

GUIDELINES FOR DEVELOPING WRITING INSTRUCTION FRAMEWORK
WITHIN THE CONTEXT OF ENGLISH FOR ACADEMIC PURPOSES (EAP) AS
INFORMED BY ACADEMIC LITERACIES: A CRITICAL INTERPRETIVE
META SYNTHESIS

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Dedicated to my mom...

Guidelines for Developing Writing Instruction Framework within the Context of
English for Academic Purposes (EAP) as Informed by Academic Literacies: A
Critical Interpretive Meta Synthesis

The Graduate School of Education
of
İhsan Doğramacı Bilkent University

by

Fundagül Arslan

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September 2021

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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ABSTRACT**GUIDELINES FOR DEVELOPING WRITING INSTRUCTION FRAMEWORK
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Advisor: Asst. Prof. Dr. Necmi Akşit

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This thesis aimed to provide guidelines for developing writing instruction framework within the context of teaching English for Academic Purposes (EAP) as informed by Academic Literacies (*Ac Lits*). To this end, the researcher explored the empirical articles focusing on teaching writing published in the Journal of English for Academic Purposes (JEAP). A research synthesis method was employed to review, analyze, and synthesize 109 research articles, using a spreadsheet program for categorizing and coding qualitative data. The researcher analyzed the purposes and results of these studies, using Noblit and Hare's (1988) meta-ethnographic approach to interpretive synthesis as adapted by Dixon-Woods et al. (2006), called critical interpretive synthesis, and Schütz's (1973) notion of second and third order constructs. In the end, the researcher highlighted a number of principles for guiding writing instruction within the context of EAP as informed by *Academic Literacies*.

Keywords: Academic literacies, EAP, writing, EGAP, ESAP, meta-ethnography, critical interpretive synthesis, research synthesis

ÖZET

AKADEMİK OKURYAZARLIK BAKIŞ AÇISIYLA AKADEMİK AMAÇLI İNGİLİZCE (EAP) ÖĞRETİMİNDE YAZMA ÖĞRETİMİ ÇERÇEVESİ GELİŞTİRME KILAVUZU: BİR ELEŞTİREL YORUMLAYICI META ÇALIŞMA

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Eğitim Programları ve Öğretim Yüksek Lisans Programı

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Bu tez Akademik Okuryazarlık bakış açısıyla Akademik Amaçlı İngilizce yazma öğretiminde kullanılacak bir öğretim çerçevesi hazırlamaya kılavuzluk etmeyi amaçlamıştır. Bu amaçla araştırmacı, *Journal of English for Academic Purposes* (JEAP) adlı dergide yayınlanan çalışmalarını araştırdı. Bir elektronik tablo programı aracılığıyla nitel veriler sınıflandırıldı ve kodlandı. 109 araştırma makalesini gözden geçirmek, analiz etmek ve sentezlemek için bir araştırma sentezi yöntemi kullanıldı. Araştırmacı, Noblit ve Hare'nin (1988) yorumlayıcı senteze yönelik meta-etnografik yaklaşım, bu yaklaşımı uyarlayarak eleştirel yorumlayıcı sentez kavramını geliştiren Dixon-Woods ve diğerleri (2006), ve Schütz'ün (1973) ikinci ve üçüncü derece yorumlama kavramını kullanarak bu çalışmaların amaçlarını ve sonuçlarını analiz etti. Sonunda, araştırmacı *Akademik Okuryazarlık* bağlamında yazma öğretimine rehberlik edecek bir dizi ilkeyi vurguladı.

Anahtar kelimeler: Akademik okuryazarlık, Akademik İngilizce, EAP, yazma becerisi, EGAP, ESAP, meta-etnografi, eleştirel yorumlayıcı sentez, araştırma sentezi

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TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZET.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	x
LIST OF FIGURES.....	xii
CHAPTER 1: INTRODUCTION.....	1
Background.....	1
Problem.....	4
Purpose.....	6
Research Question.....	7
Significance.....	7
Definition of Key Terms.....	8
CHAPTER 2: REVIEW OF RELATED LITERATURE.....	9
Introduction.....	9
English Medium Instruction (EMI) in Higher Education.....	9
English for Academic Purposes (EAP).....	11
Knowledge Base of EAP.....	12
Academic Literacies (<i>Ac Lits</i>).....	16
Study Skills as a Model of Student Writing.....	16
Academic (Disciplinary) Socialization as a Model of Student Writing.....	17
Academic Literacies as a Model of Student Writing.....	19
CHAPTER 3: METHOD.....	27
Introduction.....	27

Research Design.....	27
Approach to Interpretive Synthesis: Meta-Ethnography.....	27
<i>Critical Interpretive Synthesis</i>	29
Sampling.....	29
Method of Data Collection and Analysis.....	30
Trustworthiness.....	36
CHAPTER 4: RESULTS.....	38
Introduction.....	38
List of Primary Sources.....	38
Analysis of the Studies: Purposes.....	41
Purposes: Stance-taking.....	41
Purposes: Publishing.....	43
Purposes: Process.....	45
Purposes: Language.....	48
Purposes: Feedback.....	48
Purposes: Effectiveness.....	50
Purposes: ELF.....	52
Purposes: Discourse.....	54
Purposes: Genre.....	57
Purposes: Postgraduate.....	61
Purposes: Use of Sources.....	66
Purposes: Identity.....	66
Purposes: Assessment.....	69
Purposes: Argument.....	71
Purposes: Gender.....	73

Purposes: Other.....	74
Analysis of the Studies: Findings.....	78
Findings: Stance-taking.....	78
Findings: Publishing.....	81
Findings: Process.....	86
Findings: Language.....	95
Findings: Feedback.....	96
Findings: Effectiveness.....	101
Findings: ELF.....	104
Findings: Discourse.....	105
Findings: Genre.....	110
Findings: Postgraduate.....	119
Findings: Use of sources.....	127
Findings: Identity.....	131
Findings: Assessment.....	136
Findings: Argument.....	139
Findings: Gender.....	142
Findings: Other.....	144
CHAPTER 5: DISCUSSION.....	154
Introduction.....	154
Overview of the Study.....	154
Discussion and Conclusions.....	154
Writing Instruction: Principles and Guidelines.....	154
Authorial voice.....	155
Identity.....	156

Process.....	157
Background.....	159
Feedback.....	160
Discourse.....	163
Context.....	164
Ways of Meaning Making.....	165
Individualities of Students.....	166
Texts, Use of Sources, and Text Types.....	167
Language.....	168
Genre.....	170
Gender.....	172
Practicality and Criticality.....	173
Multimodality.....	174
Argumentation.....	175
Assessment.....	176
Implications for Practice.....	176
Implications for Further Research.....	177
Limitations.....	178
REFERENCES.....	179
APPENDIX A.....	186
The JEAP Research Articles Initially Selected.....	186
The JEAP Research Articles Used as Data Source.....	202

LIST OF TABLES

Table		Page
1	Data Analysis of the Study Using the Seven Phases of Meta-Ethnography.....	30
2	The Evaluative Criteria Used for Validity and Reliability in Qualitative Research.....	37
3	Start List of Codes and the Number of Studies.....	39
4	Number of Articles According to the Streams Influencing Knowledge Base of EAP.....	40
5	Start List of Codes and Research Streams.....	40
6	Academic Literacies: Purpose: Stance-taking.....	42
7	Academic Literacies: Purpose: Publishing.....	43
8	Academic Literacies: Purpose: Process.....	45
9	Academic Literacies: Purpose: Language.....	48
10	Academic Literacies: Purpose: Feedback.....	49
11	Academic Literacies: Purpose: Effectiveness.....	50
12	Academic Literacies: Purpose: ELF.....	52
13	Academic Literacies: Purpose: Discourse.....	54
14	Academic Literacies: Purpose: Genre.....	58
15	Academic Literacies: Purpose: Postgraduate.....	62
16	Academic Literacies: Purpose: Use of Sources.....	66
17	Academic Literacies: Purpose: Identity.....	67
18	Academic Literacies: Purpose: Assessment.....	69
19	Academic Literacies: Purpose: Argument.....	71
20	Academic Literacies: Purpose: Gender.....	73

21	Academic Literacies: Purpose: Other.....	75
22	Academic Literacies: Findings: Stance-taking.....	78
23	Academic Literacies: Findings: Publishing.....	81
24	Academic Literacies: Findings: Process.....	86
25	Academic Literacies: Findings: Language.....	95
26	Academic Literacies: Findings: Feedback.....	96
27	Academic Literacies: Findings: Effectiveness.....	101
28	Academic Literacies: Findings: ELF.....	104
29	Academic Literacies: Findings: Discourse.....	106
30	Academic Literacies: Findings: Genre.....	110
31	Academic Literacies: Findings: Postgraduate.....	119
32	Academic Literacies: Findings: Use of Sources.....	127
33	Academic Literacies: Findings: Identity.....	131
34	Academic Literacies: Findings: Assessment.....	136
35	Academic Literacies: Findings: Argument.....	139
36	Academic Literacies: Findings: Gender.....	143
37	Academic Literacies: Findings: Other.....	145

LIST OF FIGURES

Figure		Page
1	Research Streams Influencing the Knowledge Base of EAP	13
2	Models of Student Writing in Higher Education.....	16
3	Sample List of Studies Chosen.....	32
4	Sample Second-Order Interpretations Derived from Purposes	32
5	Sample Second-Order Interpretations Derived from Findings	33
6	Sample Spreadsheet Including Start List of Codes.....	33
7	Coding and Categorizing According to the Research Streams Informing EAP.....	34
8	Sample Second-Order Interpretations in Purposes Arranged Using Start List of Codes and Research Streams Informing EAP.....	35
9	Sample Second-Order Interpretations in Findings Arranged Using Start List of Codes and Research Streams Informing EAP.....	35
10	Sample of 1st Level Coding of Second-Order Interpretations in Findings.....	36
11	Summary of the Key Variables and Constructs Derived from the Purposes and Findings of Some of the Studies.....	153

CHAPTER 1: INTRODUCTION

This chapter provides information about the background along with the problem, the purpose, and the significance of this study. In addition, some key terms have been defined to inform the reader and the research question is presented.

Background

The growth in the number of universities that introduce English as the medium instruction (EMI) in tertiary education has led to an increase in the number of studies focusing on English for Academic Purposes (EAP) (Blommaert et al., 2015; Henriksen et al., 2018; Murata, 2018). English for Academic Purposes (EAP) can be defined as a way of teaching English to provide students with a “quick and economical use of the English language to pursue a course of academic study” (Coffey, 1984, p. 3). The idea of pre-sessional English courses (intensive language courses before the beginning of school year) for international students at universities has existed since the 1960s. Attempts to conceptualize EAP began as early as 1971 when four members from different British universities assembled to discuss the language difficulties of overseas students and to come up with a common and practical solution (Jordan, 2002). They named their group “Special English Language Materials for Overseas University Student” (SELMOUS). The term “English for Academic Purposes” was coined in 1974 by Tim Johns, one of the founding members of this group (Jordan, 2002).

SELMOUS conducted surveys and interviews with students and teachers to understand the reasons for students’ language difficulties in 1972 and 1973. In 1975, SELMOUS (they later changed their name to British Association of Lecturers in

English for Academic Purposes [BALEAP] in 1989) organized its first national conference. Two years later, the group published a paper with the help of the editors Tony Cowie and Brian Heaton. This was the first time that the coined title “English for Academic Purposes” (EAP) was used in an article (Jordan, 2002).

English for Specific Purposes (ESP) and English for Occupational Purposes (EOP) are two areas of English teaching within the context of higher education. They are closely connected to EAP; hence, it is significant to mention them as well. Coffey (1984) defines ESP as “a principle of selection from the language to meet the purposes defined” (p. 3). He explains EOP (or English for Vocational Purposes (EVP) in some contexts) as the type of English language teaching for “effectiveness in a paid employment” (p. 3). There have been various attempts to clarify the relationship between these two terms with EAP.

According to Jordan (1989), EAP and EOP/EVP fall under the category of ESP. Although this format has been widely utilized, Jordan acknowledges that the participants of a questionnaire-survey conducted in 1987 experienced confusion when asked to differentiate between the terms. Apparently, some of the participants were “[using] ESP in a narrow sense” (p.151). Jordan attributes this confusion to the following two terms defined under the title of EAP: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP).

Ding and Bruce (2017) “propose that the overall goal of EAP courses is to enable students to develop a complex integration of knowledge and skills in order to communicate and participate effectively in higher education...” (p. 65), referring to Bhatia’s (2014) concept of discursive competence composed of textual, generic and social competence.

Textual competence represents not only an ability to master the linguistic code, but also an ability to use textual, contextual, and pragmatic knowledge to construct and interpret contextually appropriate texts....

