, it simply means that they have played a less pronounced, almost indirect role."*

and incorrect use of commas and apostrophes. Consistent problems in the use of colons and semi-colons persisted as had occurred in the previous text.

5.2.9 AB text 2: adherence to additional requirements and expectations

As had occurred in the first text, AB's second text met a number of additional expectations including presenting with a cover page, contents page, headings, analysis of historical change, and synthesis of similarities, differences and disagreements in the literature. In addition, governments were now compared both in

the body of the text and the conclusion as show in the subsection on coherence. As before, real-life cases were not used though events in history were described.

5.2.10 AB text 2: lecturer's response

The lecturer reacted positively to the newly constructed text. In her global summative comment, she stated,

> *".. a competent essay which summarised the country material well. Good clear structure … a pleasure to read. "*

and on the evaluation sheet rated all the 24 aspects of writing being evaluated as either "good" or "very good" (see appendix 1 for evaluation rating sheet used).

None-the-less, the lecturer did feel that further improvements could be made. Throughout the text, she focussed on stylistic aspects providing feedback on sentences which were "too long", "awkward" or "wordy" in their construction and noting occasionally incorrect uses of vocabulary. At several points in the text, the lecturer directly edited the text, with alternate ways of phrasing or stating ideas and removing oversignalling. For example, in response to the student writing,

> *"In their article, Clarke et al (1998, p.309) advised (sic) that the role of governments in employment relations can take various forms. These include …"*

She suggested that the following phrasing be used instead:

> *"Governments play a variety of roles in industrial relations (Clarke et al, 1998, p. 309). These include …"*

Occasionally she provided feedback on sources, eg

> *"I'd suggest that you look at Gardner and Palmer's chapter on …."*

and feedback on content and its relationship to the question, eg

"i.e. they have positively encouraged decentralisation of bargaining."

"What are the implications of these findings for the focus question?"

She also gave feedback about conclusions. In her global summary comments she stated:

"..include a discussion at the end of each section … which considers the similarities and divergences in the government's role in each of the areas you discuss. This will strengthen the analysis (which you've begun to develop) considerably."

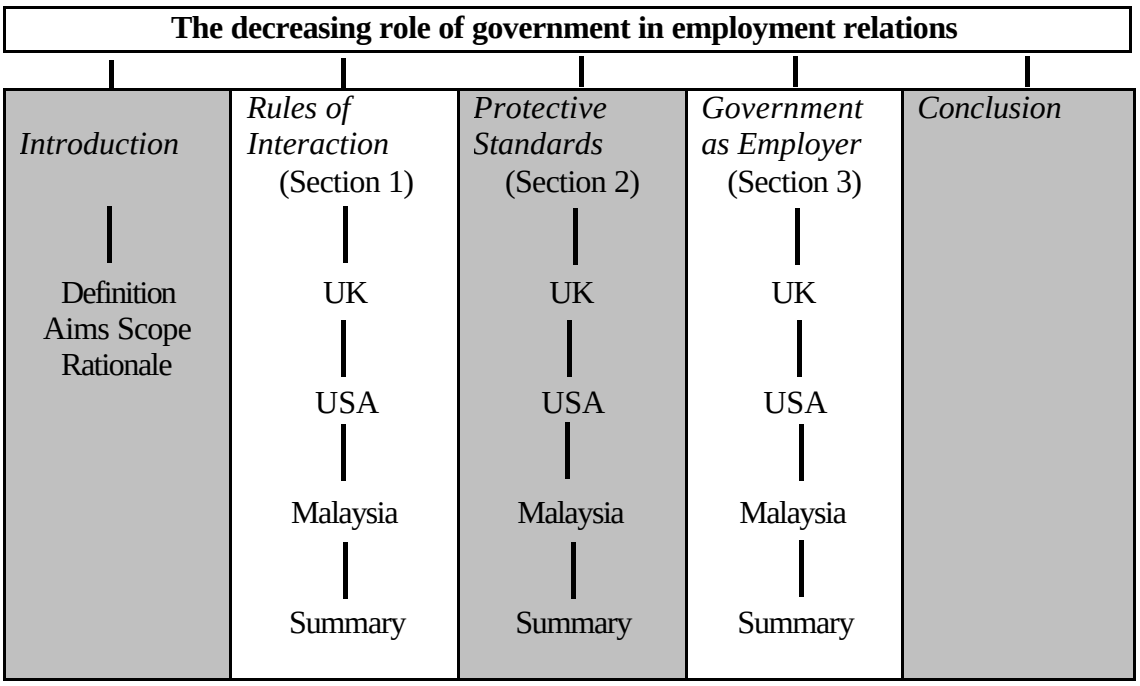
In the reference list, she edited the references so that they included inverted commas around titles, contrary to the referencing conventions adopted by the school and university. She also suggested that handouts not be included in the reference list.

5.2.11 AB text 3: summary of textual changes

In the week remaining between receiving the feedback on text 2 and submitting text 3, only a few changes were made to the essay. Overall, the third text maintained the content and macrostructure of the second text, though minor points of content were added in line with the feedback on text 2. While some details were added within the existing macrostructure, the most significant addition was a concluding subsection titled "summary" to each of the sections. This can be seen in the macrostructural map shown in Figure 14.

Figure 14

Macrostructure: AB text 3



These subsections titled "summary" summed and compared the role taken by the government in each of the countries[1], and analysed the ideology underlying these roles[2] as can be seen in this concluding subsection taken from the section on "Rules of interactions".

Section 1 Subsection 4 Para 1

> *"In terms of establishing the rules of interaction between the industrial relations actors, [1]both the USA and UK governments have taken a minor role, encouraging decentralisation of bargaining by only providing broad negotiation frameworks. Moreover this has permitted market forces to determine the results of the interaction. [2]These ideologies are consistent with liberal collectivism typology of Giles (cited in Gardner & Palmer, 1997, p. 152) ….."*

Section 1 Subsection 4 Para 2

> *[1]Conversely, the Malaysian government has, due probably to its position as an industrialising nation, maintained a highly interventionist and prescriptive role in both the private and public sectors. In terms of the previously mentioned Giles work (cited in*

Gardner et al, 1997, p. 152) the [2]government takes on the role of an authoritarian corporatism government …."

With the comparative analysis expanded and shifted to the end of each section, the conclusion to the essay as a whole was considerably shortened. While the conclusion to the essay summed the comparative differences, it still did not include any comments as to whether governments were more or less active in their roles.

Minor changes were also made to academic expression and vocabulary use in direct response to the feedback given with long sentences being split in two, vocabulary highlighted by the lecturer being changed or deleted and various points of expression being modified. Under the direction of feedback, reflection on the process of review in the introduction was removed and academic expression was changed from

"As we are researching…" (text 2)

to

"This essay will examine …" (text 3).

In addition, two academic sources were added to the reference list, the handout that was previously listed was removed and inverted commas were incorporated into the referencing as directed by the feedback. This increase in sources resulted in an increase to 3 integral citations and 39 non-integral citations.

5.2.12 AB: Influences on change

As this analysis shows, AB's first text presented with many characteristics that met the expectations of the school and the lecturer. These reveal the influence that context, as discussed in chapter 3, had on his writing. The format of the text (headings, content page, reference list) reflected the expectations of the school which

the student had encountered on multiple previous occasions. The adherence to referencing and citation conventions was also an aspect of writing to which the students had been exposed repeatedly in their course of study. The immediate influence of the classroom was also evident. This influence went beyond understanding of the concepts, the use of appropriate academic sources and the appropriate use of IR vocabulary and phraseology. The structuring of the first essay even reflected the titles of the seminars showing how much the student drew from the context of the class and the unit.

Through the process of writing, receiving feedback and rewriting, AB's texts continued to change and develop. Changes occurred in the macrostructure, the content, the inclusion of comparison and analysis, academic expression, and the shift to non-integral citation practices – all of which could be directly related to the feedback given. Feedback even resulted in the student incorporating a format for referencing which did not adhere to university guidelines.

Other changes also occurred. These, however, could not be related to feedback. These included the removal of the first person point of view and the inclusion of definitions in the introduction. Similar to TK, these changes may have been due to the shift from what the student may have perceived as an initial review of the literature to the writing of the complete essay. Both these changes reflect the requirements and expectations revealed through the supports he had received in previous years from the School of Management as described in chapter 3.

Not all characteristics which needed developing, however, changed. In the absence of feedback, the analysis of historical trends and the inclusion of an introduction to each section did not eventuate. In addition, the student's persistent problems with the use of colons and semicolons were not addressed resulting in no examples of their correct use in the final text.

While the context clearly influenced many aspects of the first text and a few of the changes in the introduction in the second text, the majority of the changes to the text were in direct response to the feedback given. Like TK, it would appear that AB was highly dependant upon the lecturer for direction through feedback and when it was not given, changes were not made beyond the supports that the lecturer had placed within the classroom context as described in chapter 3. The analysis of the types of feedback related to these changes is reported in chapter 6.

5.3 CN: textual characteristics and changes

CN was the only student of the four whose marks did not keep improving with each iteration. Like, AB, she had chosen as her topic the following prompt:

> *"Governments everywhere are now beginning to take a less active role in employment relations." (Paraphrase from Clarke, Bamber & Lansbury, 1998). Discuss."*

For her first text, she received a mark of 75%. The mark for her second text dropped down to 70% and the mark for her third text rose to 77% keeping her throughout the process within the distinction grade level. This section examines the textual characteristics present in CN's first text and how they changed over the course of the iterative process, starting with coherence.

5.3.1 CN text 1: coherence

CN's first text was structured into an introduction, a body comprising four sections and a conclusion. The headings for each section addressed a theme or issue in IR as expected by the lecturer. While no subheadings were used in the text, examination of the content reveals its division into smaller d-units or subsections. Most, though not all subsections, addressed a particular country. The subsections were either one or occasionally two paragraphs in length. This macrostructure along with the main content focus of each of the sections and subsections is shown in Figure 15.

Figure 15

Macrostructure: CN text 1

The decreasing role of government in employment relations					
Intro	***Regulations*** (Section 1)	***Collective Bargaining*** (Section 2)	***Govt & unions*** (Section 3)	***Public Sector*** (Section 4)	***Concl***
	Britain	Introduction	Britain	Britain	
	Canada	Sweden	US	Decentralisation	
	Australia	US	France	US	
	US	France	Germany	France	
	France	Germany		Sweden	
	Germany				

The introduction to the text comprised one brief paragraph which stated the purpose of the text[1], and signposted the governments that would be addressed[2] and how the issues in ER would be compared[3]:

> "[1]*The objective … is to investigate some of the roles that government play in industrial relations.* [2]*Countries including Australia, Sweden, France, Germany, Britain, USA and Canada will be discussed in regard to their individual industrial relations systems.* [3]*A*

comparative view will be achieved by comparing and contrasting the different types of industrial relations systems including legal factors such as regulations and reforms, collective bargaining, the government as an employer and the government with regard to unions."

In this brief beginning, the student linked the introduction to the question prompt by focussing on the comparison between governments across a range of issues in ER. This link to the prompt and task was not complete, however, as the introduction did not address changes in government role over time as was also required. While the introduction made links to most aspects of the question prompt and task, it did not meet all the expectations of an introduction as no definitions of key terms and no summary of analysis was given.

Examination of the macrostructure in Figure 15 reveals that each section of the body followed the signpost established in the introduction. Only one of the sections contained an introduction and none of the sections contained a conclusion. Each section examined an IR issue in a range of countries, though the countries examined in each section differed. As only one of these sections contained an introduction, coherence in these sections is examined in two ways: (i) coherence in the presence of an introduction and (ii) coherence in the absence of an introduction.

The second section on collective bargaining was the only section with an introduction. This introduction provided a conceptual framework by categorising collective bargaining into three types.

Section 2 Subsection 1: Introduction

Howe, (1997, p. 339) considers three different types of bargaining. *Firstly,* Economy wide, *which seeks to take the macro-economic goals of the country in question into*

consideration when bargaining at the enterprise level (sic). Australia and Sweden come into this category to a certain degree. Secondly, Sectoral bargaining, *takes place industry-wide and can also occur across different sectors of the economy. Germany fits into this particular category. Thirdly,* Company and/or Establishment *takes place at the enterprise or establishment level, the US and Canada fit into this category.*

This conceptual framework provided a signpost for the organisation of the rest of the section, with lexical ties to these three types of bargaining in the signpost mostly being made in the subsequent subsections. This can be seen in the following opening sentences of each of the subsequent subsections.

Section 2 Subsection 2: Sweden

Locke, Kochan and Piore (1995, p. 144) comment on the Swedish industrial relations form of collective bargaining. *The Swedish Employers Confederation (SAF) have made efforts to change the* national and industry level collective bargaining *structure….*

Section 2 Subsection 3: US

Wheeler and McClendon (cited in Bamber & Lansbury, 1998, p. 81) comment on collective bargaining *in the US as being able to provide "protection for the worker interest in fair treatment ….*

Section 2 Subsection 4: France

On the other hand the French system of industrial relations is reliant upon government intervention …

Section 2 Subsection 5: Germany

Jacobi, Keller Muller-Jentsch cited in (Ferner & Hyman, 1992, p. 248) comments on the dual structure of German collective bargaining*….*

Despite these explicit ties to the introduction, there was an absence of information and lack of expansion which affected coherence. As can be seen in the above sequence of subsections, subsection 2 on Sweden linked to the economy wide type of bargaining. However, the subsection did not expand on the nature of the economy wide bargaining adopted, but proceeded to discuss responses to collective bargaining

in Sweden. Despite Australia being mentioned as also adhering to economy wide bargaining in the introduction, it was absent in the next subsection and in fact was not mentioned anywhere else in the section. Subsection 3 dealt with the US, a country which according to the introduction has an IR system representative of company/enterprise bargaining - the third type of bargaining. Again, the subsection did not expand on the nature of the system in the US, but proceeded to comment on it. Canada was also mentioned as being an example of company/enterprise bargaining in the introduction, but as had occurred earlier with Australia, Canada was also absent from the subsequent subsections. Subsection 4 discussed France, a country not mentioned at all in the introduction. In this subsection, France's use of collective bargaining was not situated within any of the three categories previously introduced. Finally, subsection 5 discussed Germany, a country representative of the second type of bargaining: sectoral. As had occurred in the previous subsections, this subsection did not expand on the system in Germany but commented about it. In addition, no connections or comparisons were made between the countries discussed the section.

In contrast, the sections without an introduction appeared to be more coherent with subsections being expanded and with some subsections being explicitly linked through lexical and conjunctive ties. These ties are shown in the opening sentences of the paragraphs in this sequence of subsections from the first section on law and regulations through the circling of lexical ties and de-italicising of conjunctive ties.

Section 1 Subsection 1: Britain

Para 1

The traditional British system of industrial relations is voluntarism, which is the absence of government regulation (McIlroy, 1991, p.l0). …

Para 2

Furthermore, *Britain has seen the promotion of decentralisation and individualism of the employment relationship. The main philosophy is aimed at greater flexibility. ….*

Section 2 Subsection 2: Canada

Para 3

The Canadian legal framework has also followed the theme of flexibility by creating a decentralised system in which the vast majority of contracts are negotiated at the plant level. Canada's employment relations system is based upon the (American) Wagner Act model…

While some subsections were explicitly linked through the use of cohesive devices as shown above, coherence was sometimes broken between subsections due to incorrect order in sequencing. The example below shows the opening sentences of the two subsequent subsections within this same section where comparisons are made between Australia and the US in subsection 3. However, the US system is not introduced until subsection 4, and even then, it is not explained.

Section 1 Subsection 3: Australia

Para 4

Howe, (1997, p. 337) discusses the Workplace Relations Act 1996 and points out that Australia is following the decentralised labour relations system of the United States. Australia's traditional centralised system …

Section 1 Subsection 4: United States

Para 6

> *Wheeler and McClendon cited in (Bamber & Lansbury, 1998, p.66) found that there was legislative activity in the 1980's to mid 1990's in the United States in regard to reform in the areas of ...*

Coherence could have been improved by comparing other countries to the US *after* its system of IR had been introduced and explained.

Where subsections comprised more than one paragraph, the same variability in coherence occurred within and between pararaphs. In addition, several paragraphs appeared to contain "misplaced" sentences which bore little relation to the paragraph as a whole. An example is this paragraph from the subsection on the United States from within the section titled "Collective Bargaining".

> *"Collective bargaining in the United States is treated as a private matter between the parties to the contract (decentralised). Howe (1997, p. 354) also emphasises that this type of bargaining can disadvantage workers who have less bargaining power, such as, women and part-time workers.* Thompson (cited in Bamber & Lansbury, 1998, p. 98) also considers decentralisation as a characteristic of the Canadian industrial relations system*."*

In this paragraph, the final sentence appears misplaced, introducing decentralisation in Canada when the paragraph starts by discussing decentralised bargaining in the US.

While there were no conclusions to the sections, there was a one paragraph conclusion to the whole essay. The conclusion provided a brief analysis of some of the trends thus addressing the question prompt.

> *"In conclusion there seems to be some significant trends among the countries investigated in this literature review.* Decentralisation seems to be the trend *in all*

countries including France which has a strict traditional state interventionist role. Deregulation is also high on governments agenda *with the increased need for efficiency and competitiveness within their public sectors. However,* the state has remained a major employer. Decentralisation also seems to be aimed at *the return of managerial prerogative within organisations."*

5.3.2 CN text 1: citation, referencing and sources

CN's first text was based on the use of 15 academic sources: 8 IR journals and 7 IR texts. These were all referenced according to convention at the end of the text. Where sources were directly cited in the text, they conformed to convention, eg

"Howe (1997, p.337) asserts that …",

however, the form adopted for the citation of sources cited by other sources varied, revealing an ongoing confusion in convention for this type of citation, eg

"Goetschy & Joher (cited in Bamber and Lansbury, 1998, p.179) …"

"Jacobi, Keller Muller Jentsch cited in (Ferner and Hyman, 1992, p. 248) …

Further examination of the in-text citations reveals that these were mostly integral. Table 31 shows the breakdown into integral and non-integral, and the further breakdown of the integral citations into denotational and evaluational.

Table 31
Forms of in-text citation used in CN's first text

	Integral	**Non-integral**
Total Number	30	10
Denotational	8	
Evaluational	22	

As shown in Table 31, only 8 of the integral citations were denotational, often, though not always, preceding direct quotations. Typical examples include:

Goodman, Marchington, Berridge, Snape & Bamber (cited in Bamber & Lansbury, 1998, p.34) state that "successive conservative governments over the period 1979-97 set the tone with their radical step by step reform of IR law and labour market deregulation"

Hyman & Ferner (1994, p.71) state that the French …

22 of the integral citations were evaluational. Typical examples include:

"Howe (1997, p.337) asserts that …."

"Howe (1997, p.354) also emphasises that …"

5.3.3 CN text 1: academic expression and mechanics

Throughout, the text adopted an appropriate academic tone through the use of the distant third person point of view, and appropriate disciplinary vocabulary and phraseology as can be seen from the subsection on coherence. Similarly, mechanics appeared satisfactory. While there were occasional errors, eg with subject-verb agreement,

"Bingham *(1998, p. 7)* assert *that …"*,

these were non-systemic suggesting that they were missed during editing.

5.3.4 CN text 1: Adherence to additional writing requirements and expectations

CN's text met a number of additional requirements and expectations. As required by the school, the text presented with a cover page, contents page and headings. As required by the task, the text was structured around IR themes and issues. Some

comparison between the systems of IR by governments of different countries was attempted as required by the task through the use of conjunctive ties, eg

> *"However, Howe (1997) asserts that the traditional system of the US is* in contrast to *Australia .."*

> *"The Canadian legal system has* also *followed the theme of flexibility …"*

Comparisons between sources in the literature, however, were few. While some agreement is noted in the literature, eg

> *"Bean (1995, p.103)* agrees with this *and notes that the law in Germany …",*

there are no examples of any differences or disagreements in the literature being identified.

As was the case with AB, CN did not use real-life cases, but did describe current events, eg

> *"In June 1996, the French government implemented the 'de Robien law' …"*

5.3.5 CN text 1: lecturer's response

Despite the variable coherence evidenced throughout the text, the lecturer was most enthusiastic about the material presented suggesting that the text displayed a range of content and research that pleased her as shown through the grade given (70%) and the following response:

> *"Good work! Very pleased with your efforts!! …really useful … starts to develop some of the principal themes ..."*

She had, however, several words of advice to give which were attached to the front of the text. Some of these related to conceptual matters, though without reference to structure:

> *"I wonder if it might be useful to distinguish between the various broad "stances" governments take on IR ("voluntarist" / highly international something in between)… You could find useful information …about the broader theoretical issues … which would help contextualise the discussion…. You've confined your discussion to developed countries – you need to justify this choice."*

Some discussed the links and introduction of ideas in general:

> *"You've got some great examples from individual countries. At times you've tended to put your ideas down without regard for 'signposts' for the reader – I've noted the absence of topic sentences… and at times you don't relate your discussion to what has gone before, or to the principal theme. … link together your various pieces of information into a relevant whole"*

In addition, she gave several points of feedback in the body of the text. Next to the introductory paragraph, she stated:

> *"State that you'll focus on investigating the degree of intervention of government..."*

Through the body of the essay she requested topic sentences, and suggested adding another section on industrial conflict. She also provided a range of feedback on the content and its conceptualisation at various points in the text such as the following question at the end of the section on regulations

> *"But how is the German approach different from the US and UK approach?"*

and the following question at the start of the section titled "Public Sector"

> *"What are the broad trends in IR in the public sector that are common to most countries?"*

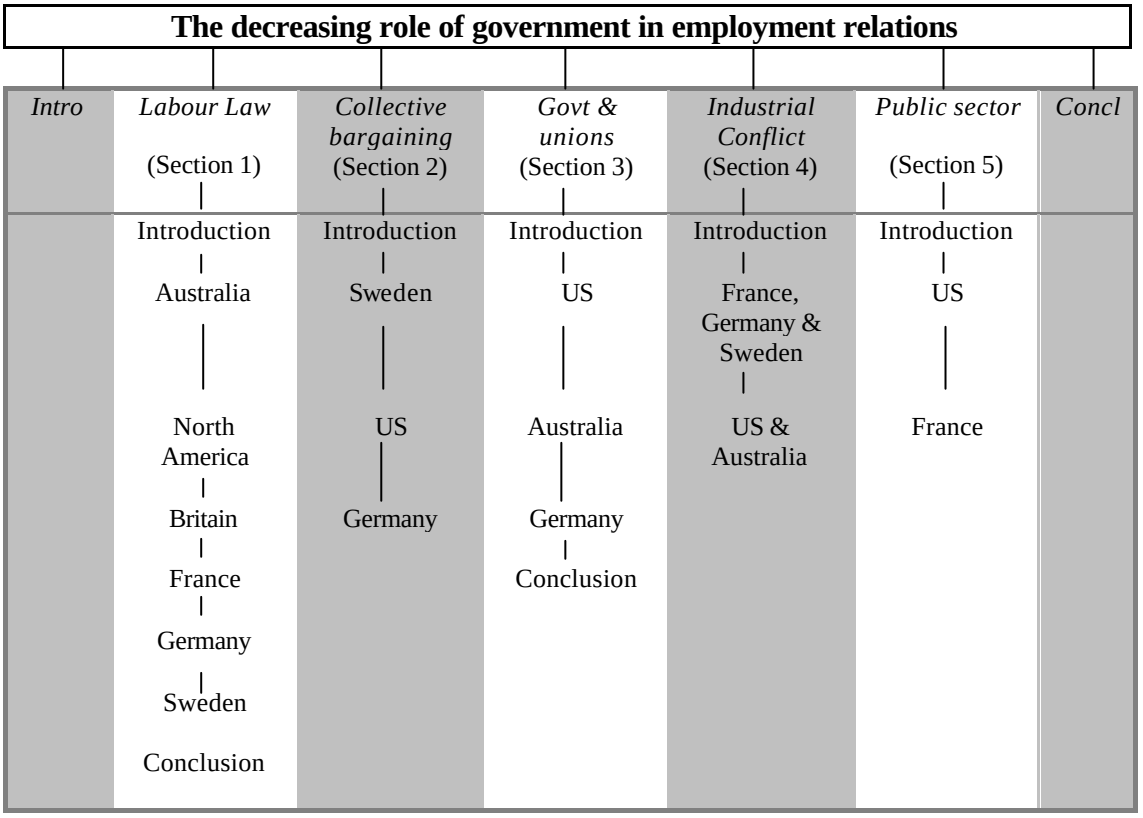
While these pieces of feedback were located at the start and end of a section, the feedback made no explicit link between the additional content required and the overall structuring of textual information.

With this feedback, the student rewrote the text.

5.3.6 CN text 2: coherence

In text 2, CN maintained the same sections as the first text with the addition of a section titled "Industrial Conflict" – a section that had been suggested by the lecturer in her feedback. This expanded macrostructure is shown in Figure 16.

Figure 16
Macrostructure CN text 2



While the text remained organised around IR themes and issues, the introduction to the essay changed markedly. The introduction was increased from one to four paragraphs. The first paragraph defined the various roles governments play in employment relations (ER).

> *Governments and their agencies have many roles to play in regard to employment relations.* Firstly, *as a* regulator *who …* Secondly, *the state may have a* supporting role in regard to collective bargaining …. Thirdly, *and importantly the state provides* mechanisms for dispute resolution *which can be in the form of conciliation, mediation or arbitration.* Finally, *the state functions as a* primary employer, …

The second and third paragraphs noted the changes in post war ER trends[1] and signposted the focus on the degree of intervention[2] in line with the feedback given on text 1.

Para 2

> *"…. [1]Historically, one of the most significant is the post-war period, it was crucial to rebuild economies (sic). [1]Hence, patterns in employment relations began to emerge. … (in the) aftermath of the Second World War, [1]governments almost everywhere took on an unprecedentedly active role in regard to employment relations."*

Para 3

> *"… [1]employment relations trends have been changing significantly over the past two decades … [1]in the 1980s governments became cautious about extending protection …. With the above factors in mind, [2]the essay will further investigate the various roles that government plays with emphasis upon the degree of intervention that may be taking place."*

The final paragraph in the introduction discussed the scope of the essay and in so doing signposted the countries[1] and the aspects of ER that would be compared[2].

Para 4

> *"The employment relations systems which will be examined have been confined to industrialised Market Economies (IMEs). [1]Therefore, the essay will focus on the*

Australian, British, United States, Canadian, Swedish, French and German employment relations systems.[2] *A comparative view will be achieved by comparing and contrasting the different types of employment relations systems including legal factors such as regulations and reforms, collective bargaining, the government as an employer and the government with regard to unions. It should also be noted that there has been a direct choice not to investigate Newly Industrialised Economies (NIEs) such as Korea, Taiwan and Singapore."*

This change in the introduction resulted in a strong connection to all aspects of the question prompt and task including comparisons between governments on issues in IR and historical change in the roles they take. In addition the introduction now met the expectation for definition and signposting the analysis that was to come. Interestingly, the signpost on the themes/issues in IR to be addressed did not list all the themes/issues in IR into which the body of the text was subsequently divided, with the new section on industrial conflict being omitted from the signpost. This missing information resulted in the signpost not fully linking to the sections in the body.