[*G*]eneric competence [refers to] ... the ability to respond to recurrent and novel rhetorical situations by constructing, interpreting, using and often exploiting generic conventions embedded in specific disciplinary culture and practices to achieve professional ends. [*D*]iscursive competence ... incorporates an ability to use language more widely to participate effectively in a variety of social and institutional contexts to give expression to one's social identity, in the context of constraining social structures and social processes. (p. 166)

In their critical analysis, Ding and Bruce (2017) highlight the influence of five research streams, namely Systematic Functional Linguistics (SFL), genre theory, corpus linguistics, *Ac Lits*, and critical EAP on teaching EAP writing.

These research streams provide platform for understanding what EAP actually is (Hyland, 2006): Is it interested in language to express meaning in specific situations? Does it focus on texts grouped in relation to language use and their recurrence?; Is it composed of the frequency of naturally occurring language? Is it concerned with study skills, socialization or participant experiences? Should it focus on language and activities encouraging students to question the norm?

Approach to teaching writing changes depending on the role of EAP in an academic context. Lea and Street (1998) argue that “educational research into writing in higher education has fallen into three main perspectives or models: ‘study skills’; ‘academic socialization’; and ‘academic literacies’ ... each model successively encapsulates the other... (p. 158). The first one is ‘deficit oriented’; the second one is

concerned with ‘academic socialization; and the last one regards literacy as a ‘social practice’ at the level of ‘epistemology’ and ‘identity’.

Problem

There are more and more universities in Turkey offering English Medium Instruction (EMI). “Approximately 110 out of 178 Higher Education institutions in Turkey teach through EMI to some extent in some or all departments... and many universities students are required to take a Preparatory Year English Language Programme (Dearden & Akincioglu, 2016, p. 3). Among these, Kahvecioğlu (2019) states that, based on the Council of Higher Education documents, there are 25 universities out of 206 implementing all, or majority, of their programs in English.

In 2014, Oxford University Department of Education collaborating with Oxford University Press conducted a research project on EMI in Turkey to highlight the opportunities and challenges experienced by the parties involved, i.e., language instructors, content lecturers and students in particular. In 2015, the British Council conducted an extensive study on the state of English education in higher education in Turkey, which provided further platform for EMI matters at national, institutional and departmental levels, focusing on English teachers, EMI instructors and students (British Council-TEPAV, 2015). Depending on the period of time EMI offered by a university, and on the number of departments offering EMI in a university, challenges and opportunities vary. One of the results points out that English-mediated instruction is manifested mainly through different approaches:

- English Medium Instruction which assumes academic content is delivered by the academic teacher, who “takes little or no responsibility for explaining the language (apart from the specialist terminology)" (p. 98);

- Content & Language Integrated Learning (CLIL) which assumes “... an academic takes “responsibility for both the content and language...” (p. 98);
- English for Specific Purposes which assumes a language teacher teaches the specific skills and specialist language rather than the content. (British Council-TEPAV, 2015)

Different approaches would necessitate different modes of English language provision and support. In any case, any approach should take into account the profile of the students and their level of English. The study conducted by the British Council collaborating with TEPAV (2013), conducted to explore English language teaching and learning in state high schools in Turkey, shows that there is mainly explicit emphasis on grammar-based teaching and testing, which in no way would prepare students to cope with the demands in an EMI, CLIL or ESP context. No matter what approach a higher education institution employs, it would only be normal to give first priority to equip students with essential language and skills to cope with academic demands that they may encounter in an English-mediated context. Depending on resource availability, there is room to follow various approaches that are available. There are some studies focusing on students’ academic needs in different English-mediated contexts but there is a need to incorporate, and learn from, some recent research streams influencing knowledge base in EAP.

Ding and Bruce (2017) state a number of research streams have influenced the development of “interdisciplinary knowledge base” in EAP, and they include “systemic functional linguistics, genre theory, corpus linguistics, academic literacies and critical EAP” (p. 5). ‘Academic literacies’ is considered to be “a relatively new empirical and theoretical field setting out to explore reading and writing in academia

as social practice...[and]...remains on the margins of academic writing theory and pedagogy” (Lillis & Tuck, 2016, p. 30), which is the main driving force behind this study.

While there is some knowledge base in relation to teaching English for Academic purposes established by several leading universities that have been delivering EMI programs in Turkey for decades, and while there are some established means, for example informed by genre theory or systemic functional linguistics, in the field of English Language Teaching, the field continues to develop to address any challenges that may arise out of changing needs and conditions in different contexts.

Purpose

This study intends to bring to the fore some lenses used in a relatively new field, called Academic Literacies (*Ac Lits*), to inform writing instruction in EAP contexts. Street’s (1984) conception of ‘autonomous’ and ‘ideological’ models of literacy is one of the yardsticks of *Ac Lits*. He stresses that ‘essayist’ approach as an autonomous model to literacy is a firmly established western norm, but it limits the concept of literacy by turning into situated content and skills that are delivered by authority figures, and that are promoted as “proper roles and identifies” to be carried “into the wider world” (Street, 1995, p. 118). This view was also supported by Kırkgöz (2009) who states that students learn how to write a variety of essay genres in preparatory school at universities, but this exposure is not seen sufficient to prepare students for writing in their departments.

Ac Lits provides a steppingstone for ideological models, allowing room for social negotiation of meaning making. Also, although, it values academic conventions developed, it intends to give flexibility to authorial voice as a native and

non-native speaker, and thus expects some flexibility in such conventions. It also expects participation from both relatively new and more experienced students, inviting personal life experiences and background knowledge into the pedagogical process (Lillis & Tuck, 2007). It does not induct students into established “conventions, genres and discourses” (p. 37); therefore, it is transformative rather than normative in nature (Lillis & Tuck, 2007).

A meta-study conducted by Pehlivan (2015) in Turkey explored studies conducted between 2002 and 2004 in the field of EAP, focusing on all four language skill, and portraying the state of EAP. The purpose of this meta study is to provide guidelines for developing writing instruction framework within the context of English for Academic Purposes (EAP) as informed by *Academic Literacies*. To this end, the researcher analyzed empirical articles published in the Journal of English for Academic Purposes (JEAP) between the years 2002 and 2019 to ascertain how they inform such practice. The researcher identified 109 research articles focusing on writing, and then further categorized them based on research streams in EAP first, and then bringing to the fore the ones focusing on the *Ac Lits*, which intends to “explore reading and writing in academia as social practice...” (Lillis & Tuck, 2016).

Research Question

This study will address the following research question: How do the studies focusing on teaching writing provide guidelines for the development of writing instruction framework within the context of English for Academic Purposes as informed by *Academic Literacies*?

Significance

A growing number of universities in Turkey offer EMI programs to attract international students, and to have “access to academic resources, international

research publication and the mobility of staff and students access” (British Council-TEPAV (2015) (British Council-TEPAV, 2015, p. 13). This inevitably results in having to design and deliver pre-sessional and in-sessional English language support programs by the universities concerned to meet the needs of their students and departments.

Although there is some knowledge base in relation to teaching English for Academic purposes established by several leading universities that have been delivering EMI programs in Turkey for decades, the field continues to develop both in Turkey and beyond to address any challenges that may arise out of changing needs and conditions in different contexts, including having more diverse students due to internationalization, and it remains open to any viewpoints to further enhance the field. Academic Literacies offers one such platform, and policy makers, language schools, curriculum developers, language teachers and students, both local and international, in higher education may benefit from the inclusion of principles of *Ac Lits* in some language courses. Also, *Ac Lits* approach may be considered in both in national and international curricula offered in Turkey to help students for example develop authorial voice while constructing their texts.

Definition of Key Terms

Academic Literacies: An approach towards the understanding of student learning by taking the learners' cultural and contextual aspects into account in their reading and writing practices (Lea & Street, 1998).

English for Academic Purposes (EAP): EAP is the language of academic discourse and focuses specifically on the vocabulary, grammar and discourse features found in academic communication, both spoken and written (Alexander et al., 2008).

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

In the present study, the aim is to explore published research that has been conducted on the topic of EAP writing in relation to *Ac Lits*. The study also seeks to discover how they inform practice. In this chapter, a literature review will be done with respect to the aforementioned topic to demonstrate what other researchers who have conducted research on EAP writing and *Ac Lits* have learned so far.

English Medium Instruction (EMI) in Higher Education

English Medium Instruction (EMI) can be defined as “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (Dearden, 2014, p. 4). There is a growing trend around the world to include EMI in higher education context, and there are several reasons behind this, which include but not limited to, “perceived need to internationalise the university ... in order to render it more prestigious; ... to attract foreign students because of falling enrollment numbers...; ... the status of English in the domain of research publications” (Macaro et al., 2017, p. 27).

The study by Dearden (2014) that was conducted with 55 countries reveals that there is a rapid EMI movement among the EFL countries. According to the report by British Council-TEPAV (2015) based on a study conducted in Turkey, there are three main reasons why EMI is preferred among EFL contexts. First of all, higher education institutions are making great profit out of this situation with millions of students who are willing to pay the tuition and living expenses to be able

to get quality education abroad. This factor contributes to both globalization and internationalization of universities, thus urges them to adopt EMI as their education system.

In addition to the financial aspect of EMI, the report by British Council-TEPAV (2015) puts forward two more reasons why EMI has been the concern of universities all over the world. Second reason indicates that they aim to increase the quality of their education by offering English, which is the language of research. This finding supports the claims made by Hultgren (2017) about how universities use EMI to increase their ranks among other universities. Richter (2019) adds to the discussion by stating that the use of EMI has been the indication of the success of educational institutions. More and more institutions are eager to keep up with this notion; hence, they are aiming to adopt EMI in their education to attract more (international) students.

Lastly, the report claims that some countries were using EMI as a way “to attract international students by generous scholarship schemes in order to promote its ideology or culture” (British Council-TEPAV, 2015, p. 46). However, this reason is not likely to be on the agenda of many countries.

If we are to look at the issue in the context of an EFL country, we can see that Turkey, which is one of the EFL countries, is influenced by EMI movement as well. More than half of the higher education institutions, which is roughly 110 out of 178, offer EMI in some or all of their departments and most of them require a Preparatory Year in which students are exposed to intensive English education to be able to follow classes in EMI (Dearden & Akincioglu, 2016). In addition, according to the study of Kahvecioğlu (2019), among 206 universities in Turkey, 25 of them can be regarded as the universities that provide EMI in all or majority of their departments.

British Council-TEPAV report (2015) reveals that universities in Turkey have been accepting students for the first two reasons mentioned above. However, there are a few issues on the application EMI in Turkish higher institutions according to the report:

- It is not clear whether the language of instruction is decided at institutional or departmental level... “Who decides what courses are taught in English?” (p. 99)
- The proficiency levels of the faculty staff differ, which necessitates training in EMI instruction. The current situation seems to indicate limited support is given to the faculty in this issue.
- “EMI faculty members stated that they offered little or limited language support to their students...” and this is in line with the EMI approach whereas ESP and CLIL approaches indicate that instructors regard themselves as responsible for students’ level (p. 100).
- Most EMI instructors pay little to no attention to the teaching techniques they are using. According to the lessons observed, the reports revealed six strategies: Mother tongue strategies, English language strategies, repair strategies, lesson structuring, visual-aid support, and textual support.

In order for a better application of EMI in Turkish universities, the report urges the authorities to act upon the issues mentioned above.

English for Academic Purposes (EAP)

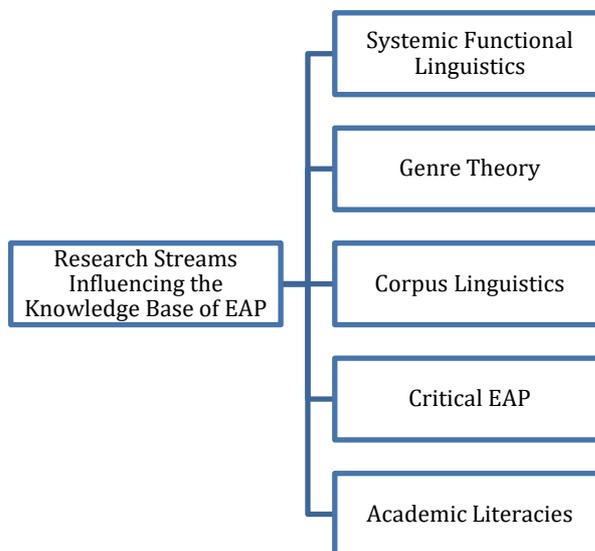
The concept of English for Academic Purposes (EAP) has emerged from the concept of English for Specific Purposes (ESP), and it has further branched into English for Specific Academic Purposes (ESAP), and English for General Academic Purposes (EGAP) (Hyland, 2006). To Flowerdew and Peacock (2001, p. 8) “English

for Academic Purposes (EAP) – the teaching of English with the specific aim to help learners study, conduct research or teach in that language – is an international activity of tremendous scope”. First, it is implemented in Anglophone countries for overseas students whose first language is not English. It is also conducted in countries where English is used as a second language. Finally, it is implemented in non-Anglophone countries that “need to access the research literature in that language” (p. 8), for economic strength through international trade, and to have access to “technology and expertise” (p. 10). Alexander et al. (2008) state that

[t]he English in EAP is the language of academic discourse and focuses specifically on the vocabulary, grammar and discourse features found in academic communication, both spoken and written. Academic genres are used so that audience, purpose and organization can be examined, together with appropriate rhetorical functions and information structure. ...EAP texts are inherently long and dense, and ... little scope for self-expression, personal response and creative writing. (p. 18)

Knowledge Base of EAP

Ding and Bruce define the knowledge base of English for Academic Purposes (EAP) as “the theories and research that are drawn upon in the design of syllabus, development of courses, production of materials and implementation of pedagogy in the field of EAP” (2017, p. 65). They have focused on five key theories that contributed to the research streams in EAP: systemic functional linguistics (SFL), genre theory, corpus linguistics, critical EAP, and academic literacies (*Ac Lits*). Figure 1 below demonstrates these research streams.

Figure 1*Research Streams Influencing the Knowledge Base of EAP*

Systemic functional linguistics is the first research stream mentioned in Ding and Bruce’s study. They define it as a theory in which “language is seen as a social semiotic—a meaning-making system capable of realizing and expressing the entire range of potential meaning employed by society” (Ding & Bruce, 2017, p. 68). In other words, the approach focuses on the social use of language in creating a text as well as interpreting it (Halliday, 1978). It makes use of a specific technique named “register” to identify the dimensions of meanings in different contexts or social situations (Ding & Bruce, 2017, p. 68). This technique has three components: field, tenor, and mode. Field is related to what is happening, while tenor focuses on the participants and mode is concerned with the role/function of language in the context (Ding & Bruce, 2017).

The next theory that Ding and Bruce has found to lead the research stream is genre theory. They refer to the genre theory as “the different approaches that have been used to categorise and analyse texts, such as the types of text that EAP students are required to write” (Ding & Bruce, 2017, p. 71). Some examples might be writing

argumentative essays and response papers. According to Ding and Bruce (2017), genre theory has been the most beneficial theory in informing the practice compared to the other theories mentioned. In addition, Swales mentions an “interest in centralizing the concept of genre in specialized language teaching and in the development of professional communication skills” (2004, p. 1). Nonetheless, the genre theorists have not come to an agreement about the focus in genre research. Some of the researchers focus more on the social aspects of genres while others prefer to use a more general approach (Ding & Bruce, 2017). Furthermore, they believe that genre theory has been influenced by two main approaches: ESP and SFL. They reveal the differences between the two approaches as stated below:

In relation to the structuring of content, ESP studies often offer insights about the organisation of content in texts by means of the move structures offered, and they link linguistic knowledge to these organisational patterns. On the other hand, SFL studies of larger whole texts (macro-genres) tend to focus more on linguistic knowledge through the lens of register analysis, relating elements of the lexico-grammar to the FTM [field, tenor, mode] variables. (Ding & Bruce, 2017, p.74)

They are both significant approaches used to inform practice in genre theory. Furthermore, they contribute the theory in different ways. While SFL approach “potentially provides some contextual information,” ESP approach is better at “[identifying] issues of personal agency and writer positioning”. (Ding & Bruce, 2017, p. 74)

Corpus Linguistics is also a significant theory that contributes to the research and practice in EAP. It is defined by Ding and Bruce (2017) as “analytical methods whereby large samples of naturally occurring language (corpora), in the form of

written texts or transcriptions of spoken language, are subjected to computer-mediated analysis” (p. 74). This method is used to identify the frequency of a word by creating word lists and thus to provide useful information for practice. As Ding and Bruce (2017) puts it, the corpus linguistics provides information “textual competence and particularly the area of vocabulary knowledge, such as identifying important academic lexis for the purpose of intensive vocabulary learning” (p. 75). This knowledge base is different from the previous ones in the sense that the focus is mostly on the frequency and samples of vocabulary not the language itself; however, it has been still beneficial in identifying “key linguistic features” in specific genres for EAP practitioners (Ding & Bruce, 2017).

Critical EAP is a knowledge base that has brought new concepts to the research and practice of EAP such as “ideologies” and “power relations” (Ding & Bruce, 2017, p. 80). In critical EAP, Benesch (1993) believes that L2 classrooms are never free of ideology regardless of our consciousness of “political implications” (p.106). Furthermore, she implies that EAP should be aware of “rights analysis” as well as “needs analysis” (Benesch, 2001, p. 108). Therefore, students should be encouraged to resist and question the content and teaching of their courses as well as learning how to “identify the power relations that operate in their classroom” (Ding & Bruce, 2017, p. 80). The theory overall contributed to the research and practice in EAP in term of raising awareness about ideologies and being critical. In this sense, critical EAP is considered to be similar to *Ac Lits* in that it “appears to be more one of consciousness-raising than of actual incitement to political action and resistance in the way...” (Ding & Bruce, 2017, p. 80).

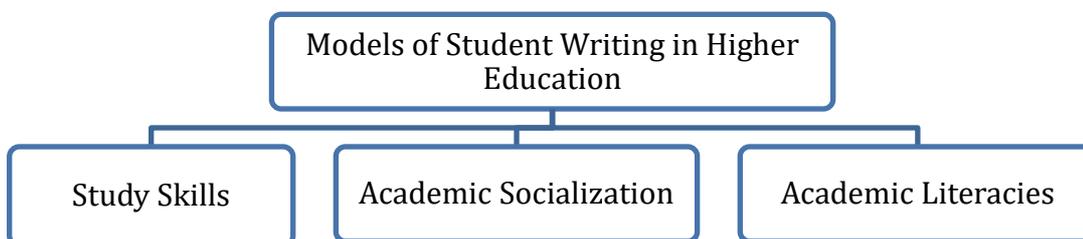
Academic Literacies (*Ac Lits*)

The concept of academic literacies (*Ac Lits*) adopts a “new literacies position” as a consequence of both globalization and internationalization of tertiary education (Hyland, 2006, p. 21). New literacies rejected the idea of “the ways language is treated as though it were a thing, distanced from both teacher and learner and imposing on them external rules and requirements as though they were but passive recipients” (Street, 1995, p. 114). It, instead, embraced the role of people in creating the literacy as a result of “interaction between people” (Hyland, 2006, p. 21-22).

Lea and Street (1998) define Academic Literacies as an approach towards the understanding of student learning by taking the learners' cultural and contextual aspects into account in their reading and writing practices. They divide “educational research into student writing into three approaches or models”: 'study skills'; 'academic socialization'; and 'academic literacies'” (p. 158). They describe these models as intertwined rather than separate (Figure 2).

Figure 2

Models of Student Writing in Higher Education



Study Skills as a Model of Student Writing

‘Study skills’ refers to the technical skills such as grammar, punctuation, referencing, and spelling that every student is required to learn (Lea & Street, 1998; Hyland, 2006). This approach of writing traces back to the early days of EAP before

the internationalization of university education with which universities started to accept more and more international students (Hyland, 2006). Before the diversity in the student profile, the EAP instruction emphasized text and the role of the instructor as the main source of knowledge. In addition, students were mainly learning to use the language in the context of their study (Hyland, 2006). As a result, instructors aimed towards a more genre-based approach to help students' studies in the most efficient way.

Furthermore, with study skills approach, Lea and Street claim that the focus was mainly on "attempts to fix the problems in student learning" as if they had an illness (1998, p. 159). Consequently, this approach led to the academic socialization approach because of its "crudity and insensitivity" as well as the other reasons mentioned above. (Lea & Street, 1998, p. 159)

Academic (Disciplinary) Socialization as a Model of Student Writing

With the 'academic socialization' approach, the element of "culture" was introduced to academic writing (Lea & Street, 1998, p.159). This approach believed that each department had a homogenous culture of their own and it was now the instructor's responsibility to introduce students to the culture of the institution (Hyland, 2006; Lea & Street, 1998, p.159). What made it different from study skills was the fact that academic socialization "implies an integrated view which links language, user and context" (Hyland, 2006, p. 20). It also added a new perspective on the role of EAP. EAP was not only about teaching skills anymore, on the contrary, it had an impact on students' disciplinary success (Hyland, 2006).

Another significant addition was the emphasis on "the importance of discourse and its role in defining disciplinary groups" (Hyland, 2006, p. 20). Hyland

continues to define the concept of discourse and explains why it is related to academic socialization in the following way:

The term 'discourse' is widely used in the social sciences and in a variety of ways. It is often employed in a general sense to refer to different ways of representing aspects of the world, evoking the ways of thinking and talking that recur across different speakers/writers and texts. Here discourses help to scaffold the activities of social groups and their affiliations, so we talk of scientific discourse or political discourse. More specifically it refers to a stretch of language, or text, that has been put to use as communication – it is language in use. These two uses are related: by engaging in certain discourses we participate in and build our communities and disciplines. (2006, p. 20)

In short, Hyland emphasizes the importance of discourse since it contributes to the building of disciplinary cultures to a great extent, which is why academic socialization model highly values it.

Since discourse practices, by definition, call for a shared culture, one can expect that the mentality of community will also appear. In this community, it is possible to oversee the role of the undergraduate students since they are considered as temporary members of academia. In the end, they are in the status of apprentices who will follow discourse practices to be acknowledged by their professors (Hyland, 2006; Jacobs, 2005).

Consequently, although it looked more inclusive and sensitive in cultural sense, it failed again because the approach assumed the existence of one and only school culture by disregarding the depths of meaning making in student writing (Lea & Street, 1998). The approach also could be considered to be a contract between professors as givers only and students as passive receivers (Hyland, 2006).

Academic Literacies as a Model of Student Writing

This model gave importance to the social aspect of literacies by taking identities into account in student learning instead of focusing only on skills and knowledge. In this model, the setting has utmost importance since each learning experience varies according to the context they take place. This model also challenges the passive language expected from students in general. The use of “I” regardless of the expertise level is encouraged (Lea & Street, 1998, p. 159).

As Lea and Street claim these three models mentioned above emerged by “[encapsulating] each other” rather than completely disregarding the idea behind them (1998, p. 158). By starting from the idea of set skills, the research figured out the importance of the social aspect with academic literacies in time (Lea & Street, 1998).

In *the Ac Lit* approach, the main goal is to recognize students’ identities and their social background in their academic reading and writing experiences (Lillis & Tuck, 2007). This goal is especially difficult to conduct when the writing criteria differ in each discipline, giving little space for the student to insert their identities in (Jacobs, 2005). Ivanic (1998) elaborates on the issue by pointing that passive sentence structures and elimination of authorial voice are encouraged in many disciplines to completely passivize the role of the author. In cases as such, students end up feeling threatened to use the first person pronoun "I" and active sentence structures in their writing (Lea, 1998; Ivanic, 1998).

Another goal of *Ac Lits* is to give priority to questioning and change instead of the structure of writing. Lillis and Tuck corroborate that questioning is often seen as a "distraction from getting down to the real business to master academic discourses" (2007, p. 34). However, they claim that it is detrimental to the

institutions as well as students in that institutions miss out on "the identities, knowledges and semiotic resources which student writers bring from outside the academy" (Lillis & Tuck, 2007, p. 34)

What makes *Ac Lits* stand out as different from the conventional academic practices? The "normative" or conventional way of student learning is based on the idea of emphasizing grammar, spelling, and other technical details every student is held accountable to learn (Lea & Street, 1998). Students are expected to include the necessary components that are "'structure', 'argument,' and 'clarity'" (Lea & Street, 1998, p. 162). In other words, these skills are compulsory to be achieved by all the students in academic context regardless of their background.

Ac Lits has a transformative approach towards student learning as opposed to the conventional teaching and learning practices. Lillis and Scott (2007) list down the issues that *Ac Lits* is concerned with in the following way:

a) locating such conventions [one or more levels of grammar, discourse or rhetorical structure or genre] in relation to specific and contested traditions of knowledge making; b) eliciting the perspectives of writers (whether students or professionals) on the ways in which such conventions impinge on their meaning making; c) exploring alternative ways of meaning making in academia, not least by considering the resources that (student) writers bring to the academy as legitimate tools for meaning making. (p. 13)

All of the issues mentioned above are critical to identify what is dominant in the literature and practice as well as in what ways students are struggling to come up with efficient solutions or strategies to address these issues. As Ivanic (1998) suggests, each student may respond to a literacy event in a completely different manner even when they share the same culture. Hence, it is also crucial to take into

account the fact that each of these students has different values and beliefs in addition to their belonging to a specific culture.