In examining the macrostructure in Figure 16, it can be seen that each section now had an introductory subsection, though, as before, the subsequent subsections focussed on a different selection of countries. Interestingly, the selection of countries examined in each section in this iteration differed from the previous version of the text (see Figure 15, pg 218). Also, the sequence of the countries changed. For instance, in the first section on "Labour Law", a change in the countries and their sequencing was made from Britain, Canada, Australia, the US, France and Germany in text 1, to Australia, North America, Britain, France, Germany and Sweden in text 2. Also as shown by the macrostructure in Figure 16, two of the sections now contained conclusions.

With each of the sections now containing an introduction, coherence was examined in relation to the introduction. The introductions to the sections on labour law, collective bargaining and industrial conflict each, to varying degrees, provided conceptual frameworks for the sections. The introductions to the sections on Labour Law and Collective Bargaining each clearly laid out the conceptual frameworks by providing categories which could act as signposts for the examination of the content and the organisation of the remainder of the section. An example is this introduction from the section on Labour Law.

> *"Individual countries have their own labour laws, and these laws differ in regard to the degree of legal intervention, and government is a key actor in the creation and implementation of such laws (Bean, 1994, p.102-103).* Labour law encompasses three key elements, they are legislation, administrative regulation and judicial decisions, …."

The introduction to the section on industrial conflict, however, did not provide such a clear conceptual framework through an absence of information and lack of expansion.

> *"[1]The issue of industrial conflict can be thought of in terms of the procedures for settlement of disputes. [2]Dispute settlement machinery does differ from country to country. This is exemplified by the characteristics of the government in question. [3]Is it a government which uses coercive powers, that is the law, and the degree of intervention exhibited (sic). [4]Alternatively, is it a government which has a passive yet coercive style when it comes to the law. This style …..[5]Thus, disputes can be settled by "labour courts, industrial tribunals, administrative agencies, organs of arbitration and ordinary courts" all of which shows (sic) an underlying ideology with regard to the degree of direction (Blainpain, 1990, p.241)."*

As shown above, procedures and dispute settlement machinery were introduced in sentences 1 and 2 as the conceptual framework for examining how the government

deal with industrial conflict. However, rather than categorising these into the different types that occur in each country as suggested by the text, the paragraph attempted to link types of government to types of intervention as can be seen in sentences 3 & 4. In the end, only types of dispute settlement machinery were listed in sentence number 5 at the end of the paragraph.

The remaining sections comprised introductions which provided an initial analysis of trends. An example is this introduction to the section on the public sector.

> "*There seems to be some* common trends within the public sector. *Firstly,* governments have redefined their public service sector with privatisation *and* …. *Secondly,* restructuring has had a major impact in terms of bargaining, …..”

As had occurred in the previous text, the links established between the introductions and the remaining subsections varied from section to section resulting in variable coherence. The subsections in those sections introduced by a conceptual framework (labour law, collective bargaining, and to a limited degree, industrial conflict) variably linked to the categorisations signposted. An example of this can be seen in the following subsections taken from the section on labour law in which subsection 2 links fully to the introduction, but subsection 4 does not.

Section 1 Subsection 1: Introduction

Individual countries have their own labour laws, and these laws differ in regard to the degree of legal intervention, and government is a key actor in the creation and implementation of such laws (Bean, 1994, p.102-103). Labour law encompasses 3 key elements, *they are* legislation, administrative regulation *and* judicial decisions, ...

Section 1 Subsection 2 : Australia

Australia's employment relations system was inherent (sic) to the British, when the British colonised Australia in the nineteenth century, they brought with them British law and the British concept of unionism (Bamber & Lansbury, 1993, p. 98). The Australian industrial relations system evolved, and became known as the arbitral model. Australia's arbitral model was based upon the philosophy of compulsory arbitration, and "arbitral legislation *ensured that the state had a significant role in the regulation of employment relations" (Gardner & Palmer, 1997, p. 155). The main legal institution are* tribunals, *the principal function carried out by tribunals is the settlement of industrial disputes through* conciliation and arbitration. *The decision made by the tribunal is legally binding and enforceable (Gardner & Palmer, 1997, p.163). Furthermore, Australia's traditional system of compulsory conciliation and arbitration focused upon* centralised wage determination. *As a result centralised wage fixing was to ensure and maintain an equitable distribution of rewards (Kennoy & Kelly, p.l 39).*

Section 1 Subsection 4: France

In contrast to the above countries discussed the French government is noted for intervention in employment relations (neo-corporitist). … In the 1980s the legalist means was introduced to achieve a voluntarist approach, this was accomplished through the Auroux laws *which were specifically aimed at encouraging collective bargaining Saglio (cited in Kochan Lock & Piore, 1995, p. 206).*

While variable links to the introduction occurred in some of the sections, in others, no links to the introduction occurred at all. The subsections in the sections on unions and the public sector showed no links at all to the main trends identified in the introductions (italicised) as can be seen in the opening sentences of this series of subsections from the section on unions.

Section 3 Subsection 1: Introduction

> *"There have been some* significant trends in union density over the past two decades *among Industrialised Market Economies (IMEs).* Union density has "fallen in most European countries and in North America*" (Morris, 1994, p. 133). …"*

Section 3 Subsection 2: US

> *"The legal framework in the US has provided a return to managerial power. The bargaining structures are decentralised in the US, and as Wheeler and McClendon (cited in Bamber & Lansbury, 1998, p.85) assert, there has been a decrease in bargaining patterns and multi-employer bargaining. …."*

Section 3 Subsection 3: Australia

> *"In Australia the 1980s saw the Accord years from 1983 to 1996 there were clear ties between the Hawke labour government and the ACTU. This was a policy style which came to be known as corporatism . …"*

Section 3 Subsection 4: Germany

> *"Conversely, in Germany it is suggested that works councils, rather than unions, have assumed the key role in representation of interests. Work council activities are focused toward enterprise interests. ...The role of unions in Germany is to negotiate industry wide agreements…"*

As shown above, in the introduction, trends in union density were introduced, but neither subsections 2 , 3 or 4 discuss changes in union density and the reasons for these in each of the countries targeted.

In much the same way that the links between the subsections and their introductions varied from section to section, so the links between the subsections within a section also varied. In some sections, explicit comparative links were made through the use of conjunctive ties, most of which were used correctly. These are shown in the opening sentences of the subsections from the first section on labour law.

Section 1 Subsection 2: Australia

> *Australia's employment relations system was inherent (sic) to the British, when the British colonised Australia in the nineteenth century, they brought with them British law and the British concept of unionism (Bamber & Lansbury, 1993, p. 98). ….*

Section 1 Subsection 3: North America

> In comparison to Australia *the North American employment relations system has separate legislation that of federal and provinces…*

Section 1 Subsection 4: Britain

> *The British system of industrial relations* also *incorporates the notion of voluntarism,…*

Section 1 Subsection 5: France

> In contrast to the above countries discussed *the French government is noted for its intervention …*

Section 1 Subsection 6: Germany

> The German approach is quite different from the French system *of industrial relations…*

Despite these explicit ties, however, incorrect sequencing again affected coherence. For example, in the subsection on Australia shown above, the system in Australia is compared to the system in Britain – a system not addressed for another two subsections.

In other sections, however, no such comparative links were made at all between the subsections as can be seen from the opening sentences of the two subsections from the section on the public sector.

Section 5 Subsection 2: US

> *Interestingly, the US government plays a limited role in collective bargaining in the private sector, however, it does play more of a role in the public sector. …*

Section 5 Subsection 3: France

> *Hyman and Ferner (1994, p.71) state that the French government witnessed growing concern in the 1980s with efficiency and cost of the state. …*

Within subsections, coherence within and between paragraphs was also variable with the same problems in linking, sequencing and developing of propositions persisting in this iteration as had occurred in the previous text. Some attempt at "pulling together" the subsections was made in the two sections which now contained a conclusion: labour law and unions. These however were brief, comprising only two sentences each. They also lacked analysis and summary as shown in this example from the section on labour law.

> *"The above analysis of labour law provides a base with which the level of government intervention can be investigated. The determination of wages under collective bargaining exemplifies how labour laws and regulations are applied."*

The essay concluded with two paragraphs. Both identified a range of trends in IR as shown in the extracts below.

> *"In summary there seems to be some significant trends among the countries investigated with regard to government taking a less active role in employment relations. This can be seen by labour laws….* Decentralisation seems to be the trend in all countries …Union density has fallen over the past two decades. *This fall in union density has also been a product of the* push towards more decentralised pay bargaining. ...
>
> Deregulation is also high on government's agendas *(sic) with* the increased need for efficiency and competitiveness within their public sectors *due to global influences. However, the* state has still remained a major employer *in all countries mentioned in this essay…* Another trend in the public sector is decentralised pay bargaining which is equally evident in the private sector."

In this way the conclusion addressed the question and summarised the findings and trends as expected.

5.3.7 CN text 2: citation, referencing and sources

In text 2, CN increased the sources she used from 15 to 22, all of which were academic. As before, these were all referenced according to the appropriate format at the end of the text. While the direct citing of sources in the text conformed to convention, in this iteration, ongoing confusion about the form to adopt when one source cites another persisted as can be seen in the following example.

> *"Constitutionally, the provinces have the main jurisdiction over labour relations, the exception being transportation and communications industries* Thompson (cited in Bamber & Lansbury, 1998, p. 96). *"*

Further examination of the in-text citations revealed a shift to using more non-integral forms. Table 32 shows the breakdown into integral and non-integral, and the further breakdown of the integral citations into denotational and evaluational.

Table 32
Forms of in-text citation used in CN's second text

	Integral	**Non-integral**
Total Number	23	30
Denotational	2	
Evaluational	21	

In the absence of feedback, CN shifted from 75% use of integral citations in her first text to 45% integral in her second. Of the integral citations, most were evaluational as shown in the following example.

> *"Deery, Plowman & Walsh (1997, p.4.11)* argue *that 'corporatist arrangements …' "*

5.3.8 CN text 2: academic expression and mechanics

As had occurred in text 1, academic expression and tone were appropriately distant, though, unlike the first text, there were several examples of incorrect vocabulary usage. For example,

> *"The legal framework* contours *the underlying strategy with regard to the amount of influence the state wishes to exercise."*

Another interesting change were the problems in mechanics which emerged in text 2 which had not been present in text 1. Of particular note was the high incidence of multiple sentence run-ons,

> *"Labour law encompasses three key elements, they are legislation, administrative regulation and judicial decisions, these elements have a substantial role in state regulation and intervention in the employment relations system (Gardner & Palmer, p. 156)."*

accompanied by further examples of incorrect comma and apostrophe use suggesting poor editing on a part of the student prior to the submission of this text.

5.3.9 CN text 2: adherence to stated writing requirements and expectations

As before, CN's text presented with a cover page, contents page and headings. She used current events in her text. In comparison with the previous text, there was a greater amount of comparison evident between the countries though this varied from section to section as shown in the subsection on coherence. As had occurred in the previous text, while some agreements between sources were identified, there were no examples of disagreements or differences in the IR literature as expected.

5.3.10 CN text 2: lecturer's response

Overall, the lecturer responded to the second text positively, though did award it a grade lower than that given to the first text. In her global end-of-text feedback, the lecturer stated:

> *"excellent research, a clear and logical structure and key issues covered well, drawing from a broad range of countries"*

20 of the 24 aspects on the evaluation sheet were rated as either "good" or "very good". "Logical development of argument", "introduction", "conclusion" and "grammar" were rated as "acceptable". As before, she offered advice for improvements:

> *"Starting to pick up on conceptual issues … you need to concentrate on an analytical, synthesising style paragraph at the end of each of your 5 sections which … needs to summarise the issues using a comparative approach – what are the general trends and significant differences in the govt's approach in each area. I have given you a couple of clues for the first section, but you are on your own with the rest ... the essay lacks fluency because of small but numerous problems with sentence construction .. scrutinise the whole essay for this "*

In addition, multiple points of feedback were given in-text.

She gave suggestions on reworking the introduction to the essay, eg

> *"OK to limit the scope of your essay, but <u>justify</u> the limitation"*

Direction was given on how to provide analysis at the end of a section, eg

> *"…(there is) no real <u>analysis</u> of similarities and differences. You need a concluding paragraph in this section to explicitly point these out to the reader."*

She requested an improved conclusion at the end of the essay based on the analyses yet to be conducted, eg

> *"I think the conclusion could be 'polished' in the light of what you conclude in your concluding paragraphs at the end of each section"*

Multiple points of feedback were given on grammatical aspects of the text, eg

"Sentences long, confused, ungrammatical"

These were accompanied by multiple points of feedback on stylistic aspects of the text addressed through the direct editing of the text, eg

"Governments in a variety of countries appear to be showing some common trends in their role as employer."
~~*There seems to be some common trends in the public sector.*~~

Incorrectly used vocabulary was highlighted, eg

"choice of word"

Multiple points of feedback changed integral citation to non-integral, eg

"Try to avoid sentences that start with 'X,Y & Z say' "

"Again, in-text citations best at the end of a sentence… Please check the rest of the essay for this."

Feedback was also given both in-text and at the end-of-text about the lack of clarity of some ideas, but these were mainly framed in general terms or directly edited by the lecturer:

"Make it clear what system you are talking about"

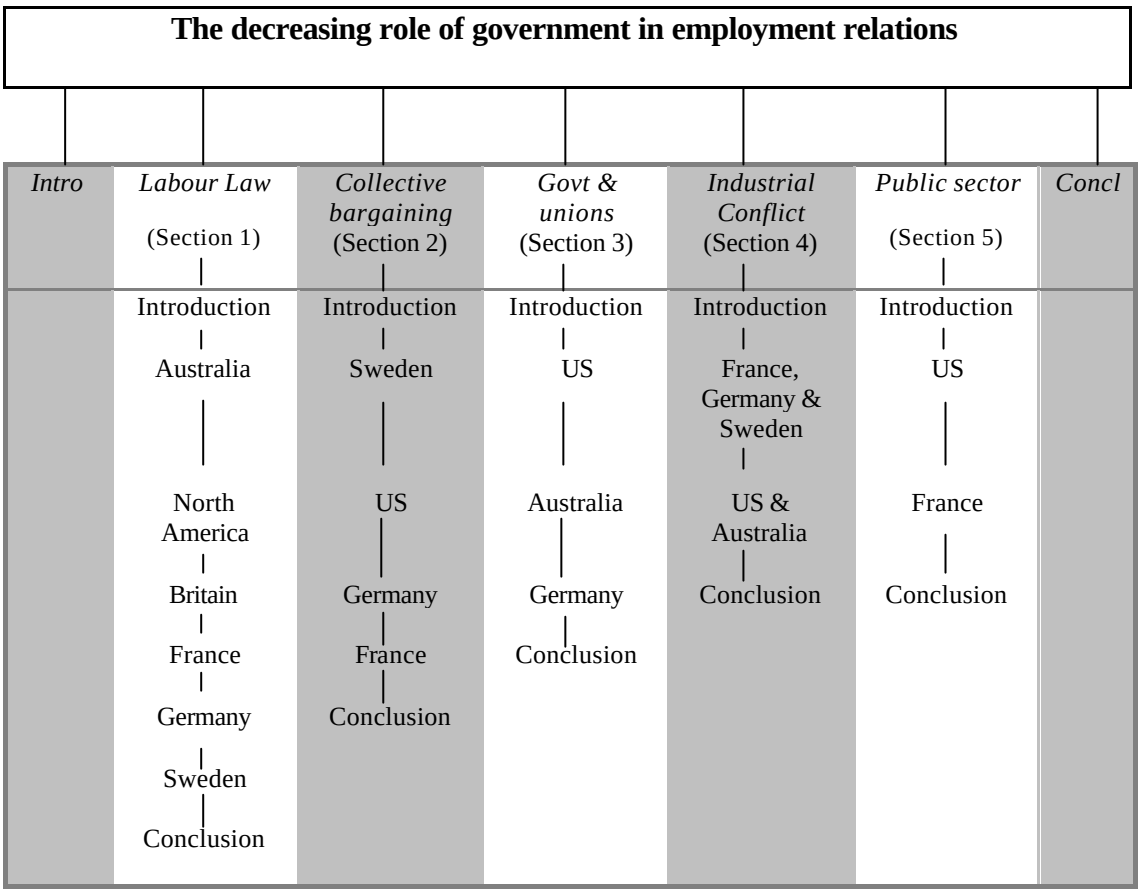
"Needs to be rewritten to make your meaning clear"

5.3.11 CN text 3: summary of textual changes

In the final version of the text, only a few structural changes were made. The sections of the body remained the same and most of the sections retained the same subsections in their body in the same order with the exception of the section on

collective bargaining where a new subsection on France was added in response to fedback requesting this addition. This resulted in a similar coherence in the body as had occurred in the previous text. In line with the feedback given on text 2, all sections now contained a conclusion as shown in Figure 17.

Figure 17
Macrostructure CN Text 3



In text 3, the introduction was reduced to three paragraphs from four, though the content remained largely the same through the resequencing of the paragraphs and the joining of paragraphs 2 and 3 from text 2. Many of these changes had been directed by the feedback. The signpost, while shifted to the first paragraph under the direction of feedback, remained the same without mentioning the section on

industrial conflict. Minor changes in wording were also made reflecting the sentence level focus of the feedback on text 2.

The introductions to each section remained substantially the same with only minor surface changes made as per the feedback given. These types of surface changes occurred throughout the text. They included the correction of grammatical errors (in particular the sentence run-ons) and in-text citations errors. Integral citations were shifted so that all, bar two, were now non-integral. Many of the citation changes resulted in improved coherence through changing the focus from the author/s to the content as shown in the following example.

Text 2 version:

> *As previously mentioned government interference in collective bargaining is not a characteristic of the German employment relations system.* Furstenberg (cited in Bamber & Lansbury, 1998, p. 208) points out *that a dual structure exists firstly, at the workplace and secondly at plant level, this form of bargaining would be classified as sectoral. However,* as (Blanpain, 1990, p.124) points out *that in some instances wage increases take place at the national level. The statutory framework acts as a regulator, and provides a procedural guide for works councils and employers to negotiate. Moreover, in recent times the consequences of German reunification has had a profound impact on employment relations* as Furstenberg, et al. (1998, p. 219) asserts *(sic) "within the former German Democratic Republic, free and independent unions did not exist".* Upchurch (1996, p. 281) further notes *that the "workforce belonged to government controlled unions". In the Former German Democratic Republic there were also no collective bargaining or elected works councils.*

Text 3 version:

> *As previously mentioned, government interference in collective bargaining is not a characteristic of the German employment relations system. A dual structure exists firstly, at the workplace level and secondly at plant level* (Furstenberg cited in Bamber & Lansbury, 1998, p. 208). *This form of bargaining would be classified as sectorial. However, as Blanpain (1990, p. 124) points out, in some instances wage increases take place at the national level. The statutory framework acts as a regulator, and provides a*

procedural guide for works councils and employers to negotiate. Moreover, in recent times the consequences of German reunification have had a profound impact on employment relations. This is due largely to the fact that "within the former German Democratic Republic, free and independent unions did not exist" (Furstenberg, et al. 1998, p. 219). *The former German Democratic Republic had no collective bargaining or elected works councils. Furthermore, the "workforce belonged to government controlled unions"* Upchurch (1996, p. 281).

Many of the stylistic changes to sentences were made as directed by the lecturer in her feedback and incorrectly used vocabulary highlighted through the feedback was removed. While some of these changes to academic expression also aided in the coherence of the text, the problems in creating explicit links between the subsections and their introductions remained as did the problems in linking and sequencing between and within subsections. While changes had been made, problems still remained with citing sources cited by other sources.

The conclusions to each section now provided an analysis of the situation described in the body of the section with trends being identified as expected by the lecturer. This can be seen in this example taken from the conclusion of the section on labour law.

The above analysis of labour law provides a base with which the level of government intervention can be investigated. Australian government has traditionally had a unique role in employment relations with the conciliation and arbitration system. This traditional interventionist role in regard to centralised wage bargaining has now moved to a more decentralised system *of Enterprise Bargaining and AWAs*[*]. *Sweden and Germany have also …*

[*] AWAs = Australian Workplace Agreements

The conclusion to the essay also increased from two paragraphs to three based around the analysis and trends identified in the conclusions to the sections. The first paragraph focussed on the theme of decentralisation.

> *There are some significant trends among the countries investigated regarding government's role in employment relations. The Australian government has traditionally … Australia has taken less of an active role … bargaining has become decentralised and aimed at the individual and employer.* Decentralisation seems to be the trend in all countries ….

The second paragraph focussed on legal constraint and the unions.

> *Union density has fallen over the past two decades in Europe, North America and Australia. This fall in union density has also been a product of the push towards more decentralised pay bargaining. The primary aim of government legislation has been the decrease in union powers ….* The trends indicate that government legislation is tightening up on unions.

The third paragraph focussed on deregulation and privatisation, and then reached a conclusion on the degree of intervention.

> Deregulation is also high on governments' agendas *… the state has still remained a major employer … Australia has followed the path of deregulation and the restructuring of the public sector, so too has Swedish and the French government. Another trend in the public sector is decentralised pay bargaining which is equally evident in the private sector.* Therefore, government appears to be taking a less interventionist role in employment relation.

In this way the conclusion now closely linked to the question prompt by articulating the changes in government intervention in ER over time.

5.3.12 CN: Influences on change

This analysis shows that CN's first text presented with many of the characteristics that met the expectations of the school and the lecturer, revealing the influence that

the context (described in chapter 3) had on her writing. The use of a cover page, contents page and headings, referencing and citation conventions, and the distant third person voice reflect the expectations from the school and the university to which she had been exposed since her first year of study. The appropriate use of IR vocabulary and phraseology reflect the influence of both the third and second year IR classes. The organisation of her text around IR themes/issues reflect the influence of the class and the task instructions which all the students had been given.

Over the writing and rewriting process, a number of changes occurred, many of which can be directly linked to the feedback given in the previous iteration of the text. These included: (i) changes to the introduction and conclusion of the text, (ii) the addition of another section to the body of the text, (iii) the addition of analytical conclusions to each of the sections, (iv) correction to the mechanical errors which had emerged in text 2 and were rectified in text 3, (v) the shift to the almost exclusive use of non-integral citations, (vi) the partial correction of in-text citation errors, and (vii) the removal of incorrectly used academic vocabulary.

Not all feedback, however, resulted in change. Feedback on the coherence of the text, in particular feedback on the lack of links between ideas and clarity of their expression at the paragraph and subsection level, did not yield much change at all. The characteristics of this feedback is explored in detail in chapter 6 which analyses the feedback given. Chapter 6 also explores the role that the student's possibly inflated mark on text 1 may have had on change and lack of change.

As had occurred with TK and AB's texts, some aspects of the text changed without feedback. These included the expansion of the introduction to the essay and its inclusion of definitions and trends, the addition of introductions to each section, and the increase in use of non-integral citation in text 2. The change to the introduction and the increased use of non-integral citations in text 2 may have been due to the student shifting from what she perceived to be a review of the literature to an essay. The changes reflected the essay model that she had received in the second year IR unit. The influence leading to the addition of the introductions to each section is unclear. It may be due to a perceived shift to an essay or it may be in response to the lecturer's general feedback to improve fluency and to provide more "signposts" for the reader. As the feedback did not explicitly recommend introductions at the section level, the influence is unclear.

Despite the changes that the student had made on her own, the overwhelming number of changes appear to be due to the feedback given. As had occurred with TK and AB, CN appeared to be reliant on the lecturer feedback to make improvements to her writing. She needed the lecturer to point out where the text was not making sense or where ideas were not logically connected. She also needed direction on how to structure text in relation to the ideas being presented. In this case, the lecturer did not always link conceptual aspects to textual structuring and in fact often praised her for logical sequencing and argument. While the student was partially able to address the conceptual aspects raised by the lecturer, without specific guidance in structuring, linking and sequencing, she still had problems writing coherently despite general feedback requesting her to improve "fluency".

5.4 JF: textual characteristics and changes

Unlike TK, AB and CN, JF already scored very highly at the start of the process. She was consistently graded in the High Distinction range receiving a mark of 80% for her first text, 86% for her second text and 90% for her third text. For this assessment process, she had chosen the following prompt:

> *" 'Instead of largely responding to government and trade unions, management has been taking more initiatives (since the beginning of the 1980s), leading some commentators to suggest that management is now the critical actor in industrial relations.' (Sisson & Marginson, 1995, p.90). Discuss."*

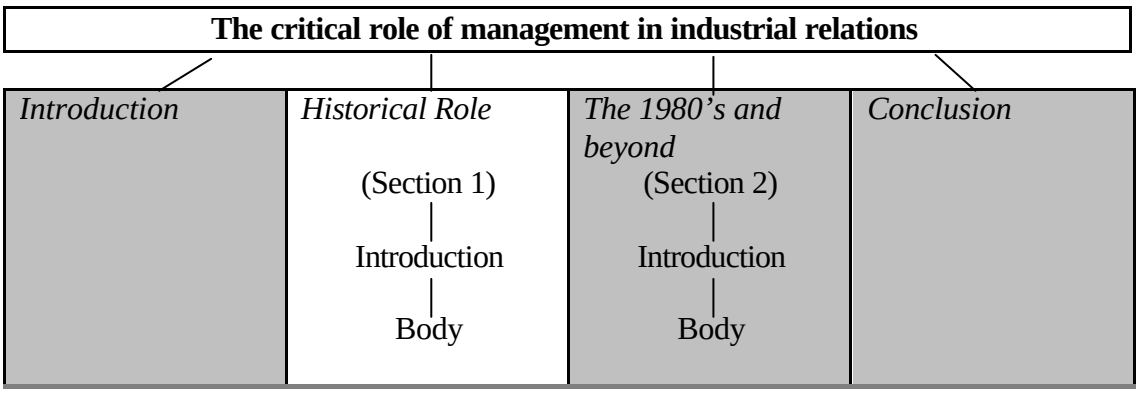
In order to determine the changes that occurred in JF's texts over the course of the iterative teaching-writing process, the characteristics of text 1 are explored first, starting with coherence.

5.4.1 JF text 1: coherence

JF structured her first text with an introduction, a body comprising two sections and a conclusion as shown in Figure 18.

Figure 18

Macrostructure: JF text 1



The introduction to the essay comprised 2 paragraphs, the second being only 2 sentences long. It provided definitions[1], an overview of trends in relation to the question[2], explained the purpose of the text[3] and, in so doing, signposted its direction.

Para 1: Introduction

> *The history of industrial relations and the roles of its "actors" is well documented in literature. [1]The "actors" are widely recognised as the state, the employer, manager or employer representative; and the employee, worker or trade union … [2]Recent events throughout the industrial world have seen the emphasis change to a more pronounced role for the employer.*
>
> *[3]The purpose of the paper is to review available literature concerning the role of the employer. [3]Also, to examine what the commentators have to say about that role and whether it has changed (sic). [3]Further, an examination will be made as to why the role has changed and if the changed role is the result of action on the part of the employer, or lack of action on the part of the state and employee or trade union.*

Para 2: Introduction

> *[1]The literature tends to use the title 'employer' and 'manager' interchangeably and likewise with worker and employee. This review will also interchange the titles.*

As can be seen above, the introduction linked strongly to all parts of the question prompt (the actors and management as a critical player) and met expectations for an introduction by including definitions, purpose, signpost and an overview of analysis of trends. Unlike the texts of TK, AB and CN, the signpost in the introduction did not list the sections into which the body of the text was divided: “Historical Role” and “The 1980’s and beyond”. It did, however, signpost an examination of change in role thus linking logically to the chronological division subsequently adopted in the text.