Given the reasons why students' accounts of their own learning in relation to their identities and cultural contexts matter, researchers have found out a relatively more efficient way of looking into the issue. In previous research, the texts used in the reading and writing practices have received more attention than students do. The researchers in *Ac Lits*, on the other hand, have preferred to use ethnographic research method with more focus on "the importance of understanding both texts and practices in the light of staff and student interpretations of university writing" (Lea & Street, 1998, p. 160).

With the shift of focus in the research, some key themes have emerged. Lillis and Tuck (2007) have gathered those under five categories.

1. Students often experience the demands placed on them as writers as opaque and obscure.
2. Disciplinary discourses are historically situated and contested(able).
3. Identity is a significant dimension in academic writing.
4. There is a need to open up the academy to a broader range of semiotic/linguistic practices as valid 'funds of knowledge.'
5. There is a need to analyse practices in contemporary academia and the professions more generally. (p. 33-34)

The first theme brings to attention two other issues that are crucial in *Ac Lits*: feedback and plagiarism. In *Ac Lits*, the tutor's role in giving feedback with implications that they have the authority over students is criticized (Lea & Street, 1998; Sutton & Gill, 2010). In this way, tutors or instructors disregard the authorial

identity of students by imposing their expectations (Abasi & Graves, 2008). As a result, students only exist as voiceless authors inside the academia.

Plagiarism is the other issue related to stripping students off their authorial identity (Magyar, 2012). In their research, Lea and Street (1998) found that students find it challenging to express their own opinions for the fear of committing plagiarism unintentionally. The following student commentary demonstrates this fear more concretely: “I don't know anything about the subject other than what I've read in books so how on earth could I write anything which was not someone else's idea?” (p. 167). As a result, this issue hinders students from constructing an authorial identity since they do not risk of causing a distasteful situation that will affect their academic life.

The second of the key themes found by Lillis and Tuck (2007) is mostly related to how the requirements and demands of each discipline and tutor differ to a great extent. This issue causes students to feel lost between the overwhelming demands from multiple parties (Lea & Street, 1998). In other words, students will not be able to keep up with the expectations, let alone finding time to work on their authorial selves.

Upon reviewing the literature, it is clear to see that the third theme ‘identity’ has been the dominant focus of many articles published under *Ac Lits*. In her article, Ivanic (1998) touches upon the issue of identity by claiming that students go through identity crisis “because of a mismatch between the social contexts which have constructed their identities in the past and the new social context which they are entering” (p. 12). She then asserts that this problem causes them to either abandon their identity and become like their peers or question and challenge the practices that are dominants in their institution (Ivanic, 1998; Piller & Ivanic, 1999). While the first

option might lead to an identity crisis like Ivanic suggests, the latter suits the approach of the *Ac Lits* since it supports change.

The last two themes emerged in the Lillis and Tuck's review of literature (2007) point out to the suggestions to address the challenges faced by students by focusing more on the practices and systems followed by tutors and institutions. Lea and Street (1998) also suggest that it is significant to take "institutions, staff and students" into consideration as the three parties involved and act accordingly (p. 158).

As a result of the aforementioned key themes, Lillis and Tuck (2007) make a few suggestions to encourage transformation in pedagogy. One of them is to include more multimodality in the academia. By using multimodality practices, students might go beyond the boundaries of written text and get familiar with interpreting other types of texts in different social contexts. As Kress (2009) puts it, there has been a shift from "vertical to horizontal" in terms of power relationships in communication in higher education (p. 21). In this way, instructors and students are encouraged to work together in the meaning making process, in contrast to the conventional instructor-student hierarchy in normative practices where the instructor has the "right to criticize" (Lea & Street, 1998, p. 169). In addition, this practice supports one of the pedagogical suggestions made by Lillis and Tuck (2007) who state that "negotiation and dialogue should be central to the teaching learning, production and evaluation of what counts as 'academic' writing" (p. 39).

EAP and *Ac Lits* share similar characteristics. First of all, both of the approaches have a good intention, which is to help students become a recognized member of the English-dominant research world while providing valuable contributions to the academia about it (Lillis & Tuck, 2007). Also, they value the

research of academic literacy to be able to achieve this goal. Although they share a few common goals as such, there are more differences than similarities between them. Lillis and Tuck (2007) summarize the differences in four points:

1. In EAP, the main focus is on the text while in *Ac Lits* emphasizes the importance of the producer/writer.
2. EAP believes in the existence of a Standard English while *Ac Lits* challenges this notion of one kind of English.
3. While EAP simply sees student progress as novice-expert, *Ac Lits* emphasizes the life experiences and knowledge they bring to the institution.
4. While EAP' techniques are identified as "normative," those of *Ac Lits*' are "transformative." (p. 36-37)

As discussed in previous chapters, the academic literacies model introduced the concept of students' experiences and identities as important for their learning (Lillis, 2003). In EAP, this approach seems to be a bit non-applicable since the focus is mostly on the text while academic literacies put the learner on the center (Lillis & Tuck, 2007). As a result, students might feel disconnected in EAP practices such as the use of "I" that is being avoided by most of the students (Lea & Street, 1998).

According to Lillis and Tuck (2007), EAP's aspirations to come up with a standardized English clashes with academic literacies approach as well. The nature of *Ac Lits* questions systems that do not allow for diversity. In this case, assuming the existence of one type of English definitely makes EAP different from academic literacies.

As previously discussed, academic literacies supports for the mutual relationship of instructors and students instead of a relationship in which the

instructor is the only one who knows the best and shares knowledge (Lea & Street 1998). In academic literacies, students bring their experiences and knowledge to the institution and the institutions are encouraged make the best out of it (Lillis & Tuck, 2007). However, in EAP, the instructor provides feedback, and this is how the student learning takes place. As a result, one can see that instructors have authority, and they hold the power in this relationship (Lea & Street, 1998).

The terms “normative” and “transformative” explained above can be used to set another clear example why EAP and academic literacies differ in their approach. EAP’s starting point is usually the genres and conventions that students should get familiar with to meet the expectation of their tutor (Lea & Street, 2006; Lillis & Tuck, 2007). While EAP gives limited space for flexibility and change, *Ac Lits* theory is based on the idea of change (Lillis & Tuck, 2007). Therefore, if EAP is to adopt an *Ac Lits* approach, opportunities for change need to be created for students.

Judging from the points above, in order for the EAP to catch up with *Ac Lits*, some suggestions have been made by Lillis and Tuck (2007). The first suggestion is finding answers to the questions such as “whose English(es) are/should be valued and why?” (p. 38). In other words, the “Standard English” concept discussed above should be questioned by considering the globalization of the research world (Sato, 1989). Other suggestions involve the transformation of the pedagogy such as incorporating multimodality to the curriculum and considering the writing experience as a “networked activity” (2017, p. 38). It would not be wrong to assume that EAP might enhance students’ learning by implementing these suggestions into practice.

This chapter provided insights related to the literature regarding EMI, teaching EAP, and the research streams informing the knowledge base of EAP, especially *Ac Lits*.

CHAPTER 3: METHOD

Introduction

This chapter aims to give information about the research design employed to conduct this study, using Noblit and Hare's concept of meta-ethnography. It also gives information about how the data were analyzed, referring to coding and categorizing, as conceptualized by Miles and Huberman (1994), and Akşit's method of using spreadsheets for analyzing qualitative data (Akşit, 1998; Akşit, 1998 as cited in Yıldırım & Şimşek, 2018).

Research Design

This study seeks to answer the following research question: How do the studies focusing on teaching writing provide guidelines for the development of writing instruction framework within the context of English for Academic Purposes as informed by Academic Literacies. To address this research question, the researcher first selected 109 empirical research articles published between 2002 and 2019 in the Journal of English for Academic Purposes (JEAP). Then, the researcher analyzed the purposes and results of these studies, using Noblit and Hare's (1988) meta-ethnographic approach to interpretive synthesis as adapted by Dixon-Woods et al. (2006), called and Schütz's (1973) notion of first, second and third order constructs (i.e., interpretations of the researchers of the studies selected).

Approach to Interpretive Synthesis: Meta-Ethnography

Interpretive synthesis first intends to identify interpretations of the researchers studies (second-order constructs), and then use them as a platform for generating "new interpretations (third-order constructs) that go beyond those offered

in individual primary studies” (Barnett-Page & Thomas, 2009; Campbell et al., 2011, p. 8). To this end, the researcher analyzed empirical articles published in the Journal of English for Academic Purposes (JEAP) between the years 2002 and 2019 to ascertain how they inform such practice.

Meta ethnography is an approach to interpretive synthesis that was introduced by Noblit and Hare in 1988 as a result of a failed attempt to synthesis ethnographic studies by using aggregated synthesis (Campbell et al., 2011). It also “involves induction and interpretation, and in this respect it resembles the qualitative methods of the studies it aims to synthesise” (Britten et al., 2002, p. 210).

This study uses Noblit and Hare’s (1988) meta-ethnography as a method of interpretive synthesis mainly because it “involves induction and interpretation... [allowing] translation of studies to one another, which encourages the researcher to understand and transfer ideas, concepts and metaphors across different studies (Britten et al., 2002, p. 209).

The process of meta-ethnography consists of seven phases as defined by Noblit and Hare (1988):

Phase 1: Getting started. This involves identifying an intellectual interest that qualitative research might inform.

Phase 2: Deciding what is relevant to initial interest. In meta-analysis... considerable effort is expended in developing an exhaustive list of studies...

Phase 3: Reading the studies. ... it is best to identify this step as the repeated reading of the accounts and the noting of the interpretive metaphors...

Phase 4: Determining how the studies are related. This requires determining the relationships between the studies to be synthesized ... it makes sense to

create a list of the key metaphors, phrases, ideas, and/or concepts (and their relations) used in each account and to juxtapose them. ...

Phase 5: Translating the studies into one another. ...Translations are unique syntheses because they protect the particular, respect holism, and enable comparison. ...

Phase 6: Synthesizing translations: Synthesis refers to making a whole into something more than the parts alone imply. ... a second level of synthesis is possible, analyzing types of competing interpretations and translating them into each other.

Phase 7: Expressing the synthesis: ... Most syntheses are written for an academic audience ...[but] ... any effort to communicate the synthesis involves some assessment of the audience... (p. 26-29)

Critical Interpretive Synthesis

Dixon-Woods et al. (2006) adapted Noblit and Hare's approach to meta-ethnography (1998) to widen the scope of the studies selected by including both quantitative, qualitative and mixed-methods studies from varied sources. This approach is called critical interpretive synthesis (CIS). It allows room for iteration in order to refine categories and codes, and link 'synthetic constructs' with constructs already existing in the literature. However, as it also utilizes grounded theory, there is room for including inductive concepts and categories (Barnett-Page & Thomas, 2009).

Sampling

The sample for the study was taken from the Journal of English for Academic Purposes (JEAP), which is a reputable journal in the field of EAP, by using Elsevier as the search engine. When the keyword "writing" and journal name were entered

into the search engine, the result was 109 empirical research articles published between 2002 and 2019. The year 2002 refers to the time when the journal was published for the first time, and the year 2019 refers to when the researcher started the process of data collection. All of the empirical studies identified using the search term were included in the sample.

Method of Data Collection and Analysis

To facilitate the process of data collection and analysis, the researcher first used Miles and Huberman's (1994) conception of categorizing and coding, and then incorporated Akşit's conception of using a spreadsheet for analyzing qualitative data (Akşit, 1998; Şimşek & Yıldırım, 2018).

Thus, a spreadsheet program was used to process the studies exported from the Elsevier's search engine. The data analysis consisted of seven phases, which is based on Noblit and Hare's (1988) conception of Meta-Ethnography as an approach to interpretive synthesis (Table 1).

Table 1

Data Analysis of the Study Using the Seven Phases of Meta-Ethnography

Phases (Noblit and Hare, 1988)	Process of Data Analysis
Phase 1 Getting started	Writing in EAP was selected as the field of interest, stating the purpose and research question of the study
Phase 2 Describing what is relevant to the initial interest	The key terms and context related to the research question were determined, and based on Elsevier's search engine; the target studies selected, and spreadsheets were formed.
Phase 3 Reading the studies	The purposes and findings of the studies were read repeatedly to identify, sift and sort second-order interpretations in the studies using a double-layered <i>Start List of Codes</i> derived from the common themes formed by reading the abstracts of the studies. It first focused on emerging themes, and then subsequently the research streams brought in as explained below.
Phase 4 Determining how the studies are related	A wide range of second-order interpretations in relation to purposes and findings were spotted and this necessitated use of additional lenses. To this end, research streams informing the knowledge base of EAP were used, and the streams also functioned as a <i>Start List of Codes</i>

Table 1 (cont'd)*Data Analysis of the Study Using the Seven Phases of Meta-Ethnography*

Phases (Noblit and Hare, 1988)		Process of Data Analysis
Phase 5	Translating studies into one another	All second-order interpretations, derived from the purposes and findings of the studies, were arranged in alphabetical order to initially group, compare and contrast the studies within the context of the research streams informing the knowledge base of EAP.
Phase 6	Synthesizing translations	Second-order interpretations concerning the findings of the studies were further analyzed and refined through the process of <i>1st Level Coding</i> .
Phase 7	Expressing the synthesis	Emerging third-order constructs were prepared in the form of principles and guidelines to inform writing instruction within the context of <i>Ac Lits</i> .