While links were not established between the signpost and the headings of the two main sections in the text, strong coherence was established between the introduction

to each of the sections and the introduction to the essay. The introduction to the first section comprised only the first sentence of the first paragraph. It linked back to the historical role of management and signposted the information to be covered in the section.

> *"Many authors report on the historical development of the role of the employer."*

The introduction to the second section was one paragraph in length. It linked directly back to the increased role for management signposted in the introduction to the text as a whole. It also signposted what was to come.

> *Most commentators agree … that the advent of the recession of the 1980's and subsequent globalisation of trade in the 1990's* has led to a more strategic approach to the management of the workforce and means of production, and a more active role by employers. *Clearly if the proliferation of literature is a guide, the events of the last two decades have significantly affected the industrial relations process. … "after years of being virtually ignored ...* employers have come to occupy centre stage in the industrial relations literature.*" (Sisson, 1991, p. 256).*

The body of each section then consistently linked back to the signposts established in the section level introductions, again adding to the coherence of the text. This consistent linking back can be seen in the following excepts taken from section 1 on historical role.

Links to Historical Role

Section 1 Para 1

> *"…. Bean (1994, p. 53) and others …* recount the frustration of employers during the late nineteenth and early twentieth centuries in dealing with the actions of trade unions *and the state. This was particularly evident in Australia where the unions achieved a strong political advantage in developing a close relationship with the newly formed Labor Party."*

Section 1 Para 2

> *"…*employers formed associations *to facilitate their aims in industrial relations and even moreso (sic), in Australia at least,* to counter the collective strength of the trade unions.*"*

Section 1 Para 3

> "in Europe … due to the strong influence of the state and unions, the role for employers *and their association appears (sic) limited to collective bargaining."*

Section 1 Para 4

> "the rapid industrialisation of the United States industry *introduced the option for employers to use technical innovation as a method for controlling the workforce."*

Coherence was also strong both between and within paragraphs in each section. Between paragraphs, coherence was established through the logical sequencing of information. For instance, causes preceded effects as expected. This can be also seen in the example above where the frustration in dealing with trade unions (paragraph 1) results in the formation of employer associations (paragraph 2).

Similarly, information was presented before it was used as a point of contrast through the use of referential, conjunctive and lexical ties as shown in this sequence of excerpts from paragraphs also taken from the section on "Historical Role".

Section 1 Para 2

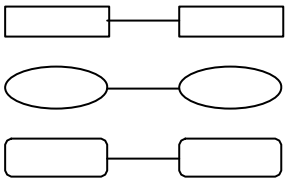
…In addition, Poole (1986, p. 58) argues that a "powerful state with an interventionist role ... encourages employers to establish centralized 'peak' organisations to influence government policy at source.". ….

Section 1 Para 3

This view contrasts with the apparently more passive employer associations in Europe …

Section 1 Para 4

Bean (1994, p. 59) and Poole (1986, pp 55-57) provide evidence of the more aggressive activities and strategies of individual employers in the United States that has a long history of management prerogative and opposition to unions....



= conjunctive tie

. = lexical tie

= referential tie

This use of conjunctive, lexical and referential ties together with appropriate sequencing between paragraphs created strong coherence throughout the text.

Within paragraphs, strong coherence was achieved through the expansion of new information. This followed a typical argumentative thesis[1]-evidence[2]-conclusion[3] structure (Werlich, 1976) as shown in this first paragraph from the first section on "Historical Role"

"Bean (1994, p. 53) and others (for example Plowman, 1991, pp. 146-149) recount the [1]frustration of employers during the late nineteenth and early twentieth centuries in dealing with the actions of trade unions and the state. [2]This was particularly evident in Australia where the unions achieved a strong political advantage in developing a close relationship with the newly formed Labor Party. [3]The resulting compulsory arbitration and conciliation legislation strongly influenced the employment relationship. ….

Rather than leaving the analysis of trends to a conclusion at the end of each section, the first section of the body provided a base against which the management role post

1980 could be compared in the second section. The first section therefore provided a comparative analysis of the roles employers took pre 1980 in different countries, and the second section provided an in-depth analysis of trends in employer role post 1980 relative to the roles they had taken historically. The use of IR analysis of trends to drive each paragraph can be seen in the following excerpts from the second section.

Section 2 Para 2

> Recent events in Australia provide ample evidence of the shift in industrial relations. … *There is now widespread agreement that management cannot be viewed as a passive agent in the formation and structure of employment arrangements in Australia.*

Section 2 Para 4

> … *Katz (1993, pp 3-22) expounds the significance of* the shift to decentralised bargaining. *Katz however, proposes that* the shift <u>results</u> from an increase in management's power. *This increase in power stems from ….*

The text culminated in a three paragraph conclusion where the findings were summarised in direct answer to the question posed by the lecturer. The first paragraph provided an introduction to the concluding section.

> *A cursory reading of available literature … reveals a rapidly changing world where the economic and political fortunes of the nation are becoming increasing important to the well-being of the average worker. The advent of a global economy with its removal of trade restrictions and the introduction of technology to facilitate the transfer of goods, services and funds anywhere in the world, has had an enormous impact on the availability and security of employment and the way each economy manages its industrial relations.*

The second paragraph summed the analysis of the change in role[1] and how it was achieved[2].

> *New rules and strategies have appeared at the national level and at the workplace across the industrialised world. [1]There is much evidence to support the notion that management has taken a more protective role in industrial relations at the national and*

workplace levels. [2]*This has been achieved through the decentralisation of collective bargaining back to the workplace, and through the implementation of human resource management strategies designed to create organisational cultures that promote harmony and mutual benefits.*

The third paragraph, briefly summed the changes in the roles of the other two main actors and the impact this had on the role played by management. Interestingly, unlike the coherence evident in the body of the text, this paragraph lacked an introductory statement that explicitly linked it to the prior paragraphs.

Trade unions appear to be on the decline. The role of government is also changing with many backing away from their previous high level of control and involvement and arguably providing the mechanism for management to enter the industrial relations "centre stage".

While much of JF's text was highly coherent there were a few breaks in coherence as shown in the concluding section above. Other minor and very occasional problems included the lack of expansion of new information, and the occasional need to split a paragraph into two. The following example taken from the first paragraph of the section titled "Historical Role" shows the introduction of an alternative view point – new information which was not explained or expanded.

"…Bray and Walsh (1998, p. 361) report that the legislation was seen to protect the workers rather than the employer. Howard (1977, pp. 261 - 265) views the protection afforded workers and their unions by the arbitration and conciliation system somewhat differently. *However, Howard does acknowledge the role that such political action had in promoting trade unions in Australia ."*

The following example shows the last paragraph of the section on "Historical Role" in which there were two main ideas: (i) IR in the period between the second world war and the end of the 1970s and (ii) change in management roles and strategies post

1970. The place at which the second idea is introduced and the paragraph should be split is indicated by "//".

> The period between the second world war and the end of the 1970's was, *according to Bamber and Lansbury (1998, p. 301),* "(when) the active pressure of workers and their unions led to a majority of initiatives in ... employment relation systems. *Employers and their organisations found it difficult to cope with workers' demands and claims ...(n)evertheless they generally devoted little priority ... to seeking reform of employment relations systems.". This period of industrial relations history is dominated by the United States based research of Dunlop and Kochan, Katz and McKersie who attempted to provide a framework for explaining industrial relations at the organisational level.*//A plethora of literature and research material now exists regarding the role and strategies of management in the post 1970's era. *This may be explained by the advent of 'human resource management' as a specific area of study in contrast to 'industrial relations'. It also may be explained, at least in part, by the magnitude of change that has occurred within the individual and global workplace.*

These breaks, however, were few and hence did not greatly impact on the overall coherence.

5.4.2 JF text 1: citations, referencing and sources

In her first text, JF used 17 academic sources comprising IR journals and IR texts. These were all referenced according to convention at the end of the text and cited according to convention in-text. Examination of the in-text citations reveals, that like the other three students, JF adopted predominantly integral citation practices in her first effort. Table 33 shows the breakdown into integral and non-integral citations, and the further breakdown of the integral citations into denotational and evaluational.

Table 33
Forms of in-text citation used in JF's first text

	Integral	Non-integral
Total Number	24	1
Denotational	7	
Evaluational	17	

As shown in table 33, the majority of the integral citations were evaluational. For example:

> *"Poole (1986, p. 58)* argues *that.."*

5.4.3 JF text 1: academic expression and mechanics

JF's first text used the distant third person, and discipline appropriate vocabulary and phraseology as shown in the previous subsection on coherence. Overall, mechanics were well controlled throughout the text though occasional non-systematic errors did arise such as an incorrect use of the present tense in the historical section and the occasional error in subject verb agreement. JF also used some punctuation features accepted as correct by grammarians (Choy & Chew, 1987; Swan, 1980) which the lecturer through her feedback indicated were inappropriate. One of these was JF's use of colons to introduce quotations. For example,

> *"…Deery, Plowman and Walsh (1997, p. 6.2) offer the following observation: "There is now widespread agreement that management cannot be viewed as a passive agent in the formation and structure of employment arrangements in Australia.".*"

The other was the use of an apostrophe to mark plurality with dates. For example,

> *"…the advent of the recession of the* 1980's *and subsequent globalisation of trade in the* 1990's *has (sic) led to…"*

One area, however, in which JF, similar to all the other students, did not appear to have sufficient knowledge in was the use of colons and semi-colons with lack of use of the colon resulting in the occasional sentence fragment.

5.4.4 JF text 1: adherence to additional writing requirements and expectations

JF's first text adhered to a wide range of additional requirements and expectations. As expected, the text presented with a cover page, contents page and headings. The entire text was structured around the analysis of historical change (as shown in the subsection on coherence) . This analysis of change incorporated comparison between countries as expected. For example:

> *"…the political climate within the United States was different to that of Europe, Britain and Australia where workers had more political power. Hence the state played a lesser role and employers as individuals were able to control their workplace without resorting to the need to form associations."*

Also, as required by the task, the literature was synthesised, and similarities, disagreements and differences between sources were identified as shown in the examples below.

Similarities

> "Bean (1994, p. 53) and others (for example Plowman, 1991, pp. 146-149) *recount the frustration…"*

> *"There appears to be* general agreement *(for example Gardner and Palmer, 1997, p. 127; Plowman, 1991, pp. 146-147; Poole, 1986, p. 58) that…"*

Disagreements and differences

> "Howard (1977, pp. 261 - 265) views the protection *afforded workers and their unions by the arbitration and conciliation system* somewhat differently."

> *In a similar vein to McEachern, Katz (1993, pp 3-22) expounds the significance of the shift to decentralised bargaining.* Katz however, *proposes that the shift results from an increase in management's power.*

> *Deery et al. report that the HRM approach has led to the increased role for professional managers.* However, Niland and Spooner (1991, pp. 160-161) report *that*

How did the lecturer respond to this text which adhered to the requirements of the task and many of the expectations that the lecturer had for academic writing in IR?

5.4.5 JF text 1: lecturer's response

The lecturer's response was to JF's text was very positive as shown by the comment made at the end of the text:

> *"A polished and comprehensive review which identified a few main issues and summarised the supporting literature concisely."*

She did however provide feedback that addressed a number of content issues, highlighting areas of evidence where further comparisons could be made both between players and between other countries. For example:

> *"…consider the evidence for the reduction in union density and power in many (but not all) countries…"*

In the body of the text, only a small amount of feedback was given. This feedback variously addressed minor aspects of mechanics and expression through direct editing, for example,

in

Bean reports that the rapid industrialisation ~~of~~ the United States ~~industry~~ ….

Despite it being accepted practice (Choy & Chew, 1987; Swan, 1980), the lecturer also indicated that apostrophes should not be used with dates,

1980s 1990s

"…the recession of the ~~1980's~~ and subsequent globalisation of trade in the ~~1990's~~…"

and that colons should not be used to introduce quotations,

"Don't introduce quotes with semi-colons (sic) – it interrupts the flow of the essay and is not correct use".

She also indicated that integral citations should be changed to non-integral, for example,

"In-text references usually better at the end of sentence (sic)"

With this feedback, the student entirely rewrote the text resulting in the following characteristics.

5.4.6 JF text 2: coherence

Examination of JF's second text reveals that she maintained the same major internal divisions used in the first text: an introduction, two sections in the body and a conclusion. The first section retained the title "Historical Role" and the second changed its title to "Contemporary Industrial Relations". The content and its expression within this structure, however, changed.

The introduction to the essay expanded from two paragraphs to four. The first paragraph defined IR.

Industrial relations is a relatively new area of academic study and professional practice. It is predominantly concerned with the legal, political and social relationship between employers and employees in the pursuit of production or service delivery, and with the exception of the public sector, the provision of profit or increased capital to the employer.

The second paragraph related the definition of IR to the roles of the parties[1] and introduced the reasons for the differences in roles between countries[2].

"[1]In most industrialised societies the nature of production or delivery of services is the primary concern of the employee and the employer. [1]Due to the importance of the work relationship to large numbers people within a society, and the intricacies of the labour market, the state has also played an important role in moderating or controlling the relationship through the implementation of laws, strategies and policies. [2]The role of the state and other players such as trade unions varies throughout the history of industrialised societies and from one country to the next….."

The third paragraph narrowed the scope of the essay to industrialised countries[1], provided an overview of the reasons for change in the relationship between parties[2], and signposted the trend to be addressed in the essay[3].

[1]In many industrialised societies such as Australia, the United Kingdom and much of Europe, the role of the employer, or 'management' has been less critical to the development of industrial relations systems, than that provided-by-employees through their trade unions and the state. [2]The advent of a 'global economy' with increased competition, relatively free exchange of information and ideas and the creation of multi-national employers, has impacted significantly on the employment relationship. Previously the state and the employee could be considered the primary participants in developing and maintaining industrial relations. [3]There is a strong argument that employer or manager now is the dominant participant and sets the agenda in the industrial relations forum.

The fourth paragraph further signposted the focus[1] and the scope[2] of the essay.

"[1]This paper will examine the changing role of the manager or employer in the industrial relations system. [2]Comparisons will also be drawn between different industrialised countries with particular emphasis on …."

As had occurred in the previous text, this introduction linked strongly to the question prompt by addressing the roles taken by the various actors and the change in power balance to management post 1980. It also met the expectations for an introduction by providing definitions, scope and a signpost of the content that was to come in the body of the text.

Like the introduction to the essay, the introductions to the sections also changed. As before, they linked to the introduction at the essay level, but this time provided background explanations. For example, in the section titled "Historical Role", the traditional role of management was explained relative to the definition of IR given in the introduction of the essay.

"The traditional role of management has been to utilise production inputs and systems so as to maximise return on investment. This is achieved by providing a product or service at a price which is greater than the cost of inputs. Inputs include the cost of labour, materials, fuel, space and others…."

As had occurred in the previous text, the subsequent paragraphs in the section consistently linked to the section level introductions. This can be seen in the following excerpts taken from the section on "Historical Role" in which each of the paragraphs explores the traditional role taken by various countries in keeping with the introduction.

Section 1 Para 2

> *"…*Traditional approaches by managers *to industrial relations,* in Australia *at least, sought to control and diminish the conflict that arose between employees and the employer as each pursued their own objectives…."*

Section 1 Para 3

> "The traditional role of the employer in the United States *is different to that of most other established industrial countries. Here, employers practised a high level of management prerogative in direct opposition to trade unions…"*

Section 1 Para 4

> "The role of management within European countries *has been significantly influenced by an interventionist state which had a strong influence over the employment relationship…"*

Also as occurred in text 1, the second section of the body analysed trends relative to the traditional roles described in the first section, again producing strong coherence as shown in the following excerpts from the second section.

Section 2 Para 2

> "The advent of a world recession in the 1980s and subsequent globalisation of trade in the 1990s has led*, in most countries,* to a more strategic approach *to the management of the workforce and means of production, and* a more active role by employers.*."*

Section 2 Para 3

> "In tandem with these changes *is a trend away from traditional industrial relations practices…"*

Section 2 Para 5

> "The advent of multi-national and trans-national companies and the 'spatial transformation of production and work' *(Chaykowski and Giles, 1998, p. 6) adds a new dimension to the concept of management control…."*

Also similar to the first text, strong coherence was developed between paragraphs through sequencing and the use of explicit conjunctive, lexical and referential ties.

Coherence within paragraphs was also maintained through the development of new information following the thesis-evidence-conclusion structure evident in text 1.

In this version, the conclusion was shortened to two paragraphs. The first paragraph summarised the global impacts on the relationship between the parties,

> "The advent of a global economy *with its removal of trade restrictions and the introduction of technology to facilitate the transfer of goods, services and funds anywhere in the world* has had an enormous impact on the availability and security of employment and the way each nation manages it industrial relations. *Trade union membership has declined in industrialised countries and right-wing policies and practices ….*"

and the second paragraph summarised the shift to the employer thus tying back to the introduction and the question prompt,

> *"Traditional forms of management and industrial relations systems have had to give way to a new paradigm which focuses on the enterprise - whether that enterprise is a small locally-based company or an extensive multi-national company.* The shift in power *between the various players on the industrial relations stage is complex and cannot be explained without reference to a range of phenomena occurring across the world. However, it is clear that the* role of management has been significantly enhanced *and that for now at least,* management is the critical actor in industrial relations."

As had occurred in the first text, a few minor examples of incorrect paragraphing remained with the occasional paragraph needing to be split and others needing to be joined together. In addition, there was the occasional example of a new idea being introduced and left unexplained. As before, these detracted little from the overall coherence of the text.

5.4.7 JF text 2: citation, referencing and sources

In text 2, JF reduced the number of sources from 17 to 16. The 16 sources used included five new sources not used in the first text. Of these, one was a non-academic source being a newspaper article. As before, all sources were referenced according to convention at the end of the text and cited according to convention in-text. Examination of the in-text citations reveals that of the 23 citations, 21 were now non-integral as requested by the feedback.

5.4.8 JF text 2: academic expression and mechanics

As before, JF adopted an appropriate third person point of view and used academic appropriate vocabulary and phraseology. There was no evidence of any incorrect vocabulary usage. All aspects of mechanics were well controlled with no evidence of any errors in grammar, punctuation or spelling. There was no evidence of sentence fragments, and no colons or semicolons were used in the text. In line with the feedback, the student also no longer used apostrophes to mark plurality in dates and colons to introduce quotations.

5.4.9 JF text 2: adherence to additional written requirements and expectations

As before, JF's second text adhered to the full range of written requirements and expectations. Her text presented with a cover page, contents page and headings. Also as before, historical change and trends were analysed, but this time included an analysis of IR approaches and classifications not seen in text 1. Examples of these can be seen in the following excerpts.

Section 1 Para 4

> *"The United States, on the other hand, has a* culture of individualism *which shunned the concept of state intervention in what were considered to be 'free market' activities .."*

Section 2 Para 4

> *"This trend is very obvious in Australia where after many years of a* corporatist approach*…"*

Also as before, the literature was synthesised, and similarities and differences between sources were identified.

5.4.10 JF text 2: lecturer's response

Once again the lecturer's feedback was extremely positive. At the end of the text she wrote:

> *"… written in an effortless way … excellent in all technical aspects … great analysis, an ability to think logically and argue cogently"*

23 out of the 24 points on the evaluation sheet were rated at the highest level: "very good". She did, however, request that the section on contemporary IR be expanded. Direction for where to expand was given in text. Otherwise, little other feedback was given except for a few instances in-text requesting a reference or directly editing a word.

5.4.11 JF text 3: summary of changes

The final rewrite of the essay revealed few changes. The section on contemporary IR was expanded as requested by the feedback with the insertion of two additional well developed paragraphs resulting in two new sources being used and an increase in non-integral in-text citations. These were integrated well into the text, the content

and expression of which remained essentially the same except for a few minor changes in expression, the addition of an in-text citation and the deletion of a sentence thus resulting in the same characteristics of coherence, citation and mechanics as before.

5.4.12 JF: Influences on change

JF presented as a highly competent writer who was able to meet most of the expectations of the school and the lecturer at the start of the process showing the influence of context, as described in chapter 3, on the writing. Her use of a cover page, contents page, headings, appropriate referencing and citation practices, and the third person distant voice reflect characteristics to which she had been consistently exposed since her first year in the course. The expectation that introductions contain definitions, a purpose, a signpost and an analysis of trends was one to which she had been exposed in the second year IR unit, along with the appropriate use of IR vocabulary and phraseology. In addition, her comparison of countries and positions in the literature reflected the influence of the class where these task expectations were made clear.

Nonetheless, her writing changed, and feedback played a large role in many of these changes. Feedback could be directly related to the changes in content, the expansion of information and the shift to non-integral citation practices. Indirectly, it could also be related to the changes to the introductions at the essay and section level, the sources used and the conclusion – many of these occurring in response to the change in content spurred on by the feedback.

While a strong relationship can be established between the feedback and the rewriting of the text, this student also made some changes which can not be directly related to the feedback given. These included changes in the way in which the same content was expressed and the incorporation of IR approaches and classifications in analysis. With the first text being due in week 6 and the second text being due in week 10, some of these changes may have been due to further exposure to IR lectures, tutorials and readings, though no direct link can be made.

For JF, the most important changes over the iterative process appear to be in improving the connection between the text and the main purpose of the written task as revealed through the prompt. The texts already showed strong internal coherence at all levels and overall good control over citation, referencing, academic expression and mechanics. This was maintained as the texts were crafted to better meet the requirements of the task. Although JF was already an accomplished writer, she still benefited from lecturer feedback which provided her with direction and clarification about the purpose of the prompt and hence improved her ability to meet the lecturer's expectations.

5.5 Discussion

Tertiary student writing is often presented in terms of problems or deficits (Baynham et al., 1994; Currie, 1998; Kaldor et al., 1998; Kaldor & Rochecouste, 2002; Russell, 1991; Stuart-Smith, 1998; Weir, 1997; Wikborg, 1990). Accordingly, views of tertiary student writing attempt to explain these problems. As discussed in chapters 1 and 2, there are two main views of tertiary student writing. The first is the popularly held view that tertiary student writing is in deficit due to a lack of basic skills on a part of the student (Baynham, 2000; Lea & Street, 1998; Russell, 1991). The second

view, held by many tertiary literacy educators, is that the problems in the students' texts are not due to deficits, but rather due to the new demands of the learning environment (Bartholomae, 1985; Chanock, 1994; Lea & Street, 1998; Skillen & Mahoney, 1997).

In pulling together the findings from across the four cases in this study, this discussion provides insights into these two main views of tertiary student writing by examining the strengths and the problems that the students demonstrated in their writing at the start of the teaching-assessment process, and the ways in which their texts changed through rewriting and resubmission. It then proposes a different way of viewing tertiary student writing by going beyond the problems that present in students' texts to an explanation that can account for the strengths, the problems and the changes. In discussing these views, explanations are drawn from across the textual, individual and social perspectives to writing introduced in chapter one. Throughout this discussion, the findings of this study are also used to reflect on the influences different approaches to writing instruction have on students' texts and change within the disciplinary setting.

5.5.1 The characteristics of the third year texts

5.5.1.1 Strengths at the start of the process

While this study and others (Lea and Street, 1998; Weir, 1997; Kaldor & Rochecouste, 2002; Kaldor et al., 1998; Stuart-Smith, 1998; Wikborg, 1990), have noted the problems students can have in their texts, the four third year students investigated in this study did demonstrate certain strengths in writing at the start of

the writing and rewriting process. All the initial texts, irrespective of their grade, presented with a range of characteristics expected in tertiary student writing within the IR context of the School of Management. As will be shown, some of the characteristics were common to all the students and others were not.

In examining the characteristics that the students demonstrated *on their own accord* in either text 1 or text 2 *without prompting through feedback*, it can be seen that some of the characteristics demonstrated by the students' texts reflect "basic skills' and others reflect the "new demands" of the university. Table 34 summarises the "basic skills" demonstrated by all the students at the start of the process.

Table 34
"Basic skills" demonstrated by TK, AB, CN and JF on their own accord at the start of the writing process

Coherence	▪ Whole-of-text introduction with purpose of text and signpost for the organisation of the body of the text
	▪ Body of the text conforms to the signpost in the introduction
	▪ Whole of text conclusion summarises the main points and links to the introduction
Mechanics	▪ Appropriate control over mechanics

As shown by Table 34, all the students on their own accord divided the text into an introduction, body and conclusion. The introductions all contained signposts which usually bore a direct relationship to the headings in the body and the conclusions linked to varying degrees back to the introductions. Despite claims by academic staff that students have problems with mechanics in their writing (Lea, 1994; Russell, 1991; Spinks, 1998), like other studies (Cooper et al., 1984; Nightingale, 1988; Witte & Cherry, 1986), this study suggests that, overall, students in their third year of

study have control over mechanics with no major systematic errors revealed in grammar, punctuation or spelling except for use of the colon and semi-colon.

As discussed in chapter 2, these "basic" characteristics demonstrated in the students' texts are the same as those demanded at the secondary level (Durst, 1984; Geisler, 1994; Rothery, 1985) suggesting that students bring an understanding of these from their secondary experiences. These findings show that a range of "basic skills" were not in deficit for any of the four students.

In addition to demonstrating characteristics reflecting basic skills, all the four students' texts also demonstrated a range of characteristics reflecting the "new demands" of the tertiary setting. Table 35 shows the characteristics reflecting "new demands" of the context that were demonstrated by all the students.

Table 35
"New demands" demonstrated by TK, AB,CN & JF on their own accord at the start of the process

Coherence	▪ Division of the body of the text into sections and sometimes subsections
Citation & referencing	▪ Sources cited – mostly in correct format
	▪ Sources referenced – mostly in correct format
	▪ Integral and non-integral forms of citation
Academic Expression	▪ Formal, third person academic tone through most of the text
	▪ Appropriate disciplinary vocabulary used
	▪ Mostly appropriate disciplinary phraseology used
Format	▪ Cover page
	▪ Contents page
	▪ Headings

As table 35 shows, all four students managed the demands of longer text production in the tertiary environment by dividing the body of the text into sections. Although

the students' abilities to use appropriate sources and synthesise their findings varied, overall, they cited and referenced the material they used appropriately, and none of the texts displayed any evidence of plagiarism. While many lecturers express concerns that students do not understand referencing conventions (Baynham et al., 1994; Currie, 1998; Russell, 1991), this study suggests that by third year students have developed an understanding of the academic requirement for citation and referencing, and that they adhere to most of the conventions. Interestingly, while some studies have suggested that students mainly use non-integral and denotational reporting verbs in their integral citation (Buckingham & Neville, 1997; Morris, 1999), Table 35 shows that by their third year of study, the students in this study were also extensively using evaluational forms of integral citation. In addition, all four students, on their own accord in either text 1 or text 2, used appropriate academic expression, presented their texts in the format expected by the school.