Phase 1-Getting started: According to Campbell et al. (2011), this is the phase where a research interest is identified. This research interest might change as the study goes on. In this phase, the researcher of the present study chose the topic of the study as writing in EAP. In addition, the purpose of the study and the research question were written in this phase.

Phase 2-Describing what is relevant to the initial interest: This phase calls for an “exhaustive search” for the selected area of interest (Campbell et al., 2011, p. 10). The researcher used Elsevier as the search engine and selected Journal of English for Academic Purposes (JEAP) as the database. She used the term “writing” as the title of the articles and selected the option of empirical research articles. Also, she narrowed the research down by limiting it to the articles published between the years 2002 and 2019. This resulted in 109 articles in total. The researcher exported the search results into a spreadsheet. Figure 3 shows a sample list of the studies chosen, arranging the spreadsheet under the following headings: author, article title, abstract, and subjects (Appendix A).

Figure 3

Sample List of Studies Chosen

	A	B	C	D	E
1	Author	Article Title	Abstract	Subjects	Journal Title
2	Aktas, Rahime Nur; Cortes, Viviana	Shell Nouns as Cohesive Devices in Published and ESL Student Writing	This paper analyzes the use of a special type of unspecific noun, called "shell nouns" [Hunston, S., & Francis, G. (1999). "Pattern grammar". Amsterdam: Benjamins; Schmid, H. To date, experts in the field of second language acquisition (SLA) have paid extensive attention to the vital role formulaic sequences can play in augmenting second language (L2) learners' academic writing skills. However,	Foreign Students; Graduate Students; Nouns; English for ACADEMIC discourse; SECOND language acquisition; QUANTITATIVE	Journal of English for Academic Purposes Journal of English for Academic Purposes
3	AlHassan, Lina; Wood, David	The effectiveness of focused instruction of formulaic sequences in augmenting L2 learners' academic writing skills: A quantitative research study.	Creativity is widely invoked in certain educational and other public discourses, and has been quite extensively theorised and investigated in some circles, but still receives little attention in EAP discussions of students' academic writing.	Creativity; English for Academic Purposes; Writing Instruction; Student Attitudes;	Journal of English for Academic Purposes
4	Allison, Desmond	Creativity, Students' Academic Writing, and EAP: Exploring Comments on Writing in an English Language Degree Programme	Abstract in EAP contexts, attaining a desired level of competence and fluency in academic writing is important for students majoring in English-medium undergraduate	ACADEMIC discourse; FLUENCY (Language learning);	Journal of English for Academic Purposes
5	Altınmakan, Derya; Bayyurt, Yasemin	An exploratory study on factors influencing undergraduate students' academic writing practices in Turkey.	Academic research articles often involve the frequent use of lengthy noun phrase structures, and those seeking to write such texts, both native and non-native alike, would need to become familiar with this characteristic feature of the register. Biber, Gray and Poole (2011) have hypothesized	COMPLEXITY (Linguistics); ACADEMIC discourse; GRADUATE students; APPLIED linguistics;	Journal of English for Academic Purposes
6	Ansarifard, Ahmad; Shahriari, Hesamoddin; Pishahadam, Aull, Laura L.; Bandarage, Dineth; Miller, Meredith	Phrasal complexity in academic writing: A comparison of abstracts written by graduate students and expert writers in applied linguistics. Generality in student and expert epistemic stance: A corpus analysis of first-year, upper-level, and published academic writing.	Research highlights the importance of stance in academic writing, and recent research shows increasing emphasis on stance in undergraduate writing. Most studies of student writing focus on epistemic stance in terms of certainty and	EPISTEMICS; ACADEMIC discourse; LINGUISTICS; GENERALIZATION; UNDERGRADUATES	Journal of English for Academic Purposes

Phase 3-Reading the studies: The third phase required a thorough reading of the studies to identify the second-order interpretations derived from the *purposes* and *findings* sections of the studies selected (Britten et al., 2002). Figures 4 and 5 demonstrate some of the sample second-order interpretations in those sections.

Figure 4

Sample Second-Order Interpretations Derived from Purposes

	Publication Year	Author	Title	Purpose
1	2018	Tuck, Jackie	"I'm nobody's Mum in this university": The gendering of work around student writing in UK higher education	to add to existing work by drawing on an ethnographically oriented exploration of practices around student writing, analysed through a gender-sensitive lens, in order to generate insight into the discursive gendering of a key aspect of academic activity.
2	2013	Li, Yongyan	Three ESL students writing a policy paper assignment: An activity-analytic perspective	The overarching research purpose of the study was to find out how activity theory can be used to understand the three focal students' processes of fulfilling the PP assignment based on sources.
3	2012	Wingate, Ursula	'Argument!' helping students understand what essay writing is about	The study had the following objectives: 1. To identify the concepts of 'argument' students have when arriving at university.
4	2012	Wingate, Ursula	'Argument!' helping students understand what essay writing is about	2. To explore the difficulties students experience with argumentation in academic writing.
5	2012	Wingate, Ursula	'Argument!' helping students understand what essay writing is about	3. To discuss the limitations of current instruction and make recommendations for improvements.
6				

Figure 5

Sample Second-Order Interpretations Derived from Findings

1	Publication			Findings
	Year	Author	Title	
1	2018	Tuck, Jackie	"I'm nobody's Mum in this university": The gendering of work around student writing in UK higher education	Findings do not support conclusions about how these discourses and practices might have a differential impact on women and men. However, the analysis does point to the need for further exploration of the gendering of writing work in the disciplines in the UK, and the consequences for staff and students.
2	2013	Li, Yongyan	Three ESL students writing a policy paper assignment: An activity-analytic perspective	Specifically, the findings highlighted the recursive nature of the actions, 'growing understanding of the subject matter' as a nested mediating tool across the actions, and technology constantly being a mediating tool in each action.
3	2012	Wingate, Ursula	'Argument' helping students understand what essay writing is about	The student answers revealed that many had concepts of argument that were either partial, or too narrow, or inappropriate for the genre 'essay' as required at university. This finding shows the need to teach the formal schemata of essay writing early on in the university programme, and to eradicate some misconceptions from students' previous writing experience.
4				

Then, the researcher made use of a *Start List of Codes* containing 16 codes, which were colored later on to facilitate the process of sifting and sorting (Figure 6). The codes were created out of the common themes that the researchers identified by reading the abstracts of the studies. Most of the studies incorporated multiple codes. Figure 4 shows the *Start List of Codes*.

Figure 6

Sample Spreadsheet Including Start List of Codes

Start List of Codes	Publication	Author	Title
Discourse	2004	Woodward	"Discourse communities" and "writing apprenticeship": an investigation of these concepts in undergraduate Educational students' writing.
Writing	2017	Hynesius	"Good" and "acceptable" English: EFL students' beliefs and attitudes in history and computer science

Phase 4-Determining how the studies are related: In this phase, the researcher finalized the key terms, concepts or ideas to figure out if and how the studies were

related (Britten et al., 2002). A wide range of second-order interpretations was discovered in relation to the purposes and findings, necessitating the usage of additional lenses. The researcher decided to use the research streams informing the knowledge base of EAP: Systematic Functional Linguistic (SFL), Genre Theory, Corpus Linguistics, Critical EAP and Academic Literacies (*Ac Lits*). These research streams also served as a *Start List of Codes* (Figure 7).

Figure 7

Coding and Categorizing According to the Research Streams Informing EAP

Publication Year	Author	Title	knowledge-based	Abstract
2008	Aktas, Rahime Nur, Cortes, Viviana	Shell nouns as cohesive devices in published and ESL student writing	corpus-based	This paper analyzes the use of a special type of unspecific noun, called shell nouns [Hunston, S., & Francis, G. (1999). <i>Pattern grammar</i> . Amsterdam; Benjamins; Schmid, H. (2000). <i>English abstract nouns as conceptual shells: From corpus to cognition</i> . Berlin: Walter de Gruyter], which are frequently used as cohesive devices, in the written production of published scientists and international graduate students. These nouns act like "shells" because when they are used in this function, they can enclose or anticipate the meaning of the preceding or succeeding discourse. Using a corpus-based methodology and quantitative and qualitative procedures, our study analyzes the frequency of some of these shell nouns, the different lexico-grammatical patterns in which they occur, and the functions associated with these patterns. The result of this study indicates that students used some of these nouns more frequently than published authors and that the functional patterns in which these nouns were used varied between the two groups of writers. These results provide
2015	AlHasan, Lina; Wood, David	The effectiveness of focused instruction of formulaic sequences in augmenting L2 learners' academic writing skills: A quantitative research study	SFL	To date, experts in the field of second language acquisition (SLA) have paid extensive attention to the vital role formulaic sequences can play in augmenting second language (L2) learners' academic writing skills. However, empirical testing of such a role is rarely attempted in research. This quantitative research study is an attempt to investigate the effects of focused instruction of formulaic sequences on twelve L2 learners' academic writing skills. The study results suggest that an explicit instructional approach to formulaic sequences can enhance their subsequent acquisition and promote L2 learners' tendency to integrate this language phenomenon in their writing. Moreover, formulaic sequences may increase L2 learners' writing proficiency because they function as frames to which L2 learners might resort when approaching a writing task to compose an academic piece of writing.
2004	Allison, Desmond	Creativity, students' academic writing, and EAP: exploring comments on writing in an English language degree programme	Academic Literacies	Creativity is widely invoked in certain educational and other public discourses, and has been quite extensively theorised and investigated in some circles, but still receives little attention in EAP discussions of students' academic writing. After outlining likely reasons for this avoidance, my paper explores what students and teachers in one setting had to say about creativity and related topics as they commented upon academic writing in a university English Language degree programme. Data are drawn from questionnaire responses and interview transcripts, starting from keyword searches. The discussion relates participants' comments and concerns to themes more commonly found in the EAP literature, especially questions of accommodation, content and writing task. A case is made for renewing attention to creativity and to what this may involve in EAP pedagogy, particularly but not exclusively when working with present or future teachers of English Language in multilingual settings.
2019	Altınmakas, Derya; Bayyurt, Yasemin	An exploratory study on factors influencing undergraduate students' academic writing practices in Turkey	Academic Literacies	In EAP contexts, attaining a desired level of competence and fluency in academic writing is important for students majoring in English-medium undergraduate programs because their academic achievements are determined by the texts they produce in English. Undergraduate students in Turkey are observed to experience difficulties with academic writing as they try to accommodate their existing writing knowledge to the requirements of the new discipline-specific writing and learning situation of tertiary level education. Placing the students at the core of inquiry, the study explored factors influencing students' academic writing practices in English. The participants of the study were nineteen English major undergraduate students studying in Istanbul. The main data were obtained from background questionnaire, semi-structured interviews, document analysis, and were qualitatively analysed. The findings revealed that undergraduate writing is influenced by an array of interrelating educational and contextual factors: (1) the amount and nature of L1 and L2 pre-university writing instruction and experience, (2) students' perceptions about academic writing and disciplinary-specific text genres, (3) prolonged engagement with the academic context and discourse, and (4) expectations of faculty members. The insights gained from the study provide important implications for reconceptualization of writing instruction in Turkey.

Phase 5- Translating the studies into one another: In this phase, the researcher first used the initial *Start List of Codes*, and the research streams informing the knowledge base of EAP for arranging the second-order interpretations (Figures 8 & 9). There were three types of relationship to choose from as indicated by Noblit and Hare (1988), and, based on which, as suggested by Britten et al. (2002): the studies “may be directly comparable as reciprocal translations; they may stand in opposition to one another as refutational translations; or taken together they may represent a line of argument” (p. 210). The researcher used any type where applicable.