These findings show that, despite dissatisfaction with student writing, third year tertiary student texts display not only a range of "the basics", but also development beyond the secondary level to demonstrate a range of new university, school and disciplinary demands. Therefore, these findings of the strengths in these third year students' texts, which were graded from "fail" through to "high distinction" , do not provide support for the deficit view of tertiary writing.

Demonstration of characteristics which reflect the new demands of the tertiary setting suggests that by third year, these students, irrespective of the grade they had received, had learnt these tertiary expectations through the context. As shown in chapter 3, the context in which the study was conducted had systematically promoted

the need to present essays in a particular format, to cite and reference, and to use a distant voice through the skills and text-based approaches adopted. Students had been provided with explicit instructions on how to accomplish these and had been systematically warned of the consequences of plagiarism. Through the language-across-the-curriculum approach, the context had also immersed students in the concepts, vocabulary and phraseology of the discipline through the lectures, the readings and the seminar discussions and activities. These findings suggest that together these approaches to writing instruction as practised in this context over a two year period developed the tertiary academic characteristics achieved in the students' texts without the need for further prompting through feedback. These findings show that while the "new demands" of the university context or discipline may have created problems for the students at some time, through the approaches to writing instruction adopted, the problems resolved and all four students developed the ability to meet these general university and discipline-based expectations.

In addition to the strengths demonstrated by all four students' texts at the start of the process, there were other strengths demonstrated by only some of the students. These are summarised in Table 36.

Table 36
Characteristics displayed by some of the students on their own accord at the start of the writing process.

Area	Characteristic	TK	AB	CN	JF
Task requirements	▪ Appropriate sources used		✔	✔	✔
	▪ IR analysis			Part	✔
	▪ Content appropriate to task		✔	✔	✔
	▪ Issues identified appropriate to task		✔	✔	✔
	▪ Comparison between countries			Part	✔
	▪ Similarities and differences identified in the literature		✔		✔

Coherence	▪ Introduction links to the question prompt		Part	Part	✔
	▪ Definitions in introduction		✔	✔	✔
	▪ Links between sections	✔			✔
	▪ Links within sections and paragraphs		✔		✔
	▪ Appropriate paragraph structure		✔		✔
	▪ Sequence of information		✔		✔
	▪ Logical rhetorical order		✔		✔

Table 36 shows that each of the students in the study demonstrated a different range of characteristics related to task requirements and coherence. As shown in Table 11 of chapter 3 pg 125, most of the task requirements represented new demands at the third year level. These include the content, the issues, the comparison between countries and the identification of similarities and differences in the literature. Only IR analysis and the basic concepts underlying IR had been introduced at the second year level. As Table 36 shows, to varying degrees, different students met a different selection of these demands, with one of the students, JF, showing evidence of having met all the new demands of the task – no doubt accounting to a large degree for the differing grades each student received.

Links across the text, appropriate paragraph structuring, appropriate sequencing of information and logical rhetorical order were all characteristics of coherence that only some of the students met as shown in Table 36 above. These are all characteristics that are strongly connected to clearly expressing ideas in relation to a specific task. Hence, while all the students were all able to demonstrate characteristics of coherence that are not linked to any specific task (eg division into

an introduction, body and conclusion), only some were able to demonstrate the characteristics of coherence linked specifically to the task as shown in Table 36 above.

Unlike the general demands of the university and the discipline, most of the demands specific to the task were introduced for the first time in the unit explaining why the skills-based and language-across-the-curriculum approaches to writing instruction used in the third year classroom resulted in variability in the meeting of these task specific characteristics across the initial texts. These findings show that students can meet "new demands" when approaches to writing instruction repeatedly address these demands from one unit to the next. However, they also show that when new demands are introduced for the first time, some students are able to demonstrate some of these in their writing.

5.5.1.2 Problems at the start of the process

While the students' texts demonstrated a range of characteristics representing both basic skills and new demands, the demonstration of a range of other expected characteristics at the start of the process was variable. These relate to the demonstration of task requirements and coherence across all levels of the complex text that they were required to write.

The types of problems identified in meeting task requirements in the texts of the different students at the start of the process are summarised in Table 37.

Table 37
The types of problems identified in meeting task requirements in different students' texts at the start of the process

Area	Problem	TK	AB	CN	JF
Task Requirements	▪ Selection of inappropriate sources	✔			
	▪ Lack of or limited IR analysis	✔	✔	✔	
	▪ Identification of issues to be addressed	✔			
	▪ Lack of or limited comparison between countries	✔	✔	✔	
	▪ Lack of or limited identification of the similarities and differences in the literature	✔		✔	

While one student demonstrated all the task requirements, Table 37 shows that at least two of the task requirements were not met by half the students and that one student did not met any of the task requirements. From both individual and social perspectives, the lack of task achievement can be related to the new content demands of the task showing that some new demands can create problems in some students' texts. From the individual perspective, not demonstrating all the requirements of the task could reveal (i) the depth of research, study and understanding that each student achieved (Mayher et al., 1983; Royster, 1992; Zinsser, 1988) or (ii) each student's interpretation (or misinterpretation) of the task requirements (Hounsell, 1997; Lea, 1998). As shown through the social perspective, however, it could also reveal their interpretation of the constraints, concerns and priorities (Berkenkotter & Huckin, 1995; Herrington, 1985b) of the task and the unit. Therefore, for students, the act of completing a written assessment task can be much more than demonstrating their learning. It can be the clarification of what the new demands entail.

In addition to the task requirements that were not demonstrated were the problems in coherence. Table 38 below lists the types of coherence problems exhibited in the students' texts at the start of the process.

Table 38
The types of coherence problems identified in different students' texts at the start of the process

Area	Problem	TK	AB	CN	JF
Coherence (macrostructural level)	▪ Variable linkage to task prompt in the introduction and conclusion at the whole of text level	✔	✔	✔	
	▪ Lack of introductions at the section level			✔	
	▪ Lack of conclusions at the section level	✔	✔	✔	
	▪ Variable linkage between the introductions at the section level and the introduction at the whole of text level	✔			
	▪ Lack of conclusion at the section level	✔	✔	✔	
	▪ Variable linkage between sections and between subsections	✔	✔	✔	
Coherence (local level)	▪ Variable linkage between paragraphs	✔		✔	
	▪ Instances of absence of information	✔		✔	
	▪ Instances of lack of expansion of ideas	✔		✔	✔
	▪ Instances of no relationship between ideas	✔		✔	
	▪ Instances of incorrect paragraphing	✔		✔	✔
	▪ Instances of misplaced information	✔		✔	
	▪ Instances of incorrect order	✔		✔	

As shown in Table 38, while students were able to create links between the introduction and conclusion at the whole of text level, their abilities to link these opening and closing sections of the text to the task prompt were quite variable,

providing further evidence that students may not have correctly interpreted all the new task requirements.

Interestingly, while all the students used an introduction and conclusion at the whole of essay level which they linked to each other, the same did not occur at the section level. As shown in Table 38 above, not all the students used introductions at the section level. Where introductions were used at the section level, their use varied. While AB and JF provided strong introductions which signposted the ensuing discussions in the bodies of the sections, TK did not. TK provided only brief introductions which linked poorly to the bodies of the sections and to her own introduction. Neither TK, AB nor CN used conclusions in any of their sections providing a possible explanation for the problem that these three students had in fully meeting the task requirement for analysis. In contrast, JF drew conclusions throughout the second section of the body of her text thus meeting the task requirement for analysis.

These findings show that the use of introductions and conclusions at the section level had not yet developed for most of the students. This lack of structuring knowledge not only affected coherence, but it also affected the students' abilities to meet the task requirement for analysis. As shown through chapter 3, this type of structuring knowledge was not addressed in either the text-based, skills-based or language-across-the-curriculum approaches to writing instruction in the first, second or third year units. This shows that when strategies for dealing with the general writing demands of the university, such as text length, are not taught through any approach to writing instruction, problems can persist even when students are exposed to this

demand from their first year of study. This finding also shows that it is not only new task requirements that can create problems. New demands on the form of the text can also result in problems.

Table 38 above also shows the variable degree of linkage TK, AB and CN displayed between sections and subsections. One reason for the variable linkage could be that TK, AB and CN did not recognise the new task demands for comparison. TK, AB and CN showed limited comparison between countries, and TK and CN showed limited comparisons between sources in the literature, thus explaining the limited use of these types of links. For TK and CN, however, this only partially explains the variable links. TK and CN had problems in developing logical relations at all levels of the text, even down to the paragraph level. This can be seen in the instances of absence of information, lack of expansion of ideas, lack of relationship between ideas, incorrect paragraphing, misplaced information, and incorrect order – the types of problems also reported in students' texts by Kaldor et al. (1998), O'Brien (1995), Stuart-Smith (1998) and Wikborg (1990).

Various reasons can be posited for these problems. From a textual perspective, these problems could be due to a lack of knowledge of the form of texts and could therefore present a problem with "basic" text structuring, particularly at the paragraph and inter-paragraph level. From the individual perspective, in which content and form are seen to be closely related, these coherence problems could reflect a student's problems in conceptualising, categorising and relating content knowledge at the point at which these coherence breaks occurred in the text. Hence these problems could be the result of the new demands in task requirements.

Research from the individual perspective also shows, however that editing and revision are an important part of the producing a readable text. Hence, the students may have had the structural knowledge and / or the content knowledge but did not edit or revise their work sufficiently. From a social perspective, these coherence breaks could reveal the tension between the shared knowledge of the classroom and the lecturer's need for knowledge to be demonstrated. In other words, the student may have understood the new demands of the task but may have assumed that certain ideas and the relationships between them do not need to be explicitly stated as they are understood within the context of the unit. This explanation suggests that the problems may not be the result of misunderstanding the new demands of the task at all, but the result of a misreading of the social context.

These findings on the strengths and problems in the students' texts at the start of the process show some support for the view that new demands result in problems in students' texts. However, they also show that this view does not explain (i) all the problems in students' texts, and (ii) the strengths that students can demonstrate in both "basic skills" and "new demands".

Thus far, the discussion has shown how the third year students had developed beyond the secondary level to demonstrate a range of tertiary characteristics in their writing. It also shows that a different range of problems existed in each of the student's texts each of which could be variously related to (i) new demands in task requirements, (ii) misreading of the social context, and (iii) personal effort in reviewing the text prior to submission. While the identification of problems in student texts and the reason underlying these can help in identifying ways to resolve

them, as the next section shows, changes in the students' texts did not always relate to the resolution of problems.

5.5.2 Change in the third year texts

Through the process approach to writing instruction, changes occurred across a wide range of characteristics of the text, some related to the problems in the texts identified in the analysis above, and some did not. Across the student group, these included changes in meeting task requirements, coherence, and forms of citation used. In addition, individual students made changes not reflected across the group as a whole. These changes are each addressed in turn below.

5.5.2.1 Task requirements

A range of problems in both meeting task requirements and coherence changed over the course of the writing and rewriting process. For all the students, changes occurred in meeting task requirements. The specific changes which occurred for each student are listed in Table 39.

Table 39
Changes which occurred in meeting task requirements for different students

Area of change	TK	AB	CN	JF
▪ Sources used	✔	✔	✔	✔
▪ IR analysis	✔	✔	✔	✔
▪ Content addressed	✔	✔	✔	✔
▪ Issues addressed	✔	✔	✔	✔
▪ Comparison between countries	✔	✔	✔	
▪ Comparison between sources in the literature	✔			

Table 39 shows that meeting task requirements improved for all the students showing that change can occur even for students who do not demonstrate a "problem" in their text (see Table 37 pg 274). All students changed at least some of the sources they used, reflecting the increased study the process provoked. Under guidance from the lecturer, the types and range of content and issues that could be addressed increased, and where it was previously lacking, comparison emerged between the governments of different countries. Over the course of the process, the depth and breadth of IR analysis increased for all the students to varying degrees under direction from the lecturer who also provided them with indications of where this analysis could be placed in the text. These findings show that the iterative process of writing, receiving feedback and then rewriting increased study and helped clarify the task requirements – one of the types of problems identified in the texts at the start of the process. The findings also suggest that in better achieving the critical thinking aspects of the task (analysis and comparison), so the students' depth of understanding may have increased under the influence of feedback. These changes in meeting task requirements show that changes in students' texts do not only represent the resolution of problems, they also represent further strengthening of the text.

5.5.2.2 Coherence

Along with the changes in meeting task requirements, came changes in coherence at the macrostructural level and, to a lesser degree, at the local level. The aspects of coherence that changed in the texts of the different students are summarised in Table 40.

Table 40
Aspects of coherence that changed over the iterative process for the different students

Changes	TK	AB	CN	JF
▪ Organisation of content into sections and subsections	✔	✔	✔	
▪ The introductions and conclusions at the whole of text and section levels and their connection to the task prompt	✔	✔	✔	✔
▪ Links between the introductions and conclusions at the section level with the introductions and conclusions at the whole of text level	✔	✔	✔	
▪ Links between subsection and paragraph sequences	✔		✔	

As shown in Table 40, TK, AB and CN made changes to the overall structuring of content. For TK and AB, who were graded initially at the fail and credit pass levels respectively, this involved a total restructuring of the way in which content was divided into sections and subsections. For CN, who had been initially graded at the distinction level, the change was less marked. JF, who had received a high distinction, made no change to the structure even though she revised the content of the text.

These structural changes in TK, AB and CN's texts show another change not directly related to a problem. A change in the structuring of content occurred for these students even though no problem had been identified in this type of structuring knowledge in their initial texts. It would appear that the students changed the macrostructure of the texts to accommodate the changes being made in the content as they improved their meeting of the task requirements. From the individual perspective, these changes demonstrate the strong relationship between content and form. Therefore the changes in the form of the text appear to have occurred as a

result of the students balancing the form of the text with the changed content of the text.

Alongside these changes to the overall structure of the text, table 40 shows that changes were also made to the introductions and conclusions at the whole-of-text level and the section level. At the whole-of-text level, the introductions changed to more strongly link to the prompt. In addition, definitions, conceptual frameworks and background information were supplied resulting in the number of paragraphs increasing in each introduction. With the development of the introductions came the development of the whole-of-text conclusions. As the introductions at the whole-of-text level became more focussed and better linked to the prompt, so the conclusions at the whole-of-text level improved their linkage to the prompt by better responding to the question posed. This also resulted in a change in the number of paragraphs which made up the conclusion. To differing degrees, all the students at the start of the process demonstrated some understanding of the requirements of introductions and conclusions at the whole-of-text level and the need to follow through from the signpost. By the end of the process, all the students demonstrated that they had strengthened that understanding. Here the resolution of problems in both structure and content combined to create changes. While some changes occurred to overcome problems in structure, other structural changes in the introduction and conclusion occurred to better meet the requirements of the task, again showing how the students made changes in the form of the text to accommodate demands from the context on the content of the text.

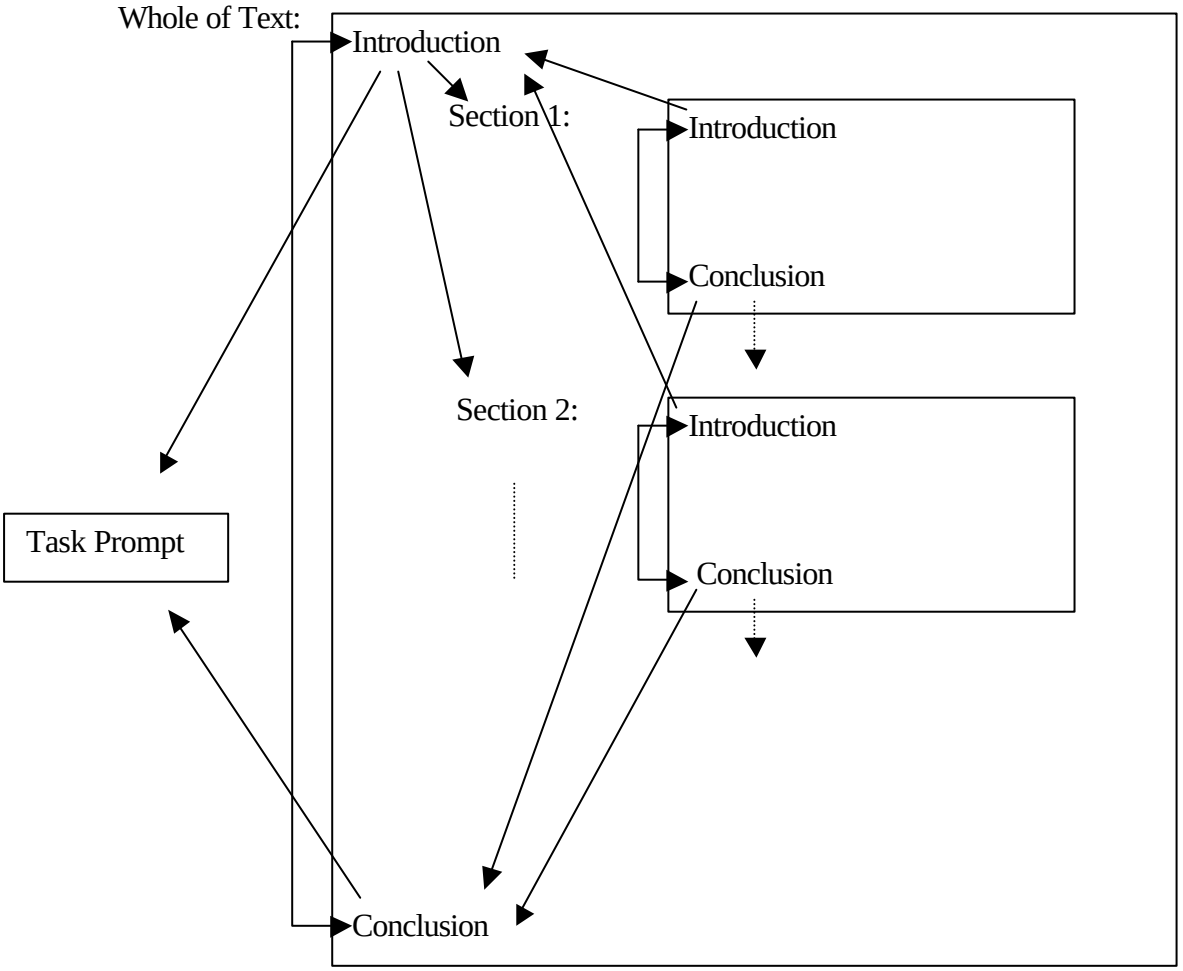
Over the course of the iterative writing process, changes to the introductions and conclusions at the section level also occurred. In her second text, CN added an introduction to each section, though the links to the signposts established in each of these introductions were variable. TK added a brief conclusion to each section that linked to her section introductions. AB, interestingly, dropped the section level introduction, and divided the section into subsections each of which presented with an introduction which provided a foundation for the rest of the body of the subsection. Also, interestingly, his subsection introductions developed links between other subsections within the section through the use of comparison and contrast. JF expanded the introductions to her sections through providing background explanatory information. A few further changes occurred for AB and CN in their third texts where a conclusion, which analysed the evidence in the body of the section, was added. These conclusions linked back to the prompt and whole-of-text conclusion.

These changes show a number of patterns. Firstly, the addition of section level conclusions in TK, AB and CN's texts shows the resolution of both a content and structural problem. However, other changes occurred where no problems had previously existed. AB removed his section level introductions resulting in a problem in the text where previously a strength had existed, and JF's expansion of her section level introductions, continued to improve an already existing strength. In attempting to meet task demands, it can be seen that the form and the content of the text changed for each of the students. While this often leads to positive changes, it can sometimes result in the emergence of a "problem" showing what can happen when students attempt to integrate the demands of the task with the form and content of the text.

These findings show that the process approach to writing instruction influenced these changes in the content and its structural organisation at the global level. In doing so, it helped a particular type of text pattern to develop and emerge for TK, AB and CN. This pattern is shown in Figure 19.

Figure 19

Emerging Text Pattern



As shown in Figure 19 , in this text pattern, the introductions and conclusion at the whole of text and section levels link to each other and to the task prompt. The introduction at the whole-of-text level links to the prompt. It provides a focus for the ensuing discussion and signposts the direction of the next level of discourse units: the sections. The introductions in each section link back to the focus established in the

introduction at the whole-of-text level and focus and signpost the direction of the discussion at each section level. The conclusion in each section then links back to its own introduction and may also provide a link to the next section. The conclusions in each section in turn link with the conclusion at the whole-of-text level which in turn links back to the introduction at the whole of text level and the prompt. It is this carefully woven set of links between the introductions and conclusions at the section level in which the students started to show changes. Through these changes the students were starting to resolve problems in structuring and linking the text at the section level.

Examination of this emerging text pattern suggests that in attempting to manage the form of the long and complex text in relation to the demands of the task, several of the students, over their years at university, built on their structural knowledge of the five paragraph essay learnt at high school. As discussed in chapter 2, the five paragraph essay comprises an introduction, body and conclusion. Typically, the introduction signposts three main points, each one of which is expanded in one of the paragraphs of the body. The conclusion provides the final summary. In expanding this structure, each paragraph of the body of the five paragraph essay becomes a section – explaining why many of the students started with three sections. As occurs in the five paragraph essay, the introduction on the expanded version continues to signpost the three sections, and the conclusion sums their findings. In developing this expanded version of the five paragraph essay, students were now learning how to incorporate an introduction and conclusion to each of the sections – a text structure not usually described in essay writing courses.

In terms of approaches to writing instruction, this finding also shows that when structural knowledge is not developed through any instructional approach to writing, then problems in dealing with the management of longer texts can persist. These changes in text pattern which resolved problems in the third year students' texts show that a process approach, which incorporates feedback on which the students can act, is one instructional approach that could be used to develop this knowledge.

While all students developed in some way in their use of and links between the introductions and conclusions at the whole of essay and section levels, the resolution of coherence problems at the local level within the sections was less dramatic and more variable for both TK and CN – the two students for whom these problems existed in their initial texts. While improving, TK and CN still showed evidence of: absence of information, lack of expansion, no relationship between sentences or d-units, incorrect paragraphing, misplaced information, errors in reference, and incorrect order.

These findings show that the process approach as practised in this setting had a less dramatic impact on coherence problems at the local level. As these problems are strongly related to the task and contextual understandings as discussed earlier, the findings suggest that by the end of the teaching-assessment process, TK and CN's depth of learning and/or their understanding of social constraints and requirements in writing had not sufficiently changed to make the types of changes required in the form of the text to overcome the coherence breaks identified. This may be due to the types of feedback given by the lecturer at the local level and is discussed in chapter 6.

Overall, this examination of the changes to the characteristics of coherence show that (i) changes can occur to resolve a problem; (ii) changes can occur when there is no problem (eg in the form of the text) in response to meeting another type of demand (eg in the content of the text); (iii) changes (eg in the form of the text) which occur in response to another demand (eg in the content of the text) can result in a coherence problem that had not previously existed; and (iv) where a change in the student's understanding of content and/or the context is limited, changes to problems in coherence can be limited.

5.5.2.3 Citation

While conventions in the form of citation and referencing were mainly adhered to by all the students with minor changes being made during the rewriting process, the manner in which in-text citations were used changed dramatically for all the students. These represent changes in which there were no problems in the conventions adhered to, but where the new demands from the classroom context resulted in change. Under direction from the feedback, these new demands of the lecturer resulted in all the texts progressively shifting to non-integral forms of citation until by the end of the process over 90% of the in-text citations were non-integral in all the final texts. This shows that changes can occur which are unrelated to any problems in the text per se, but which represent the meeting of new demands of the local context. It also shows how effective the process approach can be in ensuring that students meet these new demands that are specific to the unit and the lecturer.

5.5.2.4 Other individual changes

In addition to the changes identified across the four cases, there were a number of changes specific to individual students. These include changes that resolved problems, changes that resulted in problems, and changes for which no problem existed and no problem resulted. One example of an individual change that resolved a problem was TK's change from a hortatory stance in her first text to an analytical stance in her second text. This change occurred in the absence of direct feedback suggesting that the student had misinterpreted the task in the first text and on re-interpretation changed the text. This shows that care needs to be taken in determining problems in student writing abilities on the basis of a student's one and only written interpretation of a particular task – a situation which often occurs in the tertiary context.

Another set of individual changes shows change from no problem in the initial text to a problem in the changed text. This occurred with AB's referencing practices and CN's control over mechanics. In response to feedback, AB adopted incorrect referencing conventions in his second and third texts after having correctly referenced in his first text. This shows that contextual influences can sometimes result in problems in texts. CN's second text contained sentence run-ons that had not been in evidence in her first text. This is another example of change from no problem to a problem, in this case with the "basics". This change, however, was not in response to lecturer feedback suggesting a lack of editing possibly due to other external contextual factors impacting on her writing time such as work commitments or other study commitments. These changes also suggest caution in attributing problems in student ability on the basis of the production of a single text.

Another type of change was one in which the text was successfully executed (no problems existed), and changes were made in the execution which was also successful. This occurred in JF's texts when she changed her use of apostrophes and colons under direction from lecturer feedback (see pg 263) . The way in which JF had used these punctuation features was correct as was the changed way in which the lecturer wanted these punctuation features to be used. This also shows that contextual influences do not always result in the resolution of problems or improvements to the text.

This examination of the types of changes the students made to their texts both individually and as a group reveal that changes do not simply represent the resolution of problems. Current views of tertiary student writing focus on problems so that appropriate strategies can be identified to resolve these problems and hence develop their students' tertiary writing abilities. These findings, however, show that while some changes are directly related to the resolution of problems and the development of student writing, others are not.

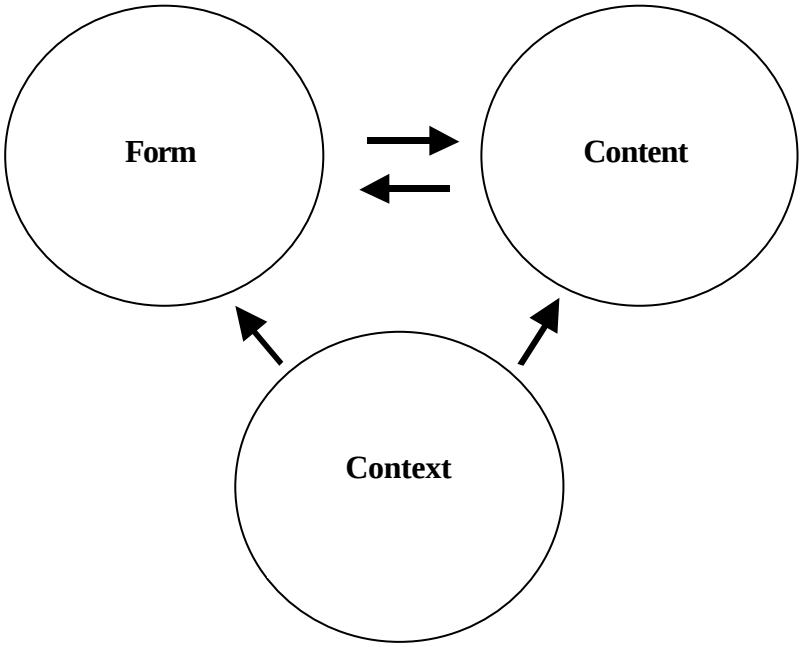
5.5.3 Another way of viewing writing

The findings of this study show that current views of tertiary student writing which attempt to explain student writing in terms of its problems do not fully account for the characteristics of individual students texts and the ways in which they change. As this study shows, student texts demonstrate strengths as well as problems. Problems at the third year level rarely relate to "basic" skills. Many of the problems, though not all, relate to "new demands". Some changes are directly related to the resolution

of problems. Some changes occur in the absence of a direct problem as a result of changes to rectify another problem. Some changes result in the emergence of problems where a strength previously existed, and some changes are unrelated to problems at all. This suggests the need for another explanation which fully accounts for the strengths and problems, and how these can vary even when the same student writes another text for the same task, in the same unit and discipline.

One way of explaining the characteristics of tertiary students' texts is to view the characteristics of any one text as being the result of the interplay between the form of the text (eg the mechanics, structuring), its content (eg the information and the ideas in the text) , and the demands of the social context (eg task, unit, discipline) as shown in Figure 20.

Figure 20
The interplay between form, content and context in tertiary student texts



As highlighted through the individual perspective (discussed in chapters 1 & 2), Figure 20 shows form and content influencing each other. However, as shown through the social perspective (also discussed in chapters 1 & 2), each of the elements of form and content are also influenced by the contextual demands, constraints and parameters of the university, the discipline and the unit. For undergraduate students, the contextual demands, constraints and parameters of a written task are usually set. Hence their influence is shown as being one way in Figure 20.

As shown through this study, each of these elements is understood to differing degrees by students. Students vary in their interpretation of contextual demands, constraints and parameters particularly where these may be new. They also vary in terms of their knowledge of form and content relative to the contextual demands, constraints and parameters of the task. Hence the characteristics of any one student's text shows the final result of how that student negotiated and integrated his or her understanding of the form, content and contextual demands at that point in time.

This view of student writing accounts for the various strengths and problems revealed in the texts in this study. As discussed earlier, all the four students' texts showed strengths in form which reflected a common understanding of both "basic skills" (eg mechanics) and the general contextual demands of the university and discipline (eg referencing conventions, academic expression, format). They varied, however, in a number of ways. Firstly, they varied in their understanding of the contextual demands, constraints and parameters related to the specific task. These often represented new demands which affected both content and form. They also

varied in their "reading" of the social context of the classroom – which knowledge could be assumed and therefore be left unsaid, and which knowledge needed to be demonstrated. This also affected both the content and form of the texts. Finally, they varied in their knowledge of form, in particular structural knowledge related to the management of long complex text, as well as in their understanding of the content.

Viewing the characteristics of a student's text as being the result of how the student negotiated the integration of these three elements also explains the different types of changes that occurred in the texts and why some relate directly to the resolution of problems and others do not. These are best illustrated through examples from the study. Some changes in the students' texts reflected a change in form or in content being simply integrated in to the existing text. For instance a change in understanding of a local contextual demand, such as the requirement for non-integral citations, results only in a change in form. This change does not influence content and hence can be readily integrated into the text, as occurred cross all the students' texts in this study. A change in understanding of the contextual demands on content can also sometimes be readily incorporated into an existing form, as occurred with JF who incorporated new content into her texts.

However some changes in form also require changes in content and vice-versa. Where the students are able to make and integrate both changes, so changes in one of these elements results in a change in the other. This could be seen for instance in the changes to the content and focus made by TK and AB resulting in a change to the macrostructural organisation of information showing why changes can occur, for example to form, where no problem existed in the form per se. Sometimes when

changing one element, such as content, and attempting to integrate these changes into an acceptable form, problems can arise as could be seen in AB's deletion of the section level introductions showing why changes, for example in content, can result in the emergence of a problem in form. Sometimes one element is changed without the necessary changes being made to the other element, such as CN's attempts to incorporate new content without resolving the problems in sequencing and logical rhetorical relations that already existed in the form of the text. This shows why some changes do not resolve problems.

This view of student writing moves away from attempting to explain tertiary students' writing abilities, as a group, to an explanation of the characteristics of individual texts. This individualised view of text explains why a student is sometimes more successful at negotiating and integrating form, content and contextual demands, and at other times less successful. It also suggests that individualised approaches to writing instruction may be able to help students to achieve this integration.

5.5.4 Influences on change

While the skills-based, text-based and language-across-the-curriculum approaches to instruction clearly played an important role in helping the students in this study shape their initial writing efforts and meeting general university and discipline demands, this analysis shows that the further changes occurred as a result of the process approach. Some of these changes could be attributed to the act of revising one's own work. This can be seen in the changes made in the absence of feedback. These include changes to the format and academic tone made by TK, the introduction at the whole of text level made by TK, AB and CN, the inclusion of introductions at the

section level by CN, and the incorporation of IR approaches and classification in analysis by JF. Many of these changes, though not all, could be related to the expectations and requirements that had been revealed through the language-across-the-curriculum, skills-based and text-based approaches taken in the teaching context (discussed in chapter 3).

However, the majority of the changes in the students' texts were in direct response to the feedback given during the process. Under the influence of feedback, students (i) increased their study as revealed through the new sources they used, (ii) better interpreted the task requirements, incorporating new issues, content, analysis and comparison as required, and in so doing probably increasing their depth of understanding (iii) changed their organisation and structuring of the information and started to develop a text pattern that helped them to create further connections across the text, and (iv) shifted to non-integral forms of citation.

While there has been some questioning of the value of feedback in the literature (Faigley et al., 1985; Hillocks, 1986; Leki, 1995), these findings show that individual teacher written feedback given within an iterative writing rewriting process has the potential to move students beyond what they have learnt through skills-based, text-based and language-across-the-curriculum approaches to writing instruction to help them better meet the specific demands, constraints and parameters of the classroom context. While these approaches support students in meeting the expectations of writing within the context, these findings show that the extent to which individual students can learn from these approaches and integrate their learning into their writing varies from student to student. They show how teacher feedback has the

potential to (i) personalise and make explicit those specific aspects to which an individual student has not "cued in" to on their own, and (ii) to show students *how* to integrate these aspects into their writing.

Often, where the feedback did not address a characteristic of the text, changes were not made. Feedback did not address (i) sequencing, development and linking of ideas at the local level with TK and CN, (ii) how to use introductions at the section level with TK, CN and AB, (iii) explicitness and idea expansion with TK and CN, (iv) how to appropriately use integral citation practices with any of the students, and (v) how to use specific punctuation features such as colons and semi-colons with any of the students. With a lack of feedback, these characteristics did not change.

This is not to suggest that all the feedback influenced textual change. Some feedback resulted in minimal or no change. This included feedback on the need for more analysis, more focus and use of topic sentences in TK's writing, and the need for signposts, improved essay fluency, topic sentences and specific content additions and/or explanations in CN's writing,

While these findings show that feedback within an iterative writing and rewriting process can influence change in students' texts and that a lack of feedback may possibly result in no or minimal change, it also suggests that different types of feedback may be more strongly related to change than other types. The relationship between different types of feedback and change are explored in Chapter 6.

6 The feedback: its characteristics and relationship with change

Chapter 5 showed how the strengths and problems in the students' texts changed over the course of the iterative writing process instituted by the lecturer, and in so doing, provided the scope for a different view of the characteristics of tertiary student writing to be developed. Rather than viewing student writing in terms of problems, this view sees the characteristics of tertiary students' texts as being the end result of how the students negotiated and integrated their understanding of the form, content and contextual demands at the time of writing. In addition, chapter 5 showed that feedback played a large role in the changes to the characteristics of the texts across all the cases, though it also showed that not all feedback resulted in positive change. This chapter investigates the types of feedback given and examines the relationship between the different types and change in the subsequent text across all the cases. It uses this view of tertiary student writing proposed in chapter 5 as a basis for explaining why certain types of feedback are more strongly related to change and why others are not.

The first section of the chapter examines the relationship between different types of feedback and change using the codes and definitions described in the methodology (pg 159). Throughout this section, representative examples have been selected to illustrate the feedback. The second section of the chapter discusses the patterns and relationships between different types of feedback and change that were revealed through the analysis. In this discussion, the findings of this study are compared to the findings of prior studies and are examined in relation to the role feedback can play in

helping students to develop, negotiate and integrate new understandings of form, content and contextual demands. The discussion ends by going beyond the examination of individual points of feedback to (i) examining the relationship between the various points of feedback and how this also influenced change, and (ii) examining the role that the iterative writing process also played in the findings.

6.1 The relationship between different types of feedback and change

The relationships between the different types of feedback and change in characteristics in the subsequent text across all cases are reported according to the characteristics addressed by the feedback. Each characteristic addressed is reported in a separate subsection, starting with feedback addressing surface characteristics such as mechanics and then progressing through to feedback addressing deeper aspects of the text such as information and thinking. Within each of these subsections, the relationship between the characteristic addressed, the scope of the feedback, the manner in which it was given and change in subsequent texts is identified.

6.1.1 Mechanics

Across all the texts in all of the cases, 58 points of feedback addressed mechanics. 40 (69%) were at the local level and 18 (31%) were at the global level. The following examines the manner in which the local and global feedback addressing mechanics was given and reports on the relationship that these types of feedback had with change in subsequent iterations.

6.1.1.1 Global Feedback

Examination of the data reveals that most of the global feedback on mechanics occurred on the second text through the use of the lecturer's rating sheet in which features as spelling, grammar, layout, proofreading and punctuation were rated on a five point scale from "poor" to "very good" (see appendix 1 for the rating sheet used). No relationship between this global evaluative feedback and change could be established. Mechanics, in all of the second texts, were mostly rated between "acceptable" and "very good". Where students had poorer ratings, these were usually reinforced with local feedback that identified particular problems and directed how change should occur. As there were no changes in mechanics identified which could be attributed to the ratings alone, the effect of global evaluative feedback on mechanics most probably lies in its relationship with the local feedback which addresses the same aspect of mechanics thus identifying for the student the reason for any lowered ratings.

While no clear relationship could be established between the many global evaluations on mechanics and the subsequent rewrites, a definite relationship with change in the texts can be determined from the only three global explanatory and prescriptive points of feedback given from across all of the texts. For example:

> *"..numerous problems with sentence construction ..where you run two sentences together .. scrutinise the whole essay for this" (feedback number 112 – CN text 2).*

These global points of feedback resulted in appropriate changes across the next iteration, suggesting that prescriptive global feedback accompanied by explanation can be effective in improving mechanics and editing with undergraduate students.

6.1.1.2 Local Feedback

While some global feedback on mechanics was given, most of the feedback on mechanics (69%) was given at the local level. Local feedback on mechanics was provided mainly through direct edits, though there were some examples of comments, prescription and indication.

30 points of feedback directly edited mechanics in the texts mainly through inserting commas, correcting spelling and inserting apostrophes. Of these, 5 were not relevant in the subsequent iteration as the corrected text was no longer being used due to the wider changes having been made across the text. Of the remaining 25 direct edits on mechanics, the students showed a high rate of compliance, complying with 22 of these (87.5%) and making the changes as per the direct edits. Interestingly, the remaining 10 points of local feedback which were given as prescriptions, comments or indications were also correctly changed by the students, but this time without the lecturer making the change for them, showing that the students were capable of correcting mechanics themselves once problems were highlighted. For example, in his second text, AB wrote:

> *"The overall result of this government intervention has been two major changes to collective bargaining.* Firstly erosion of industry-wide bargaining replace by increased company and even plant level bargaining and secondly, a reduction in the scope of the bargaining *(Kessler et al, 1992, p.245)."*

In response, the lecturer wrote the following comment in the margin

> *"Not a complete sentence"*

and in his third iteration the text was changed to

> *"There were two major changes to British collective bargaining as a result of this intervention.* <u>The first change was the erosion of industry-wide bargaining (replaced by</u>

increased company and even plant level bargaining) with the second change being a reduction in the scope of the conditions covered by the bargaining agreements (Kessler et al, 1992, p.245).”.

It would appear that many of the errors in mechanics did not reflect a lack of knowledge on a part of the students for two reasons. Firstly, they were able to self-correct. Secondly, errors were not consistent. For every error type, there were examples of correct grammatical or punctuation usage at other points in the text suggesting that the bulk of the mechanical errors were due to a lack of editing by the student.

Interestingly, the area in which all of the students appeared to have consistent problems, the use of colons and semi-colons, was not addressed by feedback and these errors persisted in each iteration as did TK’s consistent though unaddressed problems with the use of “it’s” versus “its” as highlighted in chapter 5.

6.1.1.3 Conclusion

Overall, it would appear that feedback on mechanics, whether it is in the form of a prescription or a comment, accompanied by explanation is an effective way of changing mechanics for tertiary undergraduate students. This appears to be effective both at the global and local level when given for each error type, resulting in generalisations across the texts. At the local level, direct editing is also effective in creating change. However, the relationship identified between prescriptive feedback and global change, and the relationship between comment feedback and global change suggests that direct editing of each and every error is not required. Direct editing may not even be desirable as an overabundance of direct editing shifts the

responsibility of identifying and correcting each error from the student to the lecturer.

6.1.2 Academic Expression

61 points of feedback across all the texts in all the cases addressed academic expression. 97% (59 points) were local and only 3 % (2 points) were global. What distinguished the global feedback from the local?

6.1.2.1 Global feedback

The only two global points of feedback addressing academic expression that occurred in the texts were prescriptive in nature and provided clear generalisable rules for the student to follow in their academic expression:

> *"Use lower case Roman numerals in numbering" (feedback number 12 – AB text 2)*
> *"Avoid using 'it can be seen' " (feedback number 33 – CN text 2).*

In the subsequent iteration both students complied across the text as required by the feedback.

6.1.2.2 Local feedback

Of the local feedback addressing academic expression, 36 points (61%) were given in the form of direct edits, with the remaining feedback being given variously in the form of comments, prescriptions, questions and indications.

The direct edits mainly addressed conciseness and precision in expression, and are shown as strike-throughs and italics in the following example.

There are

"~~It is necessary to examine the~~ different types of collective bargaining ~~and then~~

with different degrees of impact on the ER in a country and differing

~~consider what influence they may have and the~~ degrees of state intervention ~~taking place~~." (Feedback number 35 – CN text 2)

Compliance was high with students inserting 87% of the direct edits as written by the lecturer into the subsequent iteration.

Did this use of direct edits lead to "mindless copying"? While difficult to ascertain, there were the occasional examples of the lecturer having made an error in the direct edit, and the student copying that error without correcting it in the next iteration. There was also no clear evidence that these changes were generalised to other sentence constructions.

The comments mainly addressed awkwardness or academic inappropriacy in the student's writing and comprised statements such as:

"sentence too long" (feedback number 7 – AB text 2)

"this phrase is out of place here" (feedback number 21 – AB text 2)

These resulted in the targetted sentences and phrases being changed and, in some cases, removed. Where the comments could be generalised, such as sentence length, there were occasional examples of generalisation in the subsequent iteration.

Similarly, the prescriptions instructed students to re-write or rephrase particular sentences, phrases and paragraphs. These were usually changed in the next iteration and were responded to positively by the lecturer suggesting that students are able to rework some of their academic expression on their own. Further generalisations, however, were not observed in the texts.

Questions and indications were used mainly to query vocabulary use. In all cases, this resulted in the highlighted word not being used in the subsequent iteration. Whether or not the students learnt how to use the specific vocabulary highlighted is unclear as the highlighted word was not used again. This suggests a possible need for explanation on the part of the marker.

6.1.2.3 Conclusion

Examination of the feedback on academic expression and the subsequent changes made suggests that it is difficult for students to generalise from feedback addressing this aspect of writing. It would seem that academic expression needs to be dealt with at the local level as it arises. A large proportion of the feedback was given as direct edits and this certainly created direct changes in the subsequent iteration. However, feedback given in the form of comments, prescriptions, questions and indications also resulted in changes being accomplished, though this time by the students themselves. While this suggests that students may be able to accomplish changes on their own when the marker highlights the need for change, the effect of the feedback as a whole needs to be considered. Direct editing of academic expression provides models for the students. The presence of the direct edits may have helped the students when they attempted to deal on their own with other aspects of academic expression highlighted through comments, questions and indications.

6.1.3 Referencing and citation

63 points of feedback were given across all the texts addressing the students' referencing and citation practices. Of these, 26 points (41%) were global and 37 points (59%) were local.

6.1.3.1 Global feedback

Global feedback on referencing and citation practices was given in three major ways across the texts: prescription, direct edits with explanation, and evaluation. The global prescriptions provided clear "rules" for the students to follow such as:

> *"Put page no.s in with your in-text referencing" (feedback no.12 AB text 1)*
> *"Don't start a paragraph with a quote" (feedback no.23 TK text 2)*

and these were uniformly complied with across the texts in subsequent iterations.

Another particularly clear type of feedback used to address referencing and citation practices was the local direct edit accompanied by a global explanation and/or prescription. For example, AB's first text had been edited as follows (shown in strike-throughs and italics) :

> ~~*"Bamber, G., J. Goodman, J., Marchington, M., Berridge, M. & Snape, E (1988) found that similar to the USA*~~*, industrial relations in the United Kingdom has historically lacked high involvement by the government of the day, with a great reliance placed on collective bargaining to establish work and pay conditions* (B&S:1988:p..).
> Don't start paragraphs with a mouthful of authors. In-text referencing is best done in brackets at the end of the relevant sentence or paragraph" *(Feedback number 7 – AB text 1)*

This type of feedback comprising a model provided through a direct edit accompanied by an instruction and/or explanation also resulted in widespread generalisation in all the cases.

Referencing and citation was globally evaluated on the second text through the use of the rating sheet, with all students being rated either “good” or “very good” for correct use of in-text citation and quotation, and end-of-text referencing. No relationship between these global evaluative ratings and change could be established. Even where students rated well, if they were given other prescriptive feedback either at the local or global level addressing their referencing practices, they complied with these in their subsequent rewrite.

6.1.3.2 Local feedback

28 points (75%) of the local feedback addressing referencing and citation practices were given in the form of direct edits. These often repeatedly edited the same characteristic, for example changing integral referencing practices to non-integral, or changing the format of the end-text references. The students all complied with these direct edits and generalised the models with which they had been supplied through the direct edits, showing that clear models of referencing and citation practices can be generalised by all students without the need for multiple direct edits of the same error type.

The remaining 9 points (25%) of the local feedback on referencing and citation practices comprised questions and prescription. The questions asked for references to be supplied, e.g. “ref?”, and the students supplied a citation as requested in the subsequent iteration at that local point. Similarly, the prescriptions directed that particular quotes be paraphrased or that a reference be supplied. These also resulted in compliance at that local point.

6.1.3.3 Conclusion

Referencing requirements, both in-text and end-of-text, follow clear rules and conventions. It would appear that feedback which makes the "rule" for the form clear to the student, be that through direct editing, prescription or questioning, is effective in creating a change to desired practices. How much prescription or direct editing is required to change the form in referencing? In these cases, the lecturer often repeatedly corrected the same type of error. This analysis suggests that students are able to generalise the required form without this type of repetition, particularly if provided with a model through direct editing accompanied by an explanation and/or a global prescription.

6.1.4 Sources

Only global feedback was given on sources of information across all the texts, 7 (30%) of these being global prescriptions and 16 (70%) of these being evaluations. Of the 7 points of prescription, one instructed that academic sources be used and the rest prescribed that more sources or that specific sources be consulted. The global evaluations judged the quality, relevance, adequacy and number of sources used. These global evaluations were all given on the second text through the rating sheet and each of the students received ratings of "good" through to "very good".

Examination of subsequent texts revealed that the students complied to varying degrees with 5 out of the 7 prescriptive points of feedback. Instructions to use the book of readings and to use academic sources was fully complied with by TK who

had failed in her first text. However the direction on her second text to consult "more sources" resulted in no change in the sources cited in the third text. AB cited some of the texts to which he had been directed and CN did not cite in her subsequent iteration the source to which she had been directed in her first text.

There may be a number of possible reasons why compliance varied with this feedback. Firstly, the students may have consulted the text, but not cited it. Another possible reason is the dissonance which may have arisen in the students' minds between the prescriptive feedback, the evaluative feedback and the grade given. Although the prescriptive feedback directed the students to more sources, the evaluations indicated that they were already doing well. This was confirmed by the grade which they had received and the amount of feedback directed at other aspects of the text. This can be clearly seen in TK's writing. Her second text resulted in an improved mark of 67%. Evaluations about the sources used in the second text were all positive. She received only one point of feedback instructing her to use more sources written at the end of the text, but had received copious amounts of other feedback in the text addressing matters of paragraphing, mechanics and academic expression. Given that she had only one week in which to rework the final text, she may have chosen to work on those aspects which had gained more prominence in the feedback.

6.1.4.1 Conclusion

A requirement to consult more sources can take a substantial amount of time on a part of the student. With a limited time to rewrite and improve their grade, students need to make a judgement as to what is most valued by the lecturer and what will

make the most difference to their final mark. With very few points of feedback addressing sources, students may have decided that these were not as important to the lecturer as the multiple points of feedback addressing other characteristics. This suggests that each point of feedback may not function on its own. It would appear that each point of feedback functions in relation to other points of feedback with students making decisions about the relative importance of each point of feedback, the amount of time it would take to address these points and the relative gains in marks which would result. This suggests that it is the feedback as a whole in conjunction with the grade that affects the students' choices in reworking the text.

6.1.5 Organisation

77 points of feedback across all the texts in all the cases addressed the organisation of the texts. Of these, 36 (47%) were global in scope, while the remaining 41 (53%) were local.

6.1.5.1 Global feedback

The global feedback on organisation was given through evaluation and prescription. The evaluations were mainly given on the second texts through the rating sheet and rated features such as "introduction", "conclusion", "fluency", "paragraphing" and "topic sentences" on a five point scale from "poor" to "very good" (see appendix 1). Most of the texts received positive evaluations for organisational aspects and hence these evaluations did not create change in subsequent iterations. TK was the only student who received global negative evaluations for organisation, with both "paragraphs" and "topic sentences" being rated as "marginal". These negative

evaluations, however, appeared to have limited effect on the subsequent iterations. Changes in the text which related to paragraphing occurred only where local feedback was given. With no local feedback having been given in relation to topic sentences, no change occurred in TK's writing as shown in chapter 5.

The global prescriptive feedback on organisational aspects of the texts fell into two different categories:

- prescriptions given in general writing terms; and
- prescriptions given in relation to information and thinking.

The prescriptions given in general writing terms consisted of instructions which could have applied to any piece of writing, such as,

> *"Try to adopt the strategy of one idea per paragraph" (Feedback number 63 – TK text 2)*
>
> *"…when you write the essay, pay attention to the need to link together your various <u>pieces</u> of information into a relevant whole" (Feedback number 5 including the lecturer's underlining – CN text 1),*

Without further explanations or examples at the local level, changes were not evident in the subsequent iterations as shown in chapter 5.

Where global prescription on organisation was linked directly to information and thinking, however, dramatic changes occurred in the subsequent iteration. For example, the following point of feedback resulted in the complete restructuring of the text in the subsequent iteration.

> *"I… appreciate your decision to concentrate on three countries. I think it would have been more consistent and preferable in terms of organising your thinking for the essay to have used the same topics/headings for all 3 countries" (Feedback number 1 – AB text 1)*

6.1.5.2 Local feedback

Local feedback on organisation was given through prescriptions and direct edits. The prescriptions fell into two broad categories:

- those that were coupled with information and/or thinking and/or explanation; and
- those that that simply directed students to make particular organisational changes.

The local prescriptive feedback on organisational aspects that was coupled with information and/or thinking and/or explanation was highly successful in making appropriate textual changes in subsequent iterations. For example:

> *"Your introduction should define globalisation … give an idea of its full scope as a topic before moving on to indicate which particular issues are focussed on" (feedback numbers 10 & 11 including the lecturer's underlining – TK text 1)*

As the above example shows, this type of feedback appears to have been particularly powerful when linked to the introduction and the conclusion. Prescriptions on the nature and form of the information in the introduction to the essay had much wider effects than simply a change at the local level. This was particularly noticeable when the students were given concepts which could be used as appropriate signposts. For instance, when AB was given the following feedback on the introduction to his first text he not only changed his introduction but also the way in which he structured his entire text:

> *"…. emphasise the principal themes – eg legislation, framework for CB, role as employer etc" (feedback number 6 – AB text 1)*

This type of feedback appears to have guided the students both in their introduction and in their subsequent macrostructuring of the text by providing a strong conceptual framework. The change arising from this type of feedback can be seen in both TK and AB's changes from their first texts to their second as shown in the Chapter 5 (pg 179 and 203).

Local prescription on conclusions, while not affecting the structure of the other parts of the essay, was also powerful. They improved the texts by showing students how to draw their argument together through, for instance, synthesis, comparison or analysis. For example, the lecturer provided the following feedback next to the concluding paragraph of CN's section on "Government and labour law" in her second text,

> *"… it provides a reasonable summary of each country's approach to labour law but no real analysis of the similarities and differences…you need...to explicitly point these out to the reader." (feedback number 32 – CN text 2).*

This feedback resulted in a comparison of similarities and differences between the countries in the subsequent iteration. This improved the conceptual links being made between the introductions, the assertions in the body of the text and the essay question.

Local prescription that directed students to make organisational changes without reference to meaning and content through, for instance, instructing paragraphs to be joined or moved, or topic sentences to be used, was less successful. While the students were highly compliant and made the changes through joining and moving, they did so without consideration of the impact this sometimes made on other parts of the text and did not make the necessary associated changes to ensure readability as could be seen in the continuing lack of coherence between and within paragraphs in TK and CN's texts as described in chapter 5 (pg 190 and 243). It would appear that this type of feedback resulted in the students relying on the lecturer to determine all the changes needed to "make the text work". The same situation applied with the

direct edits, where students joined paragraphs and deleted information without consideration as to how the whole text now read.

6.1.5.3 Conclusion

It would appear that both local and global feedback addressing organisation is most effective when closely coupled with a focus on information and thinking. General feedback on organisation that is not embedded within the content and the ideas being developed through the writing, such as "use topic sentences", results in minimal textual changes. The results also show that feedback on organisation that directs students to make changes such as to join or move paragraphs without explanation results in compliance. However, without requiring the student to engage with the impact on meaning that these changes can make, the resulting changes to the text may not be completely satisfactory. This appears to be due to the feedback resulting in a shift of responsibility to the lecturer rather than the student and suggests that it may not be effective in further developing students' abilities to construct and organise text.

6.1.6 Information

Across all the texts, 39 points of feedback addressed the information presented in the text. Of these, 25 (64%) were global in scope and 14 (36%) were local.

6.1.6.1 Global feedback

Global feedback on the information in the text was given mainly through evaluation and prescription. Evaluations were predominantly given on the second text through

ratings on the 5 point scale from “poor” to “very good” under the headings of “evidence of adequate reading and research”, “key issues covered”, “effective use of evidence and sources to support points” and “effective use of case studies/examples/current events”. Across all the second texts, these were positive ranging from “acceptable” to “very good”. No direct relationship with subsequent textual changes could be made with this type of evaluation, though it may have provided guidance to students when considered in conjunction with other feedback.