Figure 8

Sample Second-Order Interpretations in Purposes Arranged Using Start List of Codes and Research Streams Informing EAP

Year	Author	Start list of codes	Title	Research Stream	Purpose	Abstract
2018	Tuck, Jackie	Gender	"I'm nobody's Mum in this university": The gendering of work around student writing in UK higher education	Academic Literacies	to add to existing work by drawing on an ethnographically oriented exploration of practices around student writing, analysed through a gender-sensitive lens, in order to generate insight into the discursive gendering of a key aspect of academic activity.	A number of recent studies have raised critical questions about the gendering of academic labour in the contemporary university as workplace. This paper focuses on gendering discourses of work around student writing which surfaced in an ethnographically oriented study of fourteen academic teacher participants based in six diverse UK Universities in a range of disciplines. I draw on study findings to show that work with undergraduate writing and writers is often understood through feminising discourses of 'care' which explicitly and implicitly invoke stereotypically female caring roles in ways which reflect and perpetuate the marginalised status of writing work and at the same time infantilise students. I argue that the reassertion of care as a core
2007	Perpignan, Hadara; Rubin, Bella; Katznelson, Helen	Other: Non-writing outcome	'By-products': The added value of academic writing instruction for higher education	Academic Literacies	The aim of the current study is (i) to explore students' perceptions of non-writing outcomes of their academic writing courses—the 'by-products'—in a greater diversity of settings,	We previously defined the 'by-products' of academic writing instruction as "affective and social changes perceived by students, along with changes in their writing, reflected in interpersonal and intrapersonal behaviors carried over into other spheres of their lives" (Katznelson, Perpignan, & Rubin, 2001. What develops along with the development of second language writing? Exploring the 'by-products'. Journal of Second Language Writing, 10(3), 141–159). The aim of the current study is (i) to
2007	Perpignan, Hadara; Rubin, Bella; Katznelson, Helen	Other: Non-writing outcome	'By-products': The added value of academic writing instruction for higher education	Academic Literacies	The aim of the current study is (ii) to understand the pedagogical sources and links which may lead to their emergence.	We previously defined the 'by-products' of academic writing instruction as "affective and social changes perceived by students, along with changes in their writing, reflected in interpersonal and intrapersonal behaviors carried over into other spheres of their lives" (Katznelson, Perpignan, & Rubin, 2001. What develops along with the development of second language writing? Exploring the 'by-products'. Journal of Second Language Writing, 10(3), 141–159). The aim of the current study is (i) to
2004	Woodward-Kron, Robyn	relations between discourses	'Discourse communities' and 'writing apprenticeship': an	Academic Literacies	This paper aims to contribute to current understandings of the relation of discipline	This paper examines the concepts of discourse community and writing apprenticeship in the context of undergraduate education students' writing. Drawing on an integrated research methodology using marker feedback on student assignments and interview data, the paper

Figure 9

Sample Second-Order Interpretations in Findings Arranged Using Start List of Codes and Research Streams Informing EAP

Year	Author	Title	Research Stream	Findings	Abstract
2006	Bitchenner, John; Basturkmen, Helen	Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section	Academic Literacies	The study found that: (1) students had a more limited understanding of the function of the DRS compared to that of their supervisors;	In postgraduate study, students including L2 students are often required to write a thesis and, as a growing literature reveals, L2 students often experience difficulties in the writing of this genre. While most of this research has involved surveys (questionnaires and interviews) and case studies of supervisor perceptions, only a few studies have also considered student perceptions. Most of the perceptions have considered student
2006	Bitchenner, John; Basturkmen, Helen	Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section	Academic Literacies	The study found that: (2) common understanding between the supervisors and the students about the nature and cause of the students' difficulties was limited;	In postgraduate study, students including L2 students are often required to write a thesis and, as a growing literature reveals, L2 students often experience difficulties in the writing of this genre. While most of this research has involved surveys (questionnaires and interviews) and case studies of supervisor perceptions, only a few studies have also considered student perceptions. Most of the perceptions have considered student
2006	Bitchenner, John; Basturkmen, Helen	Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section	Academic Literacies	The study found that: (3) students tended to use limited proficiency as a default mode of explanation of their difficulties whereas three out of the four supervisors offered explanations not related to	In postgraduate study, students including L2 students are often required to write a thesis and, as a growing literature reveals, L2 students often experience difficulties in the writing of this genre. While most of this research has involved surveys (questionnaires and interviews) and case studies of supervisor perceptions, only a few studies have also considered student perceptions. Most of the perceptions have considered student
2017	Jou, Yushiang	Hidden challenges of tasks in an EAP writing textbook: EAL graduate	Academic Literacies	Students' reflections in interviews revealed hidden challenges to its (AWG textbook) genre-oriented	Recent years have seen increasing efforts to support students with English as an Additional Language (EAL), with a plethora of materials for teaching academic writing at the graduate and research levels, which typically takes the form of textbooks. This study brings attention to an underrepresented

Phase 6- Synthesizing translations: In order to make sense of the relationships between the studies, the researcher further analyzed the second order interpretations about the findings of the studies by generating 1st Level Codes (Figure 10).

Figure 10

Sample of 1st Level Coding of Second-Order Interpretations in Findings

Table 1
Academic Literacies: Findings: Stance-taking

Author	Year	Title	Start List of codes	1 st Level Coding	Findings
Çandarlı, Duygu, Bıyyırlı, Yasemin, Maru, Leyla	2015	Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspectives	Stance-taking	The use of authorial presence markers	The results indicate that boosters were the most commonly used markers of authorial presence in all corpora. Attitude markers followed boosters in terms of frequency. First person pronouns were the least commonly used authorial presence markers.
					Self-mention
				First person singular pronoun I	The interview data provided additional insights into the Turkish students' avoidance of I in their English essays. All the interviewees spoke about their former instruction in L2 writing at high school, explaining that they were taught not to use I in academic writing.
				Exclusive we	Although the use of the exclusive we in our data was infrequent, half the interviewees said that we referred to I in their essays because their instructors had told them not to use I, and they avoided using I by employing we.
				Boosters	To recap, the results showed that boosters were heavily used in the Turkish essays, but no significant difference was found in the frequency of boosters between the English essays written by Turkish and American students.
				Attitude markers	In summary, attitude markers seem to be multifunctional, serving in some cases to both communicate stance and activate reader engagement.
				Conclusion	The study revealed that the Turkish essays include substantially more authorial presence markers than the English essays by either the Turkish and American students.

Phase 7- Expressing the synthesis: This phase is intended to select a medium to communicate the outcomes to an intended audience. To this end, the researcher decided to prepare instructional principles and guidelines as third-order constructs to develop writing instruction framework within the context of Academic Literacies as a research stream informing EAP and its audience.

Trustworthiness

The researcher used Lincoln and Guba's (1985) Evaluative Criteria to establish validity and reliability (Table 2).

Table 2*The Evaluative Criteria Used for Validity and Reliability in Qualitative Research*

	The criteria (Lincoln and Guba, 1985)	The techniques
Criterion 1	To ensure/increase the credibility (internal validity) of the findings, the researcher utilized a step-by-step data collection process documented in chapter 3. Therefore, constructor approval is not needed	Using 'writing' in EAP as the title in the search engine Using a Start list of codes First/Second level coding based on existing contracts/variables in literature Using the variables/constructs in the studies selected Coding and categorizing based on definition and conceptualization in relevant literature Using second-order interpretations derived from the studies
Criterion 2	To ensure/increase the transferability (external validity) of the findings:	Findings applicable to target contexts (the writing instruction can be used by universities and instructors at any time and within any contexts.)
Criterion 3	To ensure/increase the dependability (internal reliability) of the findings	Databases were closely monitored by the thesis advisor to ensure consistency Constant double/triple checking with the thesis advisor during coding and categorizing, and making constant arrangements based on given feedback.
Criterion 4	To ensure/increase the confirmability (external reliability) of the findings:	<i>Ac Lits</i> themes were used for developing third-order interpretations with a view to preparing writing instruction guidelines

CHAPTER 4: RESULTS

Introduction

This chapter introduces the sources of data. The results of the analysis of the research articles related to teaching writing in the context of EAP are also presented in the chapter. The second order interpretations of the data within the context of *Ac Lits* are included to generate the third-order interpretations.

List of Primary Sources

The researcher used the method of meta-ethnography to analyze the purpose and results of 109 empirical research articles focusing on teaching writing in EAP contexts published in the Journal of English for Academic Purposes (JEAP) between the years 2002 and 2019. The researcher initially used a start list of codes to sort and sift the articles selected (Table 3).

Table 3

Start List of Codes and the Number of Studies

Start List of Codes	Number of Studies
Corpus	62
Genre	46
Discourse	41
Language	30
Argument	22
Postgraduate	22
Other	20
Identity	16

Table 3 (cont'd)*Start List of Codes and the Number of Studies*

Start List of Codes	Number of Studies
Stance-taking	15
Process	9
Feedback	9
Effectiveness	8
ELF	8
Assessment	8
Gender	7
Publishing	5
Use of Sources	4

Table 3 reveals the frequency of the themes that were used to form the *Start List of Codes*. The most frequent theme among the studies teaching EAP writing was ‘corpus’ while the least frequent ones were found to be related to ‘publishing’ and ‘use of source’.

The initial results yielded too many variables. The researcher then decided to use the study by Ding and Bruce (2017) to further categorize articles according to the knowledge base of EAP. According to the chapter by Ding and Bruce (2017), there are five research streams that influenced knowledge base of EAP: Systematic Functional Language (SFL), genre theory, corpus linguistics, academic literacies, and critical EAP. The researcher regrouped the articles in relation to the research streams (Table 4).

Table 4*Number of Articles According to the Streams Influencing Knowledge Base of EAP*

Research Streams	Number of Articles
Academic Literacies	41
Corpus Linguistics	38
Critical EAP	8
Genre	19
SFL	25

The research streams served as another level of coding. Next, the researcher fused the two sets of codes and categories and prepared a table demonstrating the previously used start list of -codes vis-à-vis the research streams (Table 5).

Table 5*Start List of Codes and Research Streams*

Start List of Codes	Academic Literacies	Corpus Linguistics	Critical EAP	Genre	SFL	Total
Corpus	0	33	1	7	9	62
Genre	8	12	3	14	9	46
Discourse	8	16	4	5	8	41
Language	1	16	0	3	10	30
Argument	5	8	1	6	2	22
Postgraduate	9	5	1	4	3	21
Other	4	7	1	3	4	19
Identity	6	4	3	1	2	16
Stance-taking	3	7	0	1	4	15

Table 5 (cont'd)*Start List of Codes and Research Streams*

Start List of Codes	Academic Literacies	Corpus Linguistics	Critical EAP	Genre	SFL	Total
Process	6	0	0	2	1	9
Feedback	3	2	1	0	3	9
Effectiveness	3	2	0	0	3	8
ELF	3	2	2	1	0	8
Assessment	3	3	0	1	1	8
Gender	2	1	3	0	1	7
Publishing	4	0	0	0	0	4
Use of Source	1	2	0	0	0	3

Given the range, and amount of, data available for analysis, the researcher prioritized her focus, and chose one of the streams, '*Academic Literacies*', as the main focus of the analysis mainly because it is considered to be "a relatively new empirical and theoretical field" (Lillis & Tuck, 2010, p. 30).

The researcher first focused on the purposes of the studies, and then their findings, while at the same continuing to code and categorized the data, and preparing 16 tables for each.

Analysis of the Studies: Purposes

Purposes: Stance-taking

Table 6 below shows that two out of three studies aimed to compare and see if there was any difference between L1 and L2 students in terms of stance construction in difference contexts.

Table 6*Academic Literacies: Purpose-Stance-taking*

Title	Start List of Codes	Purpose	Abstract
“Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspective”	Stance-taking	“Utilising Hyland's interactional metadiscourse model (2005a) as the analysis framework, it aimed to compare the features of stance in L1 and L2 essays by Turkish learners of English with those in essays by monolingual American students.”	“This study involved a corpus-based textual analysis of authorial presence markers in the argumentative essays of Turkish and American students. Utilising Hyland's interactional metadiscourse model (2005a) as the analysis framework, it aimed to compare the features of stance in L1 and L2 essays by Turkish learners of English with those in essays by monolingual American students. Also, discourse-based interviews with ten students contributed to an understanding of the use of markers in their L1 and L2 writing. The results indicate that the use of authorial presence markers in English essays by Turkish students was more similar to the use of these markers in writing by novice native English-speaking students than to the use of markers in the Turkish students' own writing in Turkish. The textual and interview data are discussed in relation to writing instruction, L1 writing conventions, and the institutional context” (Çandarlı et al., 2015).
“Nominal stance construction in L1 and L2 students' writing”	Stance-taking	“By this study I seek to add to the current body of knowledge of L2 students' stance expression by comparing Chinese university students and American peers in the use of this nominal stance construction in academic essays”	“The study of stance and how academic writers convey an attitude to their material and readers has become an important area of teaching research in EAP in recent years (Hyland & Guinda, 2012). A relatively neglected means of stance expression, however, has been the Noun Complement structure. This study examines this structure as a nominal stance construction which is associated with students' advanced academic literacy. Through a corpus-based contrastive interlanguage analysis, this study compares the use of this stance construction in argumentative essays of 366 Chinese university students (L2) with those of 82 American students (L1) of similar age and educational level. Results show that the L2 students use significantly fewer instances of this construction especially in the event, discourse and cognition types of stance nouns, which are bound up with the generic conventions of argumentative essays. But they show a propensity to invest personal affect by pre-modifying the stance nouns with attitudinal adjectives and first-person possessives. The paper discusses a number of issues raised by the research and makes pedagogical suggestions for EAP writing instruction” (Jiang, 2015).
“Source-based writing in a health sciences essay: Year 1 students' perceptions, abilities and strategies”	Stance-taking	“The current study aimed to contribute to knowledge in this area, and the need to understand how largely untrained writers in Year 1 cope with the requirements of source text use in their disciplinary courses.”	“In recent years, research interest in writing using sources has broadened from a focus on plagiarism to studies of source based writing in academic settings and the challenges it presents for novice writers. While previous research has largely involved assignment writing or experimental tasks by L2 students in pre-sessional or adjunct EAP courses, this naturalistic study explored students' source text use in the disciplines. It used a questionnaire, citation analysis and text-based interviews to examine the views, approaches and citing practices of a group of L1 and L2 students for an essay assignment in a first-year health sciences course. Citation analysis showed a reasonable degree of accuracy with regard to students' paraphrases of source meanings; however, as revealed in textual analysis and interviews, these novices were still unskilled at conveying a clear stance on sources and their presence as authors. Their main citing strategy appeared to be efficient reformulation through attribution citations. Guidance from tutors and task instructions set modest expectations and helped students to understand disciplinary conventions for source text use, and it was evident that argument and understanding of core issues was much more important than citation quality in markers' evaluations of their essays” (Wette, 2018).

The first one by Çandarlı et al. (2015) used Hyland’s interactional metadiscourse composed of interactive and interactional dimensions, and the interactional one focused on “stance and engagement” (Hyland, 2005, as cited in Çandarlı et al., 2015). The second one focused on Noun Complement, which is considered as a powerful way of constructing stance (Jiang, 2015). The third one highlighted the difficulties in relation to authorial presence that may arise as a result of source-based writing (Wette, 2018).

Purposes: Publishing

The studies related to publishing had two main purposes: identifying students’ practices for writing for publication and exploring the challenges of L2 writers who are aiming to write for international publication (Table 7).

Table 7

Academic Literacies: Purpose-Publishing

Title	Start List of Codes	Purpose	Abstract
“Navigating scholarly writing and international publishing: Individual agency of Taiwanese EAL doctoral students”	Publishing	“The present study, being exploratory in nature, aimed to address this gap in the literature and was guided by a primary research question: how do Taiwanese EAL doctoral students exercise agency in their learning to write for international publication?”	“Although previous research has examined the academic writing and publishing endeavors of scholars whose English is an additional language (EAL), very few studies have focused on the role of agency in international publishing among multilingual doctoral students. This study addressed this gap by exploring how novice EAL doctoral scholars exercise agency to negotiate for fuller participation in their learning to write for publication and how they tackle exigencies arising from the writing-for-publication processes. The participants were nineteen EAL doctoral students and four professors in the hard sciences from different institutions in Taiwan and the US. Findings showed that most participants as active agents managed to overcome the exigencies by resorting to various strategies, such as seeking mutual engagement in manuscript drafting and taking initiative to negotiate with advisors regarding different directions of revision before and after submission. Many students were found to maneuver different submission strategies to fulfill the international publishing requirements, specified by their respective institutions. Several participants also successfully coped with difficulties in scholarly publishing when only limited advisory guidance was available. The conclusion outlines implications for academic advisors and EAP professionals. Suggestions for future research are also discussed” (Ho, 2017).

Table 7 (cont'd)*Academic Literacies: Purpose-Publishing*

Title	Start List of Codes	Purpose	Abstract
“International engagement versus local commitment: Hong Kong academics in the humanities and social sciences writing for publication”	Publishing	“In the present interview-based study we aim to find out how their counterparts in Hong Kong perceive the implications of international publication versus local publication.”	“It has been recognized that English as the language of international scholarship represents a more complex picture in the humanities and social sciences (HSS) than in science and engineering, with multilingual scholars in the HSS often negotiating international engagement and local commitment by publishing both in English and their first language. However, the tension in the negotiation is likely to grow with the continuous push toward the globalization of the academia which is having an enormous impact upon the academics in research universities. Following up on an earlier study with mainland Chinese HSS scholars (Flowerdew & Li, 2009), in the present interview-based study we aim to find out how their counterparts in Hong Kong perceive the implications of international publication versus local publication. The findings of the study indicate that the privilege attached to publishing in internationally indexed journals stands out as a leading factor orienting the Hong Kong scholars toward writing in English and employing various strategies to facilitate successful publication. However, there is also clear resistance toward this assessment-driven publication regime and some participants, apart from publishing mainly in English, also publish in Chinese for the purpose of serving their target audiences at the local/regional level. We end by calling for efforts to widen the regional impact of the existing locally-published journals and to enhance collaboration in developing regional databases that are competitive at the international level” (Li & Flowerdew, 2009).
“Publishing and learning writing for publication in English: Perspectives of NNES PhD students in science”	Publishing	“The purpose of this study is, therefore, to investigate the perceptions of NNES PhD students as regards publishing and learning to write for publication in English.”	“Publication in international journals has become a prerequisite to PhD graduation. This study thus provides a framework for understanding the learning of writing skills and publishing practices of nonnative English-speaking PhD students by investigating their perceptions of publishing and learning to write for publication. Findings show that these students regard themselves as disadvantaged due to their limited proficiency in English. However, many of them are not motivated to remedy the situation due to (1) their opinion that English plays only a secondary role in scientific research, (2) their lack of confidence in the writing curricula, and (3) their perspectives on the imbalanced power relations between them and their advisers. This framework offers an important insight: The nonnative English-speaking PhD students' disinclination to learn to write for publication is influenced by many factors other than perceived language incompetence. To empower and motivate prospective NNES scholars, the study offers several suggestions to journal gatekeepers, EAP professionals, and academic advisers” (Huang, 2010).
“Writing for publication in linguistics: Exploring niches of multilingual publishing among German linguists”	Publishing	“The aim of this research project was to explore the publication practices and attitudes of scholars in a very specific disciplinary and sociocultural context (German L1 linguists working at a German university).”	“The trend towards Englishization has affected virtually all academic disciplines in various parts of the world. However, some sociocultural and disciplinary contexts are still under-researched, as for instance the supposed ‘niches’ of multilingual publishing within the humanities, especially in those countries whose national languages used to play an important role in international research communication. This paper therefore investigates the publication practices of scholars working at a German university in the field of linguistics. This discipline presents an interesting case for multilingual publishing as it is an inherently plurilingual discipline, dealing with different languages as its object of investigation. To gain an insider's view, interviews with linguists specializing in English, German, or Romance languages were conducted and analyzed qualitatively. It was found that the language use in publications is mainly affected by three factors, the target audience, the object of research, and the linguists' self-assessed language competence. While these factors unanimously point into one direction, English, among the English specialists, they produce conflicts for others, especially within the German department. Proposals are therefore made to ease publishing in an academic L2 and simultaneously preserve the multilingualism of the language-sensitive disciplines within academia” (Schluer, 2014).

Ho (2017) focused on the issue on a national level, and questioned the agency in Taiwanese students' learning to write for international publication. Schluer (2014) adopted a similar approach to explore German scholars' practices for writing for publication in English in their own sociocultural contexts. The studies by Li and Flowerdew (2009) and Huang (2010) sought to find out how non-native English speakers were feeling about writing in English versus writing in their own native language.

Purposes: Process

The majority of the studies including the studies by Seviour (2015), Eckstein et al. (2011), Yang and Shi (2003), and Green (2013) in Table 8 mainly aimed to discover how focusing on the process of writing rather than the product actually improved students' skills and what strategies students used in the process of writing.

Table 8

Academic Literacies: Purpose-Process

Title	Start List of Codes	Purpose	Abstract
"Assessing academic writing on a pre-sessional EAP course : Designing assessment which supports learning"	Process	"The paper considers how this approach to assessment is supporting student learning but also points out some ongoing concerns."	"Pre-sessional EAP courses in the UK fulfill a difficult dual role. Not only are they charged with helping students learn the academic language and literacy skills they will require on their degree courses, but they are also expected to summatively assess those skills in order to decide on the readiness of students to begin English medium degree study. This creates tension between assessment and learning. Students are often extrinsically motivated by the need for a passing grade rather than focusing on the learning gains they make throughout the course. For this reason, it is important that the approach to assessment on pre-sessional courses actually supports learning. This paper outlines the approach taken to the assessment of academic writing on the PEAP course at Nottingham Trent University. It describes how the assessment was redesigned to emphasise process over end product and to maximise early and sustained student engagement. This was achieved by careful scaffolding of the writing process, the strategic use of summative elements of the assessment, and an emphasis on formative feedback, reflection, and understanding of the assessment criteria. The paper considers how this approach to assessment is supporting student learning but also points out some ongoing concerns" (Seviour, 2015).

Table 8 (cont'd)*Academic Literacies: Purpose-Process*

Title	Start List of Codes	Purpose	Abstract
“Multi-draft composing: An iterative model for academic argument writing”	Process	“Our goal was to make small changes in the traditional multi-draft experience in order to improve it rather than make major re-designs”	“Post-secondary writing teachers in composition and English as a second language (ESL) writing programs are likely familiar with multi-draft composing. Both composition and ESL writing programs share nearly identical multi-draft models despite the very unique and different cultures of each group. We argue that multi-draft composing as it is currently used within second language writing programs can be overwhelming for ESL writers. In this study, we introduce the iterative multi-draft model, a revised and more manageable version of the traditional multi-draft model that can be used specifically with ESL writers to help them master essential writing skills in academic argumentation. A study of 42 compositions written by 14 students over the course of one semester in a North American pre-university intensive English program demonstrates that the new model can be effective. Although no significant improvement was seen in word choice and academic referencing, the iterative model produced a statistical effect on writing scores in three writing skill subcategories (content, organization, and grammar). Additionally, the iterative multi-draft model led to higher writing scores when compared to a traditional multi-draft model. Student perspectives on the model further indicate its relative strengths and weaknesses” (Eckstein et al., 2011).
“Novice ESL writers: A longitudinal case-study of the situated academic writing processes of three undergraduates in a TESOL context”	Process	“In order to address the issues outlined in the introduction, the study aimed to uncover the processes through which the three writers completed their assignments.”	“This paper explores the situated academic writing processes of three ESL writers as they researched, planned, and wrote three modular assignments over the course of their first academic year on a UK university, undergraduate TESOL programme. Adopting a socio-cognitive perspective it focuses on the changing patterns of textual and interpersonal interactions that constituted the participants’ processes. Data were collected over the year from day-by-day audio-recorded activity logs and interviews, triangulated with tutorial records and textual material of various kinds (chiefly, outlines, charts, drafts, electronic correspondence). Data were analysed using qualitative procedures to enable the construction of detailed narratives of developing academic writing processes. The study (a) affirms a view of academic writing as a complex socio-cognitive process implicating a range of textual and interpersonal interactions, and identifies two distinct approaches to the writing of academic texts, both of which may lead to high-quality writing and (b) finds that some novice writers engage in textual interactions which provide information about genre, rhetoric, language and the communities of practice within which they write and that this may be one factor distinguishing more from less successful academic writers” (Green, 2013).
“Students’ writing from sources for academic purposes: A synthesis of recent research”	Process	“To identify and evaluate the current state of empirical evidence”	“Educators have long recognized that a major challenge for students learning to write for academic purposes is developing the ability to integrate source material effectively and appropriately into written compositions. To identify and evaluate the current state of empirical evidence, we conducted a systematic synthesis of the published research that has investigated writing from sources systematically from a variety of analytic perspectives, in first and second languages, and in diverse contexts internationally including students in universities, colleges, and secondary schools. Five general claims emerged across our analyses of 69 empirical studies published in refereed journals or books in English from 1993 to 2013. Each claim has firm empirical support but each also warrants further research and refinement: (1) students experience difficulties with, but develop certain strategies to deal with, the complex processes of writing from sources; (2) prior knowledge and experience influence students’ performance in writing from sources; (3) differences may appear between L1 and L2 students in their understanding and uses of sources in writing; (4) performance in tasks that involve writing from sources varies by task conditions and types of texts written and read; and (5) instruction can help students improve their uses of sources in their writing” (Cumming et al., 2016).