The prescriptions for information provided clear direction for the students as shown in the following examples:

> *“Examine comparative and conceptual material in the role of the state in IR” (Feedback number 3 – AB text 1)*
> *“Your discussion of the US and Australia… is strong but you need to consider other countries. I’m thinking of newly industrialising countries … and industrialised countries such as …” (Feedback number 17 – JF text 1)*

The students complied with this prescriptive global feedback, integrating these broad information requirements into the organisation of the subsequent text showing that this type of feedback has profound effects on subsequent iterations.

6.1.6.2 Local feedback

Interestingly neither TK nor JF received any local feedback on the information in their texts – they had received all their feedback on information globally. AB received only one minor point of local feedback on information which was given through a direct edit. In contrast, CN had several points of local feedback on information provided through a variety of means including prescription, question and

explanation allowing a clear comparison to be made between local and global approaches to providing feedback in this area.

In CN's texts, both the local prescriptions and questions on information directed the student to supply more information at particular points in the text as shown through the following examples.

Local prescription:

> *"Comment on Australia (in this paragraph)…" (Feedback number 41 – CN text 2)*

Local question:

> *"Does the literature show that the growing trend to decentralised bargaining is affecting the public sector as much as the private sector?" (Feedback number 23 – CN text 1)*

While CN provided further information as directed by the feedback in the next version of the text, without the broader problems in the structuring of content having been addressed at the global level, the information was often poorly incorporated and poor coherence persisted as shown in chapter 5 (pgs 232 - 236).

6.1.6.3 Conclusion

It would appear that the students were able to incorporate feedback on information given at the global level, particularly where broad areas of coverage which needed to be considered were clearly and unambiguously articulated. This type of feedback helped the students to better understand the intent of the lecturer in the prompt and helped direct their learning and research.

Local feedback on information, in the absence of a strong coherent structure to guide the whole text, can lead to additional information being poorly incorporated. This

suggests that the global structuring of content should be addressed by feedback prior to informational details being enhanced at the local level.

6.1.7 Thinking

58 points of feedback from across all the texts in all the cases addressed the quality of thinking. 32 points (55%) were global in scope and 26 points (45%) were local.

6.1.7.1 Global feedback

Global feedback on thinking was given in two ways: prescription with explanation, and evaluation. The prescriptive feedback, accompanied by an explanation of how to analyse, rarely addressed the quality of thinking alone. It was usually addressed in conjunction with information and/or organisation as shown in the following examples.

> *"..include a 'discussion' section at the end of each section … (which) considers the similarities and divergences in the government's role in each of the areas you discuss. This will strengthen the analysis considerably." (Feedback number 50 – AB text 2)*

> *"..distinguish between the various broad 'stances' governments take on IR ('voluntarist'/highly interventionist/something in between) and the resultant features of the legislative system that flow from these.." (Feedback number 2 – CN text 1)*

This global prescriptive feedback, which included an explanation of how to analyse in direct relation to concepts and their organisation in the essay, created substantial positive change in the subsequent iterations for all the students resulting in reorganised text, additional sections and strengthening of argument.

The global evaluations on the quality of thinking occurred primarily on the second text and addressed the quality of the analytical thought displayed, the logical development of argument and the extent of independent/original thought displayed. Like the other evaluations, these were scored on a scale ranging from "poor" to "very good" with the students all scoring between "adequate" and "very good". No relationship between these ratings on their own and the subsequent rewrite could be established. Their value most likely lies in their relationship with the prescriptive feedback which provides students with clear direction on how to improve their ratings.

6.1.7.2 Local feedback

Local feedback on the quality of thinking was mainly given in the form of prescriptions and questions. The prescriptions at the local level often asked for justification of claims or more analysis. For instance, TK, in her second text had written the following paragraph:

> *"The result of globalisation has been for Governments generally to lose power from the employers, but to balance this with gaining more power over the workers."*

to which the lecturer responded:

> *" Yes, but <u>more</u> analysis" (Feedback number 22 with lecturer's underlining – TK text 2).*

Unlike the global prescriptions on thinking, these did not explain how to accomplish the analysis and hence the resulting changes were often inadequate with only an additional phrase or sentence added as shown in TK's attempted changes (italicised) in essay 2:

> *"The result of globalisation for Governments, in general, has been to lose power from the employers due to their considerable impact on the local economy, but to balance this with gaining more power over the workers* by severely restricting union activity and promoting employee loyalty to their employers."

Local prescription addressing thinking was also given in conjunction with feedback on information. However, without an explanation on how to accomplish this analysis of information, the changes made in response to these were variable. For instance, in her second text, CN wrote:

> *"In recent times Australia has moved away from the traditional centralised system to a system of decentralisation, with the change of government in 1996 to a Liberal Coalition government. The change of government added the driving force for further changes to the "Federal Industrial Relations Legislation" (Gardner & Palmer, p. 37). The new legal framework in Australia focuses on the individual and the employer through Australian Workplace Agreements (Riley, 1997, p.2)."*

The lecturer responded:

> *"Stress the <u>uniqueness</u> of Australian government's role in IR – some other countries are interventionist, but not in the same way as Australia." (Feedback number 18 with lecturer's underlining – CN text 2)*

While CN made changes in her third text, these resulted in the following addition being made which added extra information but did not address the aspect of thinking that the lecturer was highlighting – "uniqueness".

> *"It is also important to mention that other employment relations systems have also used centralised wage bargaining systems. For example, Sweden and Germany used centralised bargaining in the 1970s and early 1980s which required government coordination at a national level."*

Questioning was another way in which feedback was given to encourage the students to better explain their arguments and reasoning at the local level. For example:

> *"What are the implications of these findings for the focus question?" (Feedback number 28 – AB text 2)*

The students' abilities to make appropriate changes in response to such questions varied depending upon their abilities to think through the question as well as their abilities to express their thoughts.

6.1.7.3 Conclusion

It would appear that prescriptive feedback on the quality of thinking which explains how to analyse (eg compare, distinguish, synthesise) is very powerful, particularly when related to the organisation of the text as shown through the global prescriptions given. Where feedback is general and lacks an explanation through, for example, an exhortation for "more analysis", students may falter.

6.2 Discussion

This discussion draws together the findings on feedback types and change by examining the types of feedback that are strongly related to change and the types of feedback that are poorly related to change. These relationships are explained in terms of the view proposed in chapter 5 by considering how the feedback influenced students' abilities to negotiate and integrate form, content and contextual demands. In addition, this discussion examines how the relationship between multiple points of feedback influences change, and how the process itself influences change.

6.2.1 Types of feedback strongly related to change

In examining the findings of this analysis, certain types of global and local feedback demonstrate a strong relationship with change. These are shown in Table 41 and discussed below.

Table 41
Types of global and local feedback strongly related to change

Scope	Manner and Characteristic addressed
Global	▪ Prescriptive feedback addressing organisation in conjunction with information and/or thinking and/or sources ▪ Prescriptive feedback addressing mechanics in conjunction with an explanation or example ▪ Prescriptive feedback addressing referencing and citation practices in conjunction with an explanation or example
Local	▪ Prescriptive feedback on the function, focus and signposts of the introduction in relation to the prompt ▪ Prescriptive feedback on the role of conclusions in analysis and the answering of the essay question at both the section and whole of essay levels ▪ Direct editing of mechanics ▪ Direct editing of referencing and citation practices ▪ Direct editing of academic expression ▪ Comments on academic expression ▪ Prescriptive feedback addressing academic expression ▪ Prescriptive feedback addressing information ▪ Prescriptive feedback addressing thinking

In examining Table 41 above, it can be seen that global prescriptive feedback addressing organisation of the text in conjunction with information and/or thinking and/or sources is strongly related to change. This type of global feedback can result in widespread deep changes to the information presented in the text, its organisation and its analysis across the text. This finding matches with Olson & Raffeld's (1987) finding that feedback focussing on content (information and ideas) in conjunction with its structuring significantly influences the quality of the rewritten text as revealed through holistic grading. The finding in this study shows that deep changes

can occur when students receive feedback which tells them *how* to make the text work *in combination with* the types of information they need to incorporate, where that information can be found, and the social practices for engaging with that information. It would appear that this type of feedback is effective because it, not only explains form and content in relation to contextual demands, but also provides clear direction to students on how to integrate these three elements into their existing texts.

Other types of global feedback which the findings show to be strongly related to change across the text are those which address the generalisable rules or conventions of mechanics, referencing and citation in a prescriptive manner, accompanied by an explanation and or an example. These types of feedback also result in widespread changes across the text. This finding is similar to Ferris's (1997) finding that global feedback on grammar results in substantive changes across the text. As mechanics and conventions of referencing and citation are “surface” characteristics of form that do not influence content, under direction from this type of feedback, they are easily incorporated into an existing text.

While several researchers have found these types of surface changes to improve the quality of writing with their ESL students (Ashwell, 2000; Fathman & Whalley, 1990; Ferris, 1997), in tertiary writing their influence on the perceived quality of the rewritten text would appear to be minimal. This could be seen in the case of TK who, despite complying with copious amounts of these types of feedback given on her second text, received only a minimal increase in mark in her third text. This conclusion is supported by Olson & Raffeld's (1987) finding that when this is the

only type of feedback given, students' marks do not necessarily increase. These findings show that while these rule-based surface characteristics can effectively change when prescriptive feedback is given, the appropriate use of these characteristics is not sufficient for writing to be perceived of as being "good quality" at the tertiary level.

Table 41 above also shows the types of local feedback that are strongly related to change. Local feedback that prescriptively addresses the functions of the introductions and conclusions of the larger d-units in the text in relation to the task prompt is strongly related to change, with some changes, particularly in introductions, creating widespread change across the text. This shows that feedback that attends to introductions and conclusions at the whole of essay and section levels has the potential to change the focus, content, analysis and structure of a text. Like the global prescriptive feedback addressing the organisation of the text in conjunction with information and/or thinking and/or sources, the success of this type of feedback lies in its focus on the integration of content and form with the demands of the context. In the case of introductions, this integration determines the focus of the writing and hence the form and content for the rest of the text making it a very powerful feedback type.

Another type of local feedback shown in Table 41 above which results in widespread change across texts is the direct editing of mechanics, referencing and citation – characteristics of form which do not influence content and for which there is a generalisable rule or convention. This suggests that providing a model for a generalisable rule or convention is sufficient for tertiary students to further generalise

on their own and readily integrate the changes into their existing texts. As discussed earlier, however, while these changes result in the adherence to rules and conventions of surface forms, with no changes in content, they do not result in perceptions of improved quality of writing.

While mechanics, referencing and citation adhere to generalisable rules and conventions, the same cannot be said for academic expression. Academic expression reflects socially accepted ways of "saying things" at the local level. Hence local feedback on academic expression results only in local, not global changes to the text. The findings show that direct edits, comments and prescriptions are strongly related to changes in academic expression. As changes associated with this characteristic of form do not influence content, they too can be readily incorporated by the students in to their existing texts.

While direct edits, comments and prescriptions are strongly related to change in academic expression, examination of the findings, also suggest that care needs to be taken in their selection. Even though direct edits can lead to effective change, this type of feedback places the responsibility for change with the lecturer. Local comments, such as "this reads poorly", and prescriptions, such as "rewrite more concisely", on the other hand, can prompt students to rework the text at that point on their own. These explicit comments and prescriptions in conjunction with a limited number of direct edits which can function as models would appear to be a combination which can result in positive change in writing in which the student takes a greater responsibility.

Table 41 above also shows that prescriptive feedback addressing either information or thinking can be strongly related to change. However, the effectiveness of that change is dependant on the degree of coherence already exhibited in the text. Where coherence is strong across all levels of the text, this type of feedback allows the student to incorporate the additional information and evidence of critical thought within the existing structure of the text as occurred with JF in her third text. Where coherence across the text falters, however, this type of feedback is not necessarily incorporated in a coherent manner into the text as shown by the effects of this type of feedback on CN's second text.

This finding shows that when the student has not adequately integrated form, content and contextual demands, feedback which is focussed only on aspects of content, such as information or thinking, results in continuing integration problems when the student attempts to incorporate changes into the text. This suggests that where texts are not effectively integrating form, content and contextual demands, feedback should focus on developing the integration through first focussing on the organisation and sequencing of the information and ideas in the text. Once the text shows integration, feedback can focus on extending the element of content at the local level.

In examining the types of feedback which are strongly related to change, it is interesting to note that while it has been suggested that teachers should not use prescriptive feedback (Leki, 1990; Lunsford, 1997), this study shows that prescriptive forms of feedback can be highly effective in producing change in texts. The influence of prescriptive feedback is confirmed by Ferris (1997) and Ziv (1984)

who found that that students took this type of feedback seriously and consistently complied with it. As this study shows, however, the effect of prescriptive feedback on changes which improve the quality of tertiary student writing depends upon the feedback addressing more than the surface characteristics of the form of the text. It needs to help students integrate content, form and contextual demands.

6.2.2 Types of feedback poorly related to change

While several types of feedback are strongly related to change, this analysis shows that other types of feedback, are not strongly related to change. These are listed in Table 42.

Table 42
Types of global and local feedback poorly related to change

Scope	Type
Global	▪ Evaluation of mechanics
	▪ Evaluation of academic expression
	▪ Evaluation of referencing and citation
	▪ Evaluation of sources used
	▪ Evaluation of organisation
	▪ Evaluation of organisation
	▪ Evaluation of information
	▪ Evaluation of thinking
	▪ Prescriptive feedback on organisation given in general writing terms
	▪ Prescriptive feedback on thinking given in general writing terms
Local	▪ Prescriptive feedback on organisation given in general writing terms
	▪ Prescriptive feedback on thinking given in general writing terms

In examining table 42, it can be seen that global evaluation on rating sheets, on their own, could be directly related to change. While this finding can be attributed to the

difficulty in analysing general feedback, it could also reflect the difficulty students may have in using feedback that is not text-specific. This finding is supported by Spinks (1998) who found global evaluation in the form of evaluation sheets to be of limited value. Both local and global feedback which address organisation or thinking in general writing terms unrelated to the information in the text and without explanation, eg “more analysis” and “use topic sentences”, are also not strongly related to change. This confirms the findings of many (Beach, 1979; Beason, 1993; Fathman & Whalley, 1990; Ferris, 1997; Olson & Raffeld, 1987; Sitko, 1993) that general feedback has less influence on student revisions than text-specific feedback. This finding provides further evidence that students need help in integrating form, content and contextual demands *as they relate to a specific task and text*. Where the feedback does not provide direction to students on how to specifically integrate form with the content and the demands of the task in their existing text, then their difficulties in negotiating this integration remains.

Viewing the characteristics of student writing as being the end result of how students negotiated and integrated the form, content and contextual demands at the time of writing provides insights into why certain types of feedback are more strongly related to change than other types of feedback. With each student having a different understanding of form, content and contextual demands, so they each integrate the elements in different ways. As these findings show, where feedback clearly and directly addresses understanding and integration of these elements as it relates to a student’s text at that time, it is more likely to result in change.

However, it is more than just the characteristics of individual points of feedback that influence change. While much of the literature (Ashwell, 2000; Beason, 1993; Chamberlain et al., 1998; Fathman & Whalley, 1990; Ferris, 1997; Jenkins, 1987; Olson & Raffeld, 1987; Spinks, 1998; Sweeney, 1999; Tapper & Storch, 2000; Ziv, 1984) and the discussion thus far have focussed on individual points of feedback, this study also shows that the relationships *between* the points of feedback can influence the type and extent of change that is made.

6.2.3 Relationships between points of feedback and their influence on change

This study reveals a number of significant relationships between points of feedback which appear to be strongly related to change. One relationship is that between global and local feedback. This relationship can be most clearly seen with global evaluation irrespective of the characteristic being addressed. While individual points of global evaluation were not directly related to change in this study, where negative global evaluation of a characteristic was later reinforced by local prescriptive or explanatory feedback which showed the student how to improve, changes did occur. Changes were variable where global feedback was not reinforced, explained or exemplified at the local level as had occurred with the global prescriptions to consult more sources which had not been supported by local feedback. It would appear, therefore, that global feedback is more likely to be related to change where it is augmented and supported by local feedback which models and makes clear to the students how and where the global feedback can be applied in the text.

Another important relationship which affects the influence of feedback on change is the degree to which different points of feedback "send the same message". Where feedback conflicts, for instance where students are directed to improve their text on an aspect of their writing for which they had also received positive feedback, change is less likely to occur. This occurred with CN's lack of use of the organisational feedback supplied on her first text and TK's lack of adherence to the request to use more sources given on her second text. This suggests that markers need to ensure that the separate points of feedback they give complement and reinforce each other.

Ensuring that separate points of feedback are not contradictory can be difficult when staff attempt to provide positive feedback. While the literature shows the need for markers to provide positive feedback (Beason, 1993; Cohen & Cavalcanti, 1990; Hyland, 1998; Spinks, 1998), these findings suggest that being overly positive may be counter-productive, resulting in students not making the necessary changes.

Another important relationship to emerge is the relative amount of feedback given in one area as opposed to another. It would appear that students attend to those areas which receive the most feedback, sometimes to the detriment of other important, yet less emphasised, feedback. This can occur for instance where copious amounts of feedback are given to surface textual features (such as mechanics, referencing and academic expression) which can then "overwhelm" an important point of feedback on deeper aspects of the text. In the study, this occurred on TK's second text when over-emphasis of the more surface aspects may possibly have obscured the need for deeper changes which were also highlighted in the feedback. This finding shows that feedback as a whole needs to be balanced, focussing across all the elements of

content, form and contextual demands and, where appropriate, providing clear direction to the students on their integration.

These relationships between the various points of feedback, then in turn, function in conjunction with the grade allocated. The relationship between the grade and the overall feedback would appear to be very strong. The grade provides the students with a means to judge the relative importance and value of the feedback. There are a number of instances in which the grade may have played an important influencing role in this study. For instance, in TK's first text, she received only 23 points of feedback. These were generally negative and were accompanied by a mark of 40%. The change in her subsequent text was dramatic suggesting that the initial low mark was an important part of her much improved performance. CN, on the other hand, also received 23 points of feedback on her first text, but although changes were asked for, the mark she received was 75%. Fewer changes were seen in the subsequent text and many of the problems highlighted in the first text persisted in the second as shown in chapter 5 (pgs 232 - 236). The mark on her second text dropped to 70%. These findings suggest that based on their aspirations and the time they have left to rewrite, students make decisions about the most expedient ways of responding and this is reflected in the changes made to the text. They also show how important it is for feedback to indicate the most salient aspects to which students must attend in order to improve their grade. This need for clear feedback on improvement relative to the grade is confirmed by reports from students who were disappointed with their grade and the lack of feedback on how to improve (Spinks, 1998).

Thus far, this discussion has considered the relationship between individual types of feedback and change, as well as the relationship between various points of feedback (including the grade) and change. However, it would appear that the teaching-assessment process itself had a bearing on the influence of the feedback.

6.2.4 The role of iterative process

In this study, the feedback under investigation was given within a teaching assessment process in which the students received a mark for each version of the text. While teachers often do not give marks to draft work, it would appear that the marks provided to each version of the text in the iterative process investigated in this study influenced students in two major ways. Firstly, it helped develop a high level of student compliance in attending to the feedback given. Secondly, it got the students to start early in the semester on their writing task rather than leaving it to the last minute. In this study, the first piece of writing was due in week 6 while the final piece was not due until week 13. In this way the students had over 7 weeks to work to address the feedback and rework the text. The teaching-assessment process itself, therefore, provided what Nelson & Hayes (1988 p. 19) term a "high investment writing situation" for the students.

With the students investing in the task and attending to the feedback, the process provided the instructional means by which the lecturer could help students deal with their emergent understanding of the content within the social demands of the task as well as their expression of that understanding. This shows how a process approach with staged marks can provide an opportunity for students to attend to and integrate

the contextual demands on form and content *where appropriate types of feedback are given*.

While on the one hand, we can see how the process facilitated changes in the characteristics of the text through ensuring compliance, on the other, there was some evidence that the process also restricted learning to some degree by making the students overly dependent on the lecturer to identify problems and provide direction for improvement. As the results show, where the lecturer did not indicate a need for improvement, change often did not occur. Similarly, where the lecturer took responsibility for making meaning, through, for example, the resequencing of information, the students left the meaning making to the lecturer rather than attempt to make meaning on their own. These findings provide some evidence for the concerns various researchers have expressed for iterative feedback. These include the handfeeding of information (Sweeney, 1999), reduced ownership of writing (Hyland, 2000) and student compliance resulting in a lack of critical engagement both with their own ideas and the marker's feedback (Muncie, 2000; Sperling & Freedman, 1987)

Some of these problems arising out of the process, however, appear to be related to the types of feedback given and could be overcome in part by the way in which it is provided. In this study, at those times where the lecturer did not take control over the meaning making, but provided sufficient scaffolds for students to make meaning on their own, there was evidence of students having critically engaged with ideas. The findings suggest that the use of explicit global feedback complemented by sufficient local feedback to clarify the points made globally provides the scaffolds needed. This

type of feedback combined with an iterative process with staged marks ensures compliance in attending to the task while minimising handfeeding, the lack of critical engagement and the loss of ownership.

Overall, the findings from this analysis of feedback show that feedback can improve the quality of tertiary students' texts. In order to do this, however, feedback needs:

i. to be clear and direct as occurs in prescriptive feedback;
ii. to encourage the students' own meaning making through global feedback supported by local examples;
iii. to address the integration of content, form and contextual demands; and
iv. to be given in a context in which the students invest highly in the writing, attend to the feedback and act on it.

With feedback rarely being given in this way in the undergraduate setting, it is no wonder that students are dissatisfied with the quality and usefulness of the feedback they are getting, and that questions are raised about its value. The findings of both chapters 5 and 6 suggest that students whose texts are graded below the high distinction level (80%) require an opportunity to engage more than once with the integration of form, content and the contextual demands of a specific task in a specific unit under the direction of those charged with teaching and assessing them.

.

7 Conclusion

This study aimed to answer the question, "What is the relationship between teacher written feedback and change in the characteristics of tertiary student writing?", through examining the texts of students in their final year of undergraduate study, how they changed when feedback was given, and how the different types of feedback were related to the changes made. By investigating this relationship within the specific context of the classroom, the school and the university, the study also shed light on other approaches to writing instruction and on two major views of tertiary student writing: the view that students have deficits in the basic skills of writing, and the view that the problems in students' texts are due to the new demands of the tertiary context.

In answering the study's first sub-question on the characteristics of final year undergraduate students' texts prior to receiving feedback, the findings of chapter 5 suggest that third year students can demonstrate many of the generalisable forms of writing. These include the "basics", such as mechanics and division of the text into an introduction, body and conclusion, as well as those forms required by the university, school and discipline, such as forms of citation, use of the third person, and division of the body of the text into sections. Chapter 5 also shows that students' texts can vary. In particular, they vary in the task requirements they meet and the coherence they display. A number of reasons appear to underlie these variations. Firstly, students interpret the contextual demands of the task within the unit differently. This affects their study, the content they select and the way in which they

express that content. In addition, their understanding of the content they selected and of various forms in textual production differs. This results in each text having different characteristics.

In answering the study's second sub-question on how texts change when final year undergraduate students are given feedback and the opportunity to revise, chapter 5 showed that changes occur mainly in response to the feedback given. Examination of the changes revealed that change can occur for a number of reasons including: (i) the resolution of a problem, (ii) the accommodation of other changes in the text (eg a change in form to accommodate a change in content); and (iii) the meeting of demands that are unrelated to any problem. While these changes can often improve the text, the analysis showed that some changes make no difference to the strengths or problems in the text and some even lead to the emergence of problems where a strength had previously existed.

This study's examination of the characteristics of tertiary student writing and their changes showed that the two main views of the problems in tertiary student writing, the "deficit" view and the "new demands" view, do not adequately explain the characteristics of tertiary students' texts. The student's texts in this study did not show evidence of a lack of basic skills, and "new demands" do not account for all the problems and changes identified. In addition, neither of these views account for the strengths in the texts. Using insights from across the textual, individual and social perspective into writing research and instruction as discussed in chapters 1 and 2, this study has proposed a different view of the characteristics of tertiary students' texts which goes beyond a consideration of the problems in students' texts to explain the

strengths, problems and changes in student writing. In this view, the characteristics of a given tertiary student text are seen as being the end result of how the student negotiated and integrated his/her understanding of form, content and contextual demands at the time of writing.

In answering the study's third sub-question on the relationship between feedback types and change in characteristics, chapter six further showed that the view proposed in this study explains why certain types of feedback are strongly related to change and others are not. Two groups of feedback were found to be strongly related to change: (i) those that clearly and directly address characteristics that can be readily integrated into the existing text, without the need to renegotiate the integration of form, content and contextual demands, and (ii) those that clearly and directly address characteristics *and* indicate to students how to renegotiate the integration of form, content and contextual demands *where the integration in the existing text needs to change*. The findings also showed that feedback which does not provide guidance or make explicit how to negotiate a necessary change in the integration of these elements is not strongly related to change.

By examining the students' texts, their changes and feedback within the broader social context, the study was also able to shed light on the influence of various approaches to writing instruction on the characteristics of students' texts and thus the relative influence feedback can have on improving writing. Chapter 5 showed that a strong relationship existed between the general university, school and discipline-based characteristics in the students' texts and the skills-based, text-based and language-across-the-curriculum approaches to which they had been exposed as

described in chapter 3. The repeated exposure to these generalisable expectations appears to have resulted in their demonstration in all the students' texts without prompting through feedback. The specific task requirements and their coherent expression within the constraints and parameters of the unit, however, were unique. The findings suggest that the students use the knowledge they bring from prior experiences, learn through the context, and gather through their own study and interpretation of the context. They attempt to integrate their understandings of form, content and contextual demands and constraints, within the time available, to produce the text that is submitted for marking. Feedback within a process approach, however is the only instructional technique which can address students' integration of form, content and contextual demands relative to their own individual understandings of a specific task within a specific unit. As shown through this study, when feedback addresses both the understanding and integration of form, content and contextual demands, students can progress *beyond* what they learn through other approaches.

7.1 Implications

The conclusions from this study have a number of implications for tertiary institutions that are interested in improving the writing of their students. With the characteristics of student writing being tied to specific tasks in local contexts, the view proposed in this study suggests that lecturers will always be disappointed to some degree with a proportion of their students' writing as they grapple with integrating their understanding of the contextual demands, the content and the appropriate form for a specific task. This has implications for how universities

respond to the concerns staff have about their students' writing. While many staff adhere to the deficit view, the findings suggest that native speakers of English who have met English entry requirements for the university do not have problems with the "basics". This implies the need for staff development in tertiary student writing so that lecturers can better understand why their students' writing does not meet their expectations and the role that disciplinary staff themselves need to play in writing instruction. While disciplinary staff would no doubt prefer instruction placed outside the disciplinary classroom with dedicated writing instructors, this can only be of limited value as external writing instructors cannot address the main problems in tertiary student texts that this study identified – those related to specific demands of the task within the unit.

This study also shows how instruction in the disciplinary class needs to go beyond the skills-based, text-based and language-across-the-curriculum approaches to writing instruction in order to overcome each students' specific problems in understanding and integrating form, content and contextual demands. The findings of this study suggest that feedback *during* the process of writing for a disciplinary task within a disciplinary unit should be given – a form of instruction which rarely occurs in the undergraduate disciplinary classroom. With the literature pointing to the multiple problems with the feedback that students receive, this study also points to the need for staff development in the provision of the types of feedback identified in this study which can help students to understand and integrate content, form and contextual demands.

7.2 Limitations of this study

This study has a number of limitations. Even though the study examined the writing of students from across the grading spectrum along with a wide range of feedback types, a limited number of texts from a limited number of students was examined, and the feedback analysed came from only one marker. A further limitation is the lack of student input explaining the characteristics and their changes in each of the texts in the process leaving relationships between feedback, other instructional approaches and change to be determined from the context, the feedback and the written characteristics of the texts alone. With this lack of student input, characteristics in the texts could be identified, though the students' reasons for their use could not be established.

7.3 Suggestions for further research

These findings and limitations suggest a number of directions for future research. Firstly, the view of tertiary student writing proposed in this thesis needs further investigation. This includes investigation within and between different disciplinary contexts, tracing and examining multiple texts of individual students:

- from one year to the next;
- in different year groups (first, second and third year);
- in iterative writing situations; and
- in non-iterative writing situations.

In each of these investigations, the characteristics and changes displayed within the texts need to be examined in relation to student input explaining the rationale behind the choices and the changes made to the texts.

Secondly, instructional techniques within the disciplinary classroom setting, in particular feedback, need further investigation in relation to writing outcomes and the view of tertiary student writing proposed in this thesis. This includes investigation of:

- feedback types from different markers;
- feedback given within iterative and non-iterative contexts; and
- other instructional techniques within iterative and non-iterative contexts.

By understanding student writing better, acknowledging the strengths that students bring, and acknowledging the role that disciplinary staff play in the quality of writing that students produce, universities will be able to demonstrate that they produce graduates with good writing "skills".

Appendix 1: Rating sheet for text 2

	V. good	Good	Acceptable	Marginal	Poor
Depth and Breadth of Coverage					
Evidence of adequate reading and research					
Key issues covered					
Effective use of evidence and sources to support points made					
Effective use of case studies / examples / current events					
Critical Elements					
Evidence of analytical thought					
Evidence of independent / original thought					
Avoidance of plagiarism					
Logical development of argument					
Structure, Language and Conventions					
Overall fluency					
Introduction					
Conclusion					
Paragraphing					
Use of topic sentences					
Spelling					
Grammar					
Punctuation					
Layout					
Proofreading					
In-text referencing					
Bibliography / references in correct format					
Number of references consulted					
Relevance of references consulted					
Quoted intoduced and acknowledged correctly					
Length					

General Comment:

Mark:

Appendix 2: TK text 1 macrostructure map

"The global economy is a great leveller – but it levels downwards" To what extent is globalisation affecting IR systems and outcomes throughout the world? Who stands to win (and lose) in the employment relationship as a result of globalisation? Discuss.				
	Section 1	**Section 2**	**Section 3**	
Introduction *Para 1.* Signpost: labour exploitation, unions & OHS *Para 2.* Globalisation is not good	**Child Labour** *Para 3.* Exploitation, poverty & children. Military response to uprising workers *Para 4.* Problems of codes of practice. Child labour statistic *Para* 5. Child labour numbers *Para 6.* Children working in poor conditions. Profits should be used to help children. *Para 7.* Poverty is reason for child labour. Steps are being taken. Public pressure is the key. Problems with child exploitation. *Para 8.* Thailand calls for policies to reduce child labour *Para 9.* Labelling companies that use child labour. Companies promoting good working conditions. Min wages would reduce need for child labour *Para 10.* Monitoring of companies. Difficulties in monitoring. Public has a role.	**Unions** *Para 11.* International trade unions join to solve child labour. Unions not usually successful in alliances *Para 12.* Unions do not influence decision making *Para 13.* Decrease in union membership. Unions adapting to changing environment *Para 14.* Fundamental principle of unions to protect workers and negotiate for them	**OHS** *Para 15.* Introduction of OHS laws *Para 16.* Some countries have OHS laws but do not enforce. Factory owners cut corners *Para 17.* Horrific working conditions. *Para 18.* Multinationals visit factories. Employees are their own worst enemy. *Para 19.* Statistics on Chinese OHS situation *Para 20.* Increase in environmental pollution	**Conclusion** *Para 21.* Developed world oblivious to problems in other parts of the world *Para 22.* Every one should try and pressure Multinationals *Para 23.* We should not be complacent

Appendix 3: Comparison of coherence across AB's texts

Characteristic	Text 1	Text 2	Text 3
Whole of text level			
Introduction connects to essay question	Partially – role of govt in employment relations not included in introduction *No feedback*	Connects to question by addressing role of govt in IR	As per text 2
Introduction states purpose/scope	Yes – limited scope to 3 countries and provided a rationale *Feedback no. 1 & 6 directed student to focus on themes instead*	Yes – limited scope to 3 countries and provided a rationale in para 2	As per text 2
Introduction defines key terms	No definitions *No feedback*	Definitions of IR/ER and actors provided in para 1 *Feedback no. 1 states "nice intro"*	As per text 2
Introduction summarises analysis	No, but states in para 3 that trends would arise out of the review of the literature *No feedback*	No summary of analysis *No feedback*	As per text 2
Signpost in whole of essay introduction	Signpost (oversignalled) of the structure of the text *Feedback no. 6 notes repetitiveness*	Signposts conceptual framework which guides the structure of the text into the various roles govt can take (oversignalled) *Feedback no. 5 suggests change to signpost wording*	Oversignalling removed and wording changed. Same conceptual framework as signposted in text 2.
Adherence to signpost in headings of main sections	Yes – direct link between countries signposted and headings for sections	Yes – direct link to sections with roles signposted and direct link to subsections with countries signposted	As per text 2
Sections organised into themes/issues	Sections organised by country (same countries as covered in class!!). Within each section, issues were addressed in subsections, but the issues were different from country to country *Feedback no. 1 suggests the use of the some headings for all countries.*	Sections organised into roles and the issues arising out of these roles	As per text 2

Conclusion connects to essay question	2 para conclusion. Does not explicitly answer question. – states that there are many different IR systems *Feedback no. 15 states that conclusion should have answered question*	5 para conclusion mostly answers question though lacks historical comparison *No feedback*	Shortened to 2 paras. Answered question by summing comparative differences. Still lacked historical comparison.
Conclusion identifies trends/analysis	No trends identified. No analysis *Feedback no. 15 stated that this was required*	Trends in govt intervention identified in each country	Overview of trends and analysis – most analysis and trends shifted to the new conclusions in each section
Conclusion notes implications of trends/analysis	No implications (as no analysis)	No implications *Feedback no. 28 asks what the implications of the findings are in relation to the question*	No implications in main conclusion – these were in the new conclusions to each section
Conclusion links to the sections of the body of the text	No links	Direct links to the sections with a para summarising the findings of each section of the body of the text	Links to the sections through comparison.
Section level			
Intro – section 1	Intro with historical perspective. No explicit signpost of the issues to be covered in subsections. Included analysis of govt involvement	No intro to sections, but intro to subsections *No feedback*	As per text 2
Intro - section 2	Intro with historical perspective. No explicit signpost of the issues to be covered in subsections	No intro to sections, but intro to subsections *No feedback*	As per text 2
Intro– section 3	Intro with historical perspective. No explicit signpost of the issues to be covered in subsections. Included an analysis of govt involvement	No intro to sections, but intro to subsections *No feedback*	As per text 2
Links between sections	No links between countries in each section *No feedback*	Links between sections across the subsections (i.e. countries) Eg the section protective standards in UK is linked to the section on rules of interaction between parties in UK in para 15 "Another sphere of IR in the IK which has historically lacked govt intervention …"	As per text 2

Links between subsections	Links through lexical ties	Links through comparison between countries in each section.	As per text 2
Coherence within subsections	Links through lexical, referential and conjunctive ties. Coherence established through chronological sequencing and comparison of govt approaches over time	Links through lexical, referential and conjunctive ties. Coherence established through chronological sequencing and comparison of govt approaches over time	As per text 2
Links between paras	Links through lexical ties. Relations established between paras generally meet expectations. Poor relations and linking between Paras 17 – 20	Links through lexical ties. Relations established between paras generally meet expectations.	As per text 2
Coherence within paras	Ideas linked though approp use of referential, lexical and conjunctive ties. Ideas are introduced and expanded. Relations established between sentences generally meet expectations.	Ideas linked though approp use of referential, lexical and conjunctive ties. Ideas are introduced and expanded. Relations established between sentences generally meet expectations.	As per text 2
Conclusion – section 1	No conclusion *No feedback*	No conclusion *Feedback no. 50 suggests the addition of a concluding discussion section with comparison of roles*	Concluding subsection added with trends, analysis and implications
Conclusion – section 2	No conclusion *No feedback*	No conclusion *Feedback no. 50 suggests the addition of a concluding discussion section with comparison of roles*	Concluding subsection added with trends, analysis and implications
Conclusion – section 3	No conclusion *No feedback*	No conclusion *Feedback no. 50 suggests the addition of a concluding discussion section with comparison of roles*	Concluding subsection added with trends, analysis and implications

Appendix 4: Comparison of citation referencing and sources across CN's texts

Characteristic	Text 1	Text 2	Text 3
No. of academic texts	15 *No feedback given*	22 *Feedback no. 85 states "Great research. V. comprehensive"*	As per text 2
No. of non-academic texts	0	0	As per text 2
Adherence to in-text citation conventions	Direct citation of sources – correct Citation of sources cited by others – problems in adherence in non-integral citations *Eg Para 9* *"Goetschy & Joher (cited in Bamber and Lansbury, 1998, p.179) …"* *and* *Para 17* *"Jacobi, Keller Muller-Jentsch cited in (Ferner and Hyman, 1992, p. 248) …* *and integral citations eg Para 28* *"Wheeler and McClendon cited in (Bamber and Lansbury, 1998, p. 71)* *No feedback given*	Direct citation of sources – correct Citation of sources cited by others – problems in adherence in non-integral citations Eg Para 8 "Thompson (cited in Bamber & Lansbury, 1998, p.96)" *Feedback no.s 22, 23, 47 and 57 directly edited the format*	Direct citation of sources – correct Confusing book chapters in edited books with he form for citation of sources cited by others. Now citing sources cited by others in non-integral citations as follows: (Baathge and Wolf (1995) cited in Kochan, Lock and Prioe, 1995, p.231)
Adherence to end-text referencing conventions	Yes	Yes	Yes
No. of total in-text citations	40	53	56
No. of integral citations	30 *No feedback given*	23 *Feedback no.s 24, 25, 39 directed CN to non-integral forms of citation*	1
No. of non-integral citations	10	30	55
No. of denotational	8	2	0
No. of evaluational	22	21	1

Appendix 5: Comparison of academic expression and mechanics across JF's texts

Characteristic	Text 1	Text 2	Text 3
Incorrect use of vocabulary / phraseology	"supposition" para 4. *Feedback no. 5 dir edit to "proposition"* "portrays" para 13. means "reflects". *No feedback*	No problems identified None of the vocabulary or their substitutes identified in text 1 used in this text (text had changed substantially)	No problems identified None of the vocabulary or their substitutes identified in text 1 used in this text
Use of Apostrophes	*Feedback 12 & 13 – dir edits removing apostrophes with date eg 1980's even though this is an acceptable grammatical form (Choy & Chew, 1987; Swan, 1980)*	All dates with apostrophes removed	As per text 2
Use of Colons	*Feedback 14 requested that colons not be used to introduce quotations (referred to them as "semi colons") though this is an acceptable use of colons (Choy & Chew, 1987; Swan, 1980)*	No colons used to introduce quotations	As per text 2
Use of semicolons with commas	Para 1 – one eg of breaking the semicolon to comma sequence. 'The "actors" are widely recognised as the state, the employer, manager or employer representative; and the employee, worker or trade union.' Needed a semicolon instead of comma after the word "state" *No feedback*	No semicolons used in the text	As per text
Sentence Fragments	Only a couple of examples: Para 1 "Also, to examine what the commentators have to say about that role and whether it has changed." No feedback In para 12 "That the power has been transferred, possibly lost by the trade unions rather than gained by the employer." *No Feedback*	Text changed dramatically. Previous sentence fragments not used or modified. No examples of sentence fragments	No examples of sentence fragments

Appendix 6: Comparison of additional requirements and expectations across TK's texts

Characteristic	**Text 1**	**Text 2**	**Text 3**
Formatting	No cover page, contents page, headings *No feedback*	Cover page, contents page, headings all used	As per text 2
Case evidence / current events	Cases used throughout	Case evidence used for illustrative purposes	As per text 2
Analysis of trends	No analysis *No feedback*	Some analysis of trends – see conclusion to text *Feedback no. 65 suggests a concluding analytical paragraph for each section of the text. Feedback no. 22 asks for more analysis*	Concluding paragraphs to section 2 expanded briefly through the use of adverbial phrases. See para no. 10
Comparison between countries	No comparison between countries *No feedback given*	No comparison between countries *No direct feedback. Feedback no. 39 in responding to content provides an explanation through comparison between countries.*	No comparison between countries – as per text 2
Identification of similarities in the literature	Similarities in cases identified	Similarities in the literature identified in all 3 sections of the text	As per text 2
Identification of differences and disagreements in the literature	No disagreements or differences in the literature identified *No feedback given*	Some contrasts in the literature identified eg contrasting criticisms of MNCs with benefits in section 1 of the text.	As per text 2
Synthesis of literature	Lists of facts - No synthesis *Feedback no.3 stated " no real attempt at synthesis"*	Examples of synthesis from across sources in all sections of the text.	As per text 2

Appendix 7: Unsorted analysis of feedback TK Text 1

No.	Loc	Char	Manner	Scope	Specific concern	Changes in writing: text 2
1	front	info & source	presc	glob	content too restricted, use book of readings to address a wider set of themes within labour standards: eg ILO conventions, trade/political agreements, union and employer action	Examined labour standards and issues related to the players in IR. Totally rewrote essay with new organisation and content
2	front	source	presc	glob	need for academic sources	Academic sources used
3	front	think	presc	glob	need for synthesis related to issues, not just a series of facts	Some synthesis – see analysis of coherence
4	front	wp	presc	glob	Collusion with other student	
5	in	info	com	glob	focus of essay in intro too narrow - need broader issues	Focus of essay broadened and signalled in intro
6	in	oth	presc	loc	explain why	Irrelevant in rewrite
7	in	mech	dir edit	loc	"it's" changed to "its"	This local edit was irrelevant in rewrite. The correction did not generalise. “its” and “it’s” still consistently confused.
8	in	mech	dir edit	loc	"affects" changed to "effects"	Irrelevant in rewrite though "affect" and "effect" are used consistently correctly throughout text 3
9	in	mech	dir edit	loc	S-V agreement	Irrelevant in rewrite Overall, much like text 1, S-V agreement is fine. One example of incorrect S-V agreement occurred in text 2
10	in	org	presc	loc	definition of globalisation in intro	Definition of globalisation given in intro
11	in	org & info	presc	loc	scope and signposts in intro	Signposted what will be covered. Includes scope of the essay
12	in	oth	presc	loc	explain why chosen	Irrelevant in rewrite
13	in	think	explain	loc	disjointed facts rather than exploration of themes	See analysis of coherence. Reduction in “disjointed facts”
14	in	org	presc	glob	no one sentence paras	Single sentence paragraphs still occurring eg paras 5, 6, 14, 17

15	in	org	explain	loc	The linking of one section to next	irrelevant in rewrite
16	in	source & info	eval & explain	loc	brevity of coverage and need to use book of readings	coverage improved. used book of readings
17	in	ref	qn	loc	not in ref list	Anomalies between end and in-text referencing disappeared
18	in	mech	oth	loc	Sentence fragment	No evidence of sentence fragments
19	in	mech	dir edit	loc	name of Act corrected	Irrelevant in rewrite
20	in	think	explain	loc	disjointed facts rather than exploration of themes eg failure of govt to enact OHS legislation or to police Kadar	See analysis of coherence. Reduction in "disjointed facts"
21	in	info	explain	glob	address the qn	Focussed essay on the question: globalisation & IR and the players in the employment relationship
22	in	ref	presc	loc	publisher's details needed in the end-text ref	All details in referencing present
23	end	ref	presc & explain	glob	in-text ref needs to match end text in author name	In-text and end text referencing all matches with author name

Appendix 8: Sorted Analysis of Feedback TK Text 1

No.	Loc	Char	Manner	Scope	Specific concern	Changes in writing: essay 1
5	in	info	com	glob	focus of essay in intro too narrow - need broader issues	Focus of essay broadened and signalled in intro
21	in	info	explain	glob	address the qn	Focussed essay on the question: globalisation & IR and the players in the employment relationship
1	front	info & source	presc	glob	content too restricted, use book of readings to address a wider set of themes within labour standards: eg ILO conventions, trade/political agreements, union and employer action	Examined labour standards and issues related to the players in IR. Totally rewrote essay with new organisation and content

7	in	mech	dir edit	loc	“it’s” changed to “its”	This local edit was irrelevant in rewrite. The correction did not generalise. “its” and “it’s” still consistently confused
8	in	mech	dir edit	loc	“affects” changed to “effects”	Irrelevant in rewrite though “affect” and “effect” are used consistently correctly throughout the essay
9	in	mech	dir edit	loc	S-V agreement	Irrelevant in rewrite Overall, much like first essay, S-V agreement is fine. One example of incorrect S-V agreement occurred in text 2
19	in	mech	dir edit	loc	name of Act corrected	Irrelevant in rewrite
18	in	mech	oth	loc	Sentence fragment	No evidence of sentence fragments

15	in	org	explain	loc	The linking of one section to next	Irrelevant in rewrite
14	in	org	presc	glob	no one sentence paras	Single sentence paragraphs still occurring eg paras 5, 6, 14, 17
11	in	org & info	presc	loc	scope and signposts in intro	Signposted what will be covered. Includes scope of the essay
10	in	org	presc	loc	definition of globalisation in intro	Definition of globalisation given in intro

4	front	oth	presc	glob	Collusion with other student	

6	in	oth	presc	loc	explain why	Irrelevant in rewrite
12	in	oth	presc	loc	explain why chosen	Irrelevant in rewrite

23	end	ref	presc & explain	glob	in-text ref needs to match end text in author name	In-text and end text referencing all matches with author name
22	in	ref	presc	loc	publisher's details needed in the end-text ref	All details in referencing present
17	in	ref	qn	loc	not in ref list	Anomalies between end and in-text referencing disappeared

2	front	source	presc	glob	need for academic sources	Academic sources used
16	in	source & info	eval & explain	loc	brevity of coverage and need to use book of readings	coverage improved. Used book of readings

3	front	think	presc	glob	need for synthesis related to issues, not just a series of facts	Some synthesis – see analysis of coherence
13	in	think	explain	loc	disjointed facts rather than exploration of themes	See analysis of coherence. Reduction in "disjointed facts"
20	in	think	explain	loc	disjointed facts rather than exploration of themes eg failure of govt to enact OHS legislation or to police Kadar	See analysis of coherence. Reduction in "disjointed facts"

8 References

Abbott, M., Bartlet, P., Fishman, S., & Honda, C. (1992). Interchange: a conversation among the disciplines. In A. Herrington & C. Moran (Eds.), *Writing, teaching, and learning in the disciplines*. New York: The Modern Language Association of America.

Amsterdamska, O., & Leydesdorff, L. (1989). Citations: indicators of significance? *Scientometrics, 15*(5 - 6), 449 - 471.

Applebee, A. N. (1984). *Contexts for learning to write.* Norwood: Ablex Publishing Corporation.

Applebee, A. N., Durst, R., & Newell, G. (1984). The demands of school writing. In A. N. Applebee (Ed.), *Contexts for learning to write*. New Jersey: Ablex Publishing Corporation.

Ashwell, T. (2000). Patterns of teacher response to student writing in a multiple-draft composition classroom: Is content feedback followed by form feedback the best method? *Journal of Second Language Writing, 9*, 227 - 257.

Ballard, B., & Clanchy, J. (1988). Literacy in the university: an anthropological approach. In G. Taylor & B. Ballard & V. Beasley & H. Bock & J. Clanchy & P. Nightingale (Eds.), *Literacy by Degrees*. Milton Keynes, UK.: The Society for Research into Higher Education and Open University Press.

Bartholomae, D. (1985). Inventing the university. In M. Rose (Ed.), *When a writer can't write.* New York: The Guilford Press.

Barton, E. (1993). Evidentials, argumentation, and epistemological stance. *College English, 55*(7), 745 - 769.

Baynham, M. (2000). Academic writing in new emergent discipline areas. In M. Lea & B. Stierer (Eds.), *Student writing in higher education: new contexts.* Buckingham: The Society for Research in to Higher Education and Open University Press.

Baynham, M., Beck, D., Gordon, K., Lee, A., & San Miguel, C. (1994). Constructing a discourse position: quoting, referring and attribution in academic writing. In K. Chanock (Ed.), *Integrating the teaching of academic discourse into courses in the disciplines. Proceedings of the Conference held at La Trobe University Nov 21 - 22, 1994*. La Trobe University: Language and Academic Skills Unit, La Trobe University.

Bazerman, C. (1992). From cultural criticism to disciplinary participation: living with powerful words. In A. Herrington & C. Moran (Eds.), *Writing, teaching and learning in the disciplines*. New York: The Modern Langiage Association of America.

Beach, R. (1979). The effects of between-draft teacher evaluation versus student self-evaluation on high school students' revising of rough draft. *Research in the Teaching of English, 13*, 111-119.

Beason, L. (1993). Feedback and revision in writing across the curriculum classes. *Research in the Teaching of English, 27*(4), 395 - 422.

Benton, S. (1997). Psychological foundations of elementary writing instruction. In G. Phye (Ed.), *Handbook of academic learning: Construction of knowledge*. San Diego: Academic Press.

Bereiter, C., & Scardamalia, M. (1983). Does learning to write have to be so difficult? In A. Freedman & I. Pringle & J. Yalden (Eds.), *Learning to write: First language/second language*. London: Longman.

Berkenkotter, C., & Huckin, T. N. (1995). Genre knowledge in disciplinary communication: Cognition/culture/power. Hillsdale: Lawrence Erlbaum Associates.

Berkenkotter, C., Huckin, T. N., & Ackerman, J. (1991). Social context and socially constructed texts: The initiation of a graduate student into a writing research community. In Bazerman & J. Paradis (Eds.), *Textual dynamics of the profession*. Madison: The University of Wisconsin Press.

Biber, D. (1988). *Variation across speech and writing*. Cambridge: Cambridge University Press.

Biggs, J. B., & Moore, P. J. (1993). *The process of learning*. New York: Prentice Hall.

Blanton, L. L. (1994). Discourse, artifacts, and the ozarks: Understanding academic literacy. *Journal of Second Language Writing, 3*(1), 1 - 16.

Bloch, J., & Chi, L. (1995). A comparison of the use of citations in Chinese and English academic discourse. In D. Belcher & G. Braine (Eds.), *Academic writing in a second language: Essays on research and pedagogy*. Norwood: Ablex Publishing Corporation.

Braine, G. (1995). Writing in the natural sciences and engineering. In D. Belcher & G. Braine (Eds.), *Academic writing in second language: Essays on research and pedagogy*. Norwood: Ablex Publishing Corporation.

Bransford, J. D., & Stein, B. S. (1993). *The IDEAL problem solver* (2nd ed.). New York: W.H. Freeman and Company.

Bredo, E. (1997). The social construction of learning. In G. Phye (Ed.), *Handbook of academic learning: Construction of knowledge*. San Diego: Academic Press.

Britton, J. (1983). Shaping at the point of utterance. In A. Freedman & I. Pringle & J. Yalden (Eds.), *Learning to write: First language / second language*. London: Longman.

Britton, J., Burgess, T., Martin, N., McLeod, A., & Rosen, H. (1975). *The development of writing abilities (11-18)*. London: MacMillan Educational Ltd.

Brown, G., & Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher, 18*(1), 32 - 42.

Brown, M., & Keeley, S. (1998). *Asking the right questions* (5th ed.). Upper Saddle River, New Jersey: Prentice Hall.

Buckingham, J. (1994). Discourse patterns in the writing of history undergraduates. In K. Chanock (Ed.), *Integrating the teaching of academic discourse into courses in the disciplines. Proceedings of the Conference held at La Trobe University Nov 21 - 22, 1994*. Bundoora: Language and Academic Skills Unit of La Trobe University.

Buckingham, J., & Neville, M. (1997). Comparing the citation choices of experienced academic writers and first year students. In Z. Golebiowski (Ed.), *Policy and practice of tertiary literacy*. Melbourne: Victoria University of Technology.

Burnett, R., & Kastman, L. (1997). Teaching composition: Current theories and practices. In G. Phye (Ed.), *Handbook of academic learning: Construction of knowledge*. San Diego: Academic Press.

Campbell, C. (1990). Writing with others' words: Using background reading text in academic compositions. In B. Knoll (Ed.), *Second language writing: Research insights for the classroom*. Cambridge: Cambridge University Press.

Candlin, C. N. (1998). Researching writing in the academy: Participants, texts, processes and practices. In C. N. Candlin & G. A. Plum (Eds.), *Researching academic literacies*. Sydney: Macquarie University.

Carson, J., Chase, N., Gibson, S., & Hargrove, M. (1992). Literacy demands of the undergraduate curriculum. *Reading, Research and Instruction, 31*(4), 25 - 50.

Cartwright, P., & Noone, L. (2000). TULIP (Tertiary Undergraduate Literacy Integration Program): A project that focuses on the literacy development of tertiary students. In D. Hall (Ed.), *Proceedings of the Fourth Pacific Rim First Year in Higher Education Conference*. Brisbane, QLD.: Queensland Universtiy of Technology.

Chaffee, J. (1997). *Thinking critically* (5th ed.). Boston: Houghton Mifflin Company.

Chamberlain, C., Dison, L., & Button, A. (1998). *Lecturer feedback - implications for developing writing skills: A South African perspective.* Paper presented at the HERDSA Annual International Conference, Auckland.

Chanock, K. (1994). Disciplinary subcultures and the teaching of academic writing. In K. Chanock (Ed.), *Integrating the teaching of academic discourse into courses in the disciplines. Proceedings of the conference held at La Trobe university Nov 21-22, 1994*. Bundoora: Language and Academic Skills Units of La Trobe University.

Choy, T. W., & Chew, P. (1987). *English the basics: A practical handbook*. Singapore: Pan Pacific Publications.

Clark, I. L. (1999). Writing centres and plagiarism. In L. Buranen & A. Roy (Eds.), *Perspectives on plagiarism and intellectual property in a postmodern world*. New York: State University of New York Press.

Cohen, A. D., & Cavalcanti, M. C. (1990). Feedback on compositions: Teacher and student verbal reports. In B. Knoll (Ed.), *Second language writing: Research insights for the classroom*. Cambridge: Cambridge University Press.

Cohen, M. (1993). *Listening to students' voices: What university students tell us about how they can learn.* Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA.

Colomb, G. G., & Williams, J. M. (1985). Perceiving structure in professional prose. In L. Odell & D. Goswami (Eds.), *Writing in nonacademic settings*. New York: The Guilford Press.

Connor, U., & Lauer, J. (1985). Understanding persuasive essay writing: Linguistic/rhetorical approach. *Text, 5*(4), 309 - 326.

Connor, U., & Mayberry, S. (1996). Learning discipline-specific academic writing: A case study of a Finnish graduate student in the United States. In E. Ventola & A. Mauranen (Eds.), *Academic Writing: Intercultural and Textual Issues.* Amsterdam: John Benjamins Publishing Company.

Cooper, C., Cherry, R., Copley, B., Fleischer, S., Pollard, R., & Sartisky, M. (1984). Studying the writing abilities of a university freshman class: Strategies from a

case study. In R. Beach & L. Bridwell (Eds.), *New directions in composition research*. New York: The Guilford Press.

Crombie, W. (1985). *Process and relation in discourse and language learning*. Oxford: Oxford University Press.

Crowhurst, M. (1990). Teaching and learning the writing of persuasive/argumentative discourse. *Canadian Jounral of Education, 15*(4), 348 - 359.

Currie, P. (1998). Staying out of trouble: Apparent plagiarism and academic survival. *Journal of Second Language Writing, 7*(1), 1 - 18.

Dudley-Evans, T. (1994). Genre analysis: An approach to text analysis for ESP. In M. Coulthard (Ed.), *Advances in written text analysis*. London: Routledge.

Durst, R. (1984). The development of analytical writing. In A. N. Applebee (Ed.), *Contexts for learning to write.* New Jersey: Ablex Publishing Corporation.

Elliot, M. (1997). The teaching of academic discourse: A collaboration between discipline lecturers and academic support staff at RMIT. In Z. Golebiowski (Ed.), *Policy and Practice of Tertiary Literacy. Selected Proceedings of the First national Conference on Tertiary Literacy: Research and Practice.* (Vol. 2). Melbourne: Victoria University of Technology.

Emig, J. (1971). *The composing processes of twelfth graders* (NCTE Research Report No. 13). Urbana IL: National Council of Teachers of English.

Emig, J. (1977). Writing as a mode of learning. *College Composition and Communications, 28*, 122-128.

Enders, D. (2001). Crossing the divide: A survey of high school activities that best prepared students to write in college. *The Clearing House, 75*(2), 62-67.

Engelhard, G. J., Gordon, B., & Gebrielson, S. (1992). The influences of mode of discourse, experientail demand, and gender on the quality of student writing. *Research in the Teaching of English, 26*(3), 315 - 336.

Enkvist, N. E. (1990). Seven problems in the study of coherence and interpretability. In U. Connor & A. Johns (Eds.), *Coherence in writing : Research and pedagogical perspectives*. Macquarie University, NSW: National Centre for English Language Teaching and Research.

Ennis, R. H. (1987). A taxonomy of critical thinking dispositions and abilities. In J. B. Baron & R. J. Sternberg (Eds.), *Teaching thinking skills: theory and practice*. New York: W.H. Freeman and Company.

Entwistle, N. (1997). Contrasting perspectives on learning. In F. Marton & D. Hounsell & N. Entwistle (Eds.), *The experience of learning: Implications for teaching and studying in higher education* (2nd ed.). Edinburgh: Scottish Academic Press.

Faigley, L. (1985). Nonacademic writing: The social perspective. In L. Odell & D. Goswami (Eds.), *Writing in nonacademic settings*. New York: The Guilford Press.

Faigley, L., Cherry, R., Jolliffe, D., & Skinner, A. (1985). *Assessing writers' knowledge and processes of composing*. Norwood, New Jersey: Ablex Oublishing Corporation.

Faigley, L., & Witte, S. (1981). Analysing revision. *College Composition and Communication, 32*, 400 - 414.

Fathman, A. K., & Whalley, E. (1990). Teacher response to student writing: Focus on form versus content. In B. Knoll (Ed.), *Second language writing: Research insights for the classroom*. Cambridge: Cambridge University Press.

Ferris, D. R. (1997). The influence of teacher commentary on student revision. *TESOL Quarterly, 31*(2), 315 -339.
Gee, J. p. (1990). *Social linguistics and literacies: Ideology in discourses*. London: The Falmer Press.
Geisler, C. (1994). *Academic literacy and the nature of expertise: Reading, writing, and knowing in academic philosophy*. New Jersey: Lawrence Erlbaum Associates.
Gilbert, G. (1977). Referencing as persuasion. *Social Studies of Science, 7*, 113 - 122.
Givón, T. (1983). Topic continuity in discourse: An introduction. In T. Givón (Ed.), *Topic continuity in discourse: A quantitative cross-language study*. Amsterdam: John Benjamins Publishing Company.
Grabe, W., & Kaplan, R. (1996). *Theory and practice of writing*. London: Longman.
Hallett, R. (1997). Promoting language skills through collaboration between content lecturers and language specialists. In Z. Golebiowski (Ed.), *Policy and Practice of Tertiary Literacy. Selected Proceedings of the First national Conference on Tertiary Literacy: Research and Practice.* (Vol. 2). Melbourne: Victoria University of Technology.
Halliday, M. A. K. (1994). *An introduction to functional grammar* (2 ed.). London: Edward Arnold.
Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
Healy, M. K., & Barr, M. (1991). Language across the curriculum. In J. Flood & J. M. Jensen & D. Lapp & J. R. Squire (Eds.), *Handbook of research on teaching the English language arts.* New York: MacMillan Publishing Company.
Heath, S. B., & Mangiola, L. (1991). *Children of promise: Literate activity in linguistically and culturally diverse classrooms.* Washington: National Education Association.
Herrington, A. (1988). Teaching, writing and learning: A naturalistic study of writing in an undergraduate literature course. In D. A. Joliffe (Ed.), *Advances in writing research: Writing in academic disciplines* (Vol. 2). Norwood: Ablex Publishing Corp.
Herrington, A. J. (1985a). Classrooms as forums for reasoning and writing. *College Composition and Communication, 36*(4), 404 - 413.
Herrington, A. J. (1985b). Writing in academic settings: A study of the contexts for writing in two college chemical engineering courses. *Research in the Teaching of English, 19*(4), 331 - 361.
Hillocks, G. J. (1986). *Research on written composition*. Urbana Ill: NCRE Publications.
Hoadley-Maidment, E. (1997). From 'story' to argument: The acquisition of academic writing skills in an open -learning context. *Language and Education, 11*(1), 55-68.
Hoey, M. (1994). Signalling in discourse: a functional analysis of a common discourse pattern in written and spoken English. In M. Coulthard (Ed.), *Advances in written text analysis*. London: Routledge.
Horowitz, D. (1986a). Essay examination prompts and the teaching of academic writing. *English for Specific Purposes, 5*(2), 107 - 120.
Horowitz, D. (1986b). What professors actually require:Academic tasks for the ESL classroom. *TESOL Quarterly, 20*, 445 - 482.

Hounsell, D. (1997). Contrasting conceptions of essay writing. In F. Marton & D. Hounsell & N. Entwistle (Eds.), *The experience of learning: Implications for teaching and studying in higher education* (2nd ed.). Edinburgh: Scottish Academic Press.

Hunt, K. (1977). Early blooming and late blooming syntactic structures. In C. Cooper & L. Odell (Eds.), *Evaluating writing: Describing, measuring, judging*. New York: State University of New York at Buffalo.

Huot, B. (1990). The literature of direct writing assessment: major concerns and prevailing trends. *Review of Educational Research, 60*(2), 237 - 263.

Hyland, F. (1998). The impact of teacher written feedback on individual writers. *Journal of Second Language Writing, 7*(3), 255 - 286.

Hyland, F. (2000). ESL writers and feedback: giving more autonomy to students. *Language Teaching Research, 4*(1), 33 - 54.

Ingleton, C. (1997). Changing literacy: changing teaching and learning. In Z. Golebiowski (Ed.), *Policy and Practice of Tertiary Literacy. Selected Proceedings of the First national Conference on Tertiary Literacy: Research and Practice.* (Vol. 1). Melbourne: Victoria University of Technology.

Ivanic, R. (1998). *Writing and identity: the discoursal construction of identity in academic writing*. Amsterdam: John Benjamins Publishing Co.

Jenkins, R. (1987). Responding to student writing: Written dialogues on writing and revision. *Writing Instructor, 6*, 82 - 86.

Johns, A. M. (1997). *Text, role and content*. Cambridge: Cambridge University Press.

Kaldor, S., Herriman, M., & Rochecouste, J. (1998). *Tertiary student writing*. Sydney: National Centre for English Language Teaching and Research, Macquarie University.

Kaldor, S., & Rochecouste, J. (2002). General academic writing and discipline specific academic writing. *Australian Review of Applied Linguistics. 25* (2), 29-47.

Kantz, M. (1990). Helping students use textual sources persuasively. *College English, 52*(1), 74 - 91.

Klompien, K. (2001). *The writer and the text: Basic writers, research papers and plagiarism.* Paper presented at the Annual Meeting of the Conference on College Composition and Communication Denver, Colorado [Microfiche]. (ERIC Document No. ED452547).

Knapp, P., & Watkins, M. (1994). *Context, text, grammar*. Broadway, NSW: Text Productions.

Kokkinn, B., Head, M., Feast, V., & Barrett, S. (1998). Transforming the teaching of economics: Embedding tertiary literacy, *Proceedings of the Annual International Conference of The Higher Education, Research and Development Society of Australasia*. Auckland, New Zealand: HERDSA.

Langer, J. (1992). Speaking of knowing: Conceptions of understanding in academic disciplines. In A. Herrington & C. Moran (Eds.), *Writing, teaching and learning in the disciplines*. New York: The Modern Language Association of America.

Laurillard, D. (1997). Styles and approaches in problem solving. In F. Marton & D. Hounsell & N. Entwistle (Eds.), *The experience of learning: Implications for teaching and studying in higher education.* (2nd ed.). Edinburgh: Scottish Academic Press.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.
Lea, M. (1994). I thought I could write until I came here. In G. Gibbs (Ed.), *Improving student learning*. Great Britain: Oxonian Rewley Press Ltd.
Lea, M. (1998). Academic literacies and learning in higher education: Constructing knowledge through texts and experience. *Studies in the Education of Adults, 30*(2), 156 - 171.
Lea, M., & Street, B. (2000). Student writing and staff feedback in higher education: An academic literacies approach. In M. Lea & B. Stierer (Eds.), *Student writing in higher education: new contexts.* Buckingham: The Society for Research into Higher Education and Open University Press.
Lea, M. R., & Street, B. V. (1998). Student writing in higher education: An academic literacies approach. *Studies in Higher Education, 23*(2), 157 - 172.
Leki, I. (1990). Coaching from the margins: Issues in writing response. In B. Knoll (Ed.), *Second language writing: Research insights for the classroom*. Cambridge: Cambridge University Press.
Leki, I. (1995). Good writing: I know it when I see it. In D. Belcher & G. Braine (Eds.), *Academic writing in a second language: Essays on research and pedagogy*. Norwood: Ablex Publishing Corporation.
Lillis, T. (1997). New voices in academia? The regulative nature of academic writing conventions. *Language and Education, 11*(3), 182 - 199.
Lubart, Y. (1994). Creativity. In R. J. Sternberg (Ed.), *Thinking and problem solving* (2nd ed.). San Diego: Academic Press.
Lunsford, R. E. (1997). When less is more: Principles for responding in the disciplines. In M. D. Sorcinelli & P. Elbow (Eds.), *Writing to learn: Strategies for assigning and responding to writing across the disciplines*. San Francisco: Jossey-Bass Publishers.
Mann, W., & Thompson, S. (1986). Relational propositions in discourse. *Discourse Processes, 9*, 57-90.
Mann, W., & Thompson, S. (1988). Rhetorical structure theory: Toward a functional theory of text organisation. *Text, 8*(3), 243-281.
Mann, W. C., & Matthiessen, C. M. I. M. (1991). Functions of language in two frameworks. *Word, 42*(3), 231 - 249.
Marsella, J., Hilgers, T., & McLaren, C. (1992). How students handle writing assignments: A study of eighteen responses in six disciplines. In A. Herrington & C. Moran (Eds.), *Writing, teaching and learning in the Disciplines*. New York: The Modern Language Association of America.
Martin, J. R. (1985). *Factual Writing: Exploring and challenging social reality.* Victoria: Deakin University Press.
Martin, N. (1992). Language across the curriculum: Where it began and what it promises. In A. Herrington & C. Moran (Eds.), *Writing, teaching, and learning in the disciplines*. New York: The Modern Language Association of America.
Marton, F., & Saljo, R. (1997). Approaches to learning. In F. Marton & D. Hounsell & N. Entwistle (Eds.), *The experience of learning: Implications fo teaching and studying in higher education* (2nd ed.). Edinburgh: Scottish Academic Press.
Marzano, R. J., Brandt, R. S., Hughes, C. S., Jones, B. F., Presseisen, B. Z., Rankin, R. C., & Suhor, C. (1988). *Dimensions of thinking: A framework for*

curriculum and instruction. Alexandria: The Association for Supervision and Curriculum Development.

Mauranen, A. (1993). *Cultural differences in academic rhetoric: A textlinguistic study*. Frankfurt: Peter Lang.

Mayher, J. S., Lester, N. B., & Pradl, G. M. (1983). *Learning to write / writing to learn*. Portsmouth: Boynton/Cook Publishers.

McGinley, W., Pearson, D. P., Spiro, R. J., Copeland, K., & Tierney, R. J. (1989). *The effects of reading and writing upon thinking and learning* (Technical 477). Campaign, Illinois: University of Illinois.

McInnis, C., James, R., & McNaught, C. (1995). *First Year on Campus*, [www]. Centre for the Study of Higher Education, University of Melbourne. Available: http://uniserve.edu.au/caut/commproject/fye/FYEfront.html23-10-97].

Moore, T., & Morton, J. (1998). *Authenticity in the IELTS Academic Module Writing Test: A comparative study of Task 2 items and university assignments.* Melbourne: Monash University & University of Melbourne.

Morris, I. (1999). *My idea; your idea; no idea? A study of the attibution practices of second year, Management Major, Bachelor of Business students*. Unpublished Masters dissertation, University of Western Australia, Perth.

Muncie, J. (2000). Using written teacher feedback in EFL composition. *ELT Journal, 54*(1), 47 - 53.

Nelson, J., & Hayes, J. (1988). *How the writing context shapes college students' strategies for writing from sources.* (16). Berkeley, CA: Centre for the Study of Writing [Microfiche]. ERIC Document No. ED297374.

Nickerson, R. S. (1994). The teaching of thinking and problem solving. In R. J. Sternberg (Ed.), *Thinking and problem solving* (2nd ed.). San Diego: Academic Press.

Nightingale, P. (1988). Language and learning: A bibliographical essay. In G. Taylor & B. Ballard & V. Beasley & H. Bock & J. Clanchy & P. Nightingale (Eds.), *Literacy by degrees*. Milton Keynes, UK.: The Society for Research into Higher Education and Open University Press.

O'Brien, T. (1995). Rhetorical structure analysis and the case of the inaccurate, incoherent source-hopper. *Applied Linguistics, 16*(4), 442 - 482.

Odell, L. (1992). Context-specific ways of knowing and the evaluation of writing. In A. Herrington & C. Moran (Eds.), *Writing, teaching and learning in the disciplines*. New York: The Modern Language Association of America.

Odell, L. (1995). Basic writing in context: Rethinking academic literacy. *Journal of Basic Writing, 14*(1), 43 - 56.

Olson, M. W., & Raffeld, P. (1987). The effects of written comments on the quality of student compositions and the learning of content. *Reading Psychology, 8*, 273-293.

Palmer, J. C. (1999). Coherence and cohesion in the English language classroom: he use of lexical reiteration an pronominalisation. *RELC Journal, 30*(2), 61 - 75.

Paltridge, B. (1997). *Genre, frames and writing in research settings*. Amsterdam: John Benjamins Publishing Company.

Paltridge, B. (1998). Genre, Audience and thesis/dissertation writing. In J. Tapper & P. Gruba (Eds.), *The Proceedings of the Australian Communication Skills Conference*. Melbourne: Centre for Communication Skills and ESL, University of Melbourne.

Paltridge, B. (1999). Genre, text and the EAP classroom. In A. Johns (Ed.), *Genre and pedagogy*. Mulwah, N.J.: Lawrence Erlbaum Publishers.

Pantelides, U. (1998). Do we really need to be here: meeting the needs of reluctant learners in communication skills classes. In J. Tapper & P. Gruba (Eds.), *The Proceedings of the Australian Communication Skills Conference*. Melbourne: Centre for Communication Skills and ESL, University of Melbourne.

Parker, L. (1997). Institutional practices in promoting tertiary literacy: the development and implementation of a university-wide policy for enhancing students' communication skills. In Z. Golebiowski (Ed.), *Policy and practice of tertiary literacy. Selected proceedings of the First National COnference on Tertiary Literacy: research and practice.* (Vol. 1). Melbourne: Victoria University of Technology.

Paul, R. (1992). *Critical thinking: What every person needs to survive in a rapidly changing world.* (Revised 2nd ed.). Santa Rosa: The Foundation for Critical Thinking.

Peck MacDonald, S., & Cooper, C. (1992). Contributions of academic and dialogic journals to writing about literature. In A. Herrington & C. Moran (Eds.), *Writing, teaching and learning in the disciplines*. New York: The Modern Language Association of America.

Peck McDonald, S. (1987). Problem definition in academic writing. *College English, 49*(3), 315 - 331.

Pennycook, A. (1996). Borrowing other's words: Text, ownership, memory and plagiarism. *TESOL Quarterly, 30*(2), 201 - 230.

Perera, K. (1984). *Children's writing and reading*. Oxford: Basil Blackwell Publisher Ltd.

Plum, G. A. (1998). Doing psychology, doing writing: Student voices on academic writing in psychology. In C. N. Candlin (Ed.), *Researching academic literacies*. Sydney: Macquarie University.

Poynton, C. (1986). Writing in the primary school. In C. Painter & J. R. Martin (Eds.), *Writing to mean: Teaching genres across the curriculum*. Sydney: Applied Linguistics Association of Australia.

Rafoth, B. A. (1988). Discourse community: Where writers, readers, and texts come together. In B. A. Rafoth & D. L. Rubin (Eds.), *The social construction of written communication*. Norwood: Ablex Publishing Corporation.

Raimes, A. (1991). Out of the woods: Emerging traditions in the teaching of writing. *TESOL Quarterly, 25*(3), 407 - 430.

Ramsden, P. (1992). *Learning to teach in higher education*. London: Routledge.

Reid, I. (1997). Disciplinary and cultural perspectives on student literacy. In Z. Golebiowski & H. Borland (Eds.), *Academic communication across disciplines and cultures: selected Proceedings of the First National Conference on Tertiary Literacy Research and Practice* (Vol. 2). Melbourne: Victoria University of Technology.

Reid, I., Kirkpatrick, A., & Mulligan, D. (1998). *Framing reading*. Sydney: National Centre for English Language Teaching and Research.

Rose, M. (1983). Remedial writing courses: A critique and a proposal. *College English, 45*, 109 - 126.

Rothery, J. (1985). Two varieties of writing: Report and exposition. In J. R. Martin (Ed.), *Factual writing: Exploring and challenging social reality.* Victoria: Daekin University Press.

Roy, A. (1999). Whose words these are I think I know: Plagiarism, the postmodern, and faculty attitudes. In L. Buranen & A. Roy (Eds.), *Perspectives on plagiarism and intellectual property in a postmodern world*. New York: State University of New York Press.

Royster, J. (1992). From practice to theory: Writing across the disciplines at Spelman College. In A. Herrington & C. Moran (Eds.), *Writing, thinking and learning in the disciplines*. New York: The Modern Language Association of America.

Ruggiero, V. R. (1988). *Teaching thinking across the curriculum*. New York: Harper & Row Publishers.

Russell, D. (1991). *Writing in the academic disciplines, 1870 - 1990: A curricular history*. Carbondale: Southern Illinois University Press.

Sanford, A., & Moxey, L. (1995). Aspects of coherence in written language: A psychological perspective. In M. Gernsbacher & T. Givon (Eds.), *Coherence in spontaneous text*. Amsterdam: John Benjamins Publishing Company.

Scollon, R. (1995). Plagiarism and ideology. *Language in Society, 24*(1), 1 - 28.

Scott, C. M. (1988). Spoken and written syntax. In M. A. Nippold (Ed.), *Later language development: Ages nine through nineteen*. Boston: College-Hill Press.

Scriven, M., & Paul, R. (1996). *Defining critical thinking*. Available: http://www.sonoma.edu/cthink/university/univclass/defining.nclk.

Sitko, B. M. (1993). Exploring feedback: Writers meet readers. In A. M. Penrose & B. M. Sitko (Eds.), *Hearing ourselves think: Cognitive research in the college writing classroom*. New York: Oxford University Press.

Skillen, J., & Mahoney, M. (1997). *Learning and literacy development in higher education: An issue of the institutional change*. Paper presented at the Australian Association for Research in Education: Researcing Education in New Times, Brisbane, QLD.

Sommers, N. (1992). Between the drafts. *College Composition and Communications, 43*, 23 - 31.

Sperling, M., & Freedman, S. W. (1987). A good girl writes like a good girl. *Written Communication, 4*, 343-369.

Spinks, S. (1998). Relating marker feedback to teaching and learning in psychology. In C. N. Candlin & G. A. Plum (Eds.), *Researching academic literacies*. Sydney: Macquarie University.

Stuart-Smith, V. (1998). Constructing an argument in psychology: Rhetorical structure theory and the analysis of student writing. In C. N. Candlin & G. A. Plum (Eds.), *Researching academic literacies*. Sydney: Macquarie University.

Svensson, L. (1997). Skill in learning and organising knowledge. In F. Marton & D. Hounsell & N. Entwistle (Eds.), *The experience of learning: Implications for teaching and studying in higher education* (2nd ed.). Edinburgh: Scottish Academic Press.

Swales, J. (1986). Citation analysis and discourse analysis. *Applied Linguistics, 7*(1), 39 - 56.

Swales, J. M. (1990). *Genre analysis*. Cambridge: Cambridge University Press.

Swan, M. (1980). *Practical English usage*. Oxford: Oxford University Press.

Sweeney, M. (1999). Relating revision skills to teacher commentary. *Teaching English in the Two Year College, 27*(2), 213 - 218.

Tadros, A. (1994). Predictive categories in expository text. In M. Coulthard (Ed.), *Advances in written text analysis*. London: Routledge.

Tapper, J., & Storch, N. (2000). Writing in the disciplines: Teacher feedback in a business law subject. In C. Beasley (Ed.), *Refereed proceedings of the third biennial Communication Skills in University Education (CSUE) Conference "Making the critical connection"*. Murdoch, Western Australia: Teaching and Learning Centre, Murdoch University.

Thompson, G., & Ye, Y. (1991). Evaluation in the reporting verbs used in academic papers. *Applied Linguistics, 12*(4), 365-382.

Trimble, L. (1985). *English for science and technology: A discourse approach*. Cambridge: Cambridge University Press.

Van Dijk, T. A. (1980). *Macrostructures: An interdisciplinary study of global structures in discourse, interaction and cognition.* New Jersey: Lawrence Erlbaum Associates, Inc.

Vande Kopple, W. J. (1986). Given and new information and some aspects of the structures, semantics, and pragmatics of written texts. In C. R. Cooper & S. Greenbaum (Eds.), *Studying writing: Linguistic approaches*. Beverly Hills: Sage Publications.

Vardi, I. (1995). *The relationship between linguistic development and genre development in non-native and native speaker writers.* Unpublished Masters, University of Western Australia, Perth.

Vardi, I. (1997). *On implementing a generic skills programme.* Paper presented at the First Year Experience Conference, York, Western Australia.

Vardi, I. (2000a). Developing critical writers at the undergraduate level: some insights from critical thinking pedagogy and linguistics. In R. James & J. Milton & R. Gabb (Eds.), *Research and Development in Higher Education Volume 22: Cornerstones of Higher Education.* Melbourne: HERDSA.

Vardi, I. (2000). What lecturers want: an investigation of lecturers' expectations in first year essay writing tasks., *Proceedings of the First Year in Higher Education Conference. 5-7 July 2000*. Brisbane: Queensland University of Technology.

Vardi, I. (2000b). Writing experiences in multidisciplinary first years: A basis for confusion or development? In C. Beasley (Ed.), *Refereed Proceedings of the Communication Skills in University Education*. Perth: Murdoch University.

Vardi, I. (2002). How do first year lecturers help students develop writing skills? In A. Goody, J. Herrington & M. Northcote (Eds.), *Proceedings of the 2002 Annual International Conference of the Higher Education Research and Development Society of Australasia (HERDSA), Perth, Australia*. [Online conference proceedings]. Available: http://www.herdsa.org.au/publications/.

Walvoord, B., & Smith, H. (1982). Coaching the process of writing. In C. W. Griffen (Ed.), *Teaching writing in all disciplines*. San Francisco: The Jossey-Bass Higher Education Series.

Weir, C. (1997). Academic writing - can we please all the people all the time? In P. C. Robinson (Ed.), *Academic writing: Process and product*. Hong Kong: Modern English Publications.

Werlich, E. (1976). *A text grammar of English*. Heidelberg: Quelle and Meyer.

Wesley, K. (2000). The ill effects of the five paragraph theme. *English Journal, 90*(1), 57 - 60.

Wiemelt, J. (1994). Texts, contexts and shared understandings: accounting for language interaction in student writing. *Linguistics and Education, 6*(4), 373 - 410.

Wikborg, E. (1990). Types of Coherence breaks in Swedish student writing: misleading paragraph division in science textbooks. In U. Connor & A. Johns (Eds.), *Coherence in writing: Research and pedagogical perspectives*. Macquarie University, NSW: National Centre for Eglish Language Teaching and Research.

Wilkinson, A., Barnsley, G., Hanna, P., & Swan, M. (1980). *Assessing Language Development*. Oxford: Oxford University Press.

Williamson, M. M. (1988). A model for investigating the functions of written language in different disciplines. In D. A. Jolliffe (Ed.), *Advances in writing research: Writing in academic disciplines* (Vol. 2). Norwood: Ablex Publishing Corporation.

Witte, S., & Faigley, L. (1981). Coherence, cohesion and writing quality. *College Composition and Communications, 32*, 189 - 203.

Witte, S. P., & Cherry, R. D. (1986). Writing processes and written products in composition research. In C. R. Cooper & S. Greenbaum (Eds.), *Studying writing: Linguistic approaches*. Beverly Hills: Sage Publications.

Wittrock, M. C. (Ed.). (1986). *Teacher Behavior and Student Achievement*. New York: MacMillan Publishing Company.

Zamel, V. (1985). Responding to student writing. *TESOL Quarterly, 19*(2), 79-102.

Zinsser. (1988). *Writing to learn*. New York: Harper & Row Publishers.

Ziv, N. (1984). The effect of teacher comments on the writing of four college freshmen. In R. Beach & L. Bridwell (Eds.), *New directions in composition research*. New York: The Guilford Press.