Table 8 (cont'd)*Academic Literacies: Purpose-Process*

Title	Start List of Codes	Purpose	Abstract
““Good” and “acceptable” English in L2 research writing: Ideals and realities in history and computer science”	Process	“to shed light on researchers' perceptions about the “quality” of English in research writing, and what this implies about the kind of English accepted in research writing in particular fields.”	“In light of the recent developments on the international publishing scene, increasingly dominated by L2 writers of English, the question of what is considered to be “good” and “acceptable” English calls for further research. This paper examines in what ways researchers describe the English used for research writing in their field. Interview data were collected from historians and computer scientists working in Finland and Sweden. Our analysis points towards some differences in the way researchers perceive “good” writing in English in their field, and what they themselves report to practice as (co-)authors, readers/reviewers, and proofreaders. The discrepancy between the ideals and realities of research writing in English was clear in the case of the historians. Our findings suggest that in research writing for publication, there is a pull towards some form of standard norm. This standard can be jointly negotiated during the writing, reviewing, and proofreading process. It may also develop in different directions in different disciplines, but it is likely to be based on the principles of understandability and clarity” (Hynninen & Kuteeva, 2017).
“Exploring six MBA students’ summary writing by introspection”	Process	“The purpose is to understand the writing processes of these students so as to suggest approaches to enhance the summary performance of students, especially those L2 writers.”	“The present study explored the summary writing processes of six first-year MBA (Master of Business Administration) students in a North American university. The participants, three Chinese who speak English as a Second Language (ESL) and three native-English-speaking (NES), each completed a course-related summary task while thinking aloud. The analyses of the think-aloud protocols, retrospective interviews, and written drafts reveal similarities and differences in the writing processes of the participants. Depending on their perceptions of the nature of the writing task, business employment background or related writing experiences, the participants either wrote confidently or struggled through the writing processes, relying to varied degrees on such strategies as verbalizing what is being written, planning content, referring to the sources, reading what has been written, reviewing and modifying one's writing, and commenting on the source texts. The study highlights the role of students’ previous writing expertise in learning disciplinary writing, the complexity of a course-related assignment in terms of its unclear and inexplicit expectations perceived by students, and the need to identify key strategies for good summary writing across and within disciplines” (Yang & Shi, 2003).

A few of the studies in this section had slightly different purposes such as the study by Cumming et al (2016). They focused on how writing from sources affected students’ EAP writing processes by synthesizing the recent research. The study by Hynninen and Kuteeva (2017) also differed in that it aimed to question students’ perspectives on the quality of English in students’ writing by observing their writing processes.

Purposes: Language

‘Language’ is not specifically a common *start list of code* among the studies reviewed in this study (Table 9). Only one study had the purpose to emphasize language in student learning.

Table 9

Academic Literacies: Purpose-Language

Title	Start List of Codes	Purpose	Abstract
“‘Good’ and ‘acceptable’ English in L2 research writing: Ideals and realities in history and computer science”	Language	“to shed light on researchers' perceptions about the “quality” of English in research writing, and what this implies about the kind of English accepted in research writing in particular fields.”	“In light of the recent developments on the international publishing scene, increasingly dominated by L2 writers of English, the question of what is considered to be “good” and “acceptable” English calls for further research. This paper examines in what ways researchers describe the English used for research writing in their field. Interview data were collected from historians and computer scientists working in Finland and Sweden. Our analysis points towards some differences in the way researchers perceive “good” writing in English in their field, and what they themselves report to practice as (co-)authors, readers/reviewers, and proofreaders. The discrepancy between the ideals and realities of research writing in English was clear in the case of the historians. Our findings suggest that in research writing for publication, there is a pull towards some form of standard norm. This standard can be jointly negotiated during the writing, reviewing, and proofreading process. It may also develop in different directions in different disciplines, but it is likely to be based on the principles of understandability and clarity” (Hynninen & Kuteeva, 2017).

The study conducted by Hynninen and Kuteeva (2017) aimed to explore the concept of how language in research writing should be according to researchers in EFL context. They specifically investigated the perceptions of historians and computer scientists from Sweden and Finland.

Purposes: Feedback

The studies related to feedback generally had the aim to explore the role/efficiency of feedback, whether it is peer or instructor feedback (Table 10).

Table 10*Academic Literacies: Purpose-Feedback*

Title	Start List of Codes	Purpose	Abstract
“‘Discourse communities’ and ‘writing apprenticeship’: an investigation of these concepts in undergraduate Education students’ writing”	Feedback	“This paper aims to contribute to current understandings of the relation of discipline-specific undergraduate student writing to its discourse community. It also aims to provide a methodological framework for exploring some of these relations.”	“This paper examines the concepts of discourse community and writing apprenticeship in the context of undergraduate education students’ writing. Drawing on an integrated research methodology using marker feedback on student assignments and interview data, the paper addresses to what extent the concepts of discourse community and apprenticeship can be applied to the disciplinary context of teacher education. The findings suggest that tertiary literacy practitioners need to be critical in adopting these concepts to specific disciplinary contexts, but also that the concepts of discourse community and apprenticeship provide rich contextual frameworks for investigating the social practices that shape students’ writing. Furthermore, this paper provides a detailed methodological framework for exploring the extent to which marker feedback attempts to socialise students’ writing to the discursive practices of the discipline” (Woodward-Kron. 2004).
“Assessing academic writing on a pre-sessional EAP course : Designing assessment which supports learning”	Feedback	“The paper considers how this approach to assessment is supporting student learning but also points out some ongoing concerns.”	“Pre-sessional EAP courses in the UK fulfil a difficult dual role. Not only are they charged with helping students learn the academic language and literacy skills they will require on their degree courses, but they are also expected to summatively assess those skills in order to decide on the readiness of students to begin English medium degree study. This creates tension between assessment and learning. Students are often extrinsically motivated by the need for a passing grade rather than focusing on the learning gains they make throughout the course. For this reason it is important that the approach to assessment on pre-sessional courses actually supports learning. This paper outlines the approach taken to the assessment of academic writing on the PEAP course at Nottingham Trent University. It describes how the assessment was redesigned to emphasise process over end product and to maximise early and sustained student engagement. This was achieved by careful scaffolding of the writing process, the strategic use of summative elements of the assessment, and an emphasis on formative feedback, reflection, and understanding of the assessment criteria. The paper considers how this approach to assessment is supporting student learning but also points out some ongoing concerns.”
“The effect and affect of peer review in electronic versus traditional modes on L2 writing”	Feedback	“The purpose of this study is to directly compare the effectiveness of traditional peer review (i.e. students writing their peer comments on their partners’ papers and then meeting face-to-face in class to discuss those comments) versus electronic peer review (i.e., students making comments on computers using features of Microsoft Word [discussed further in data description section] and then communicating electronically via a MOO).”	“This research was supported by a technology initiative grant by College of Humanities at the University of Arizona in the spring of 2000. An earlier version of this project was presented on 16 March, 2000 at the 34th TESOL Convention in Vancouver, British Columbia, Canada. investigates whether differences in mode of commenting and interaction (i.e. technology-enhanced versus traditional) result in differences in the area (global versus local), the type (evaluation, clarification, suggestion, and alteration), and the nature (revision-oriented versus non-revision-oriented) of comments produced by peer reviewers in second language (L2) writing, and what impact the observed differences have on students’ revisions. The findings show that the overall number of comments, the percentage of revision-oriented comments, and consequently the overall number of revisions made by the technology-enhanced group were larger than those by the traditional group. While the participants in the technology-enhanced group tend to find MOO interaction affectively more appealing, a closer look at the interaction modes suggests that face-to-face communication is more effective than MOO communication because of the nonverbal communication feature that is indispensable in intercultural communication in a peer review setting. In light of the differential effects within each commenting mode (Microsoft Word editing versus pen and paper) and interaction mode (MOO versus face-to-face), we suggest that the use of Word editing in an electronic peer review mode combined with face-to-face interaction in the traditional peer review mode may serve as a two-step procedure for effective peer review activities in L2 writing classrooms” (Liu & Sadler, 2003).

The first study (Woodward-Kron, 2004) addressed the need to find out about the relationship between discipline-specific writing and its discourse community by using the instructor feedback as a tool. Seviour's study (2015) explored the role of formative feedback on the effectiveness of a process-based writing approach. The last study, which belonged to Liu and Sadler (2003), aimed to compare and contrast traditional and electronic peer-review in terms of efficiency.

Purposes: Effectiveness

Table 11 demonstrates the studies in the data that assess the effectiveness of an approach to writing instruction or writing practices. Only three studies have been found related to this theme (Table 11).

Table 11

Academic Literacies: Purpose-Effectiveness

Title	Start List of Codes	Purpose	Abstract
"Effects of an efficacy-focused approach to academic writing on students' perceptions of themselves as writers"	Effectiveness	"examines the effects of such an instructional program on S/FL English language and literature students' (self-reported) knowledge of what constitutes academic writing, their comfort discussing it, and the role this has in their perceptions of themselves as writers"	"To become a successful participant in the community of their academic discipline, students must learn this community's communicative currency: the norms, standards, procedures, and linguistic forms that constitute academic discourse. However, it is rare for a discipline's expectations and requirements to be overtly discussed or taught, despite the fact that research has demonstrated that there is a persistent gap between staff and student expectations and standards in this domain. In this article, we focus on academic writing, one component of academic discourse. Specifically, we consider the effects of an efficacy-focused teaching approach (actively targeting students' knowledge, skills, and related affect) on S/FL English language and literature students' (self-reported) knowledge of what constitutes academic writing, their comfort discussing it, and the role this has in their perceptions of themselves as writers. We conclude by discussing the implications of these findings for learning and teaching in the area of academic writing" (Van de Poel & Gasiorek, 2012).

Table 11 (cont'd)*Academic Literacies: Purpose-Effectiveness*

Title	Start List of Codes	Purpose	Abstract
“The effect and affect of peer review in electronic versus traditional modes on L2 writing”	Effectiveness	“The purpose of this study is to directly compare the effectiveness of traditional peer review (i.e. students writing their peer comments on their partners’ papers and then meeting face-to-face in class to discuss those comments) versus electronic peer review (i.e. students making comments on computers using features of Microsoft Word [discussed further in data description section] and then communicating electronically via a MOO).”	“This research was supported by a technology initiative grant by College of Humanities at the University of Arizona in the spring of 2000. An earlier version of this project was presented on 16 March, 2000 at the 34th TESOL Convention in Vancouver, British Columbia, Canada. investigates whether differences in mode of commenting and interaction (i.e. technology-enhanced versus traditional) result in differences in the area (global versus local), the type (evaluation, clarification, suggestion, and alteration), and the nature (revision-oriented versus non-revision-oriented) of comments produced by peer reviewers in second language (L2) writing, and what impact the observed differences have on students’ revisions. The findings show that the overall number of comments, the percentage of revision-oriented comments, and consequently the overall number of revisions made by the technology-enhanced group were larger than those by the traditional group. While the participants in the technology-enhanced group tend to find MOO interaction affectively more appealing, a closer look at the interaction modes suggests that face-to-face communication is more effective than MOO communication because of the nonverbal communication feature that is indispensable in intercultural communication in a peer review setting. In light of the differential effects within each commenting mode (Microsoft Word editing versus pen and paper) and interaction mode (MOO versus face-to-face), we suggest that the use of Word editing in an electronic peer review mode combined with face-to-face interaction in the traditional peer review mode may serve as a two-step procedure for effective peer review activities in L2 writing classrooms” (Liu & Sadler, 2013).
“What do subject experts teach about writing research articles? An exploratory study”	Effectiveness	“This study began to bridge the gap by investigating two subject instructors’ teaching practices in two English research writing courses at a Taiwanese university.”	“In some countries such as Taiwan, subject experts deliver English research writing courses within their respective departments. However, how they approach English research writing, including students’ text-based plagiarism, is not well documented. This study began to bridge the gap by investigating two subject instructors’ teaching practices in two English research writing courses at a Taiwanese university. Three themes emerged: (1) Both instructors attended to general language topics most often though they did not consider themselves the best candidate for teaching language, and they treated language as an independent knowledge area; (2) One instructor attempted to connect his instruction to disciplinary publishing practices, whereas the other treated English research writing more as independent, one-fits-all knowledge; (3) While one instructor considered text-based plagiarism a serious problem, the other encouraged students to imitate published texts. The findings pointed to strengths and potential problems of subject experts’ instruction and suggested ways in which EAP researchers could help address the problems. Based on these preliminary results, it is argued that interdisciplinary collaboration can maximize the potential of discipline-based English research writing courses” (Huang, 2017).

In their study, Van de Poel and Gasiorek (2012) sought to discover the effects that an efficacy-based approach has on their definition of academic writing and their identity as a writer. Liu and Sadler (2013) specifically were curious about the effectiveness of two methods of peer feedback in writing while Huang (2017) focused on the effectiveness of teaching techniques employed by two different teachers.

Purposes: ELF

Among the studies in the data, three studies focused on ELF as their theme (Table 12). The first study by Hynninen and Kuteeva (2017) investigated the perceptions of quality of English used in research writing in EFL context in Finland and Sweden.

Table 12

Academic Literacies: Purpose-ELF

Title	Start List of Codes	Purpose	Abstract
“Good” and “acceptable” English in L2 research writing: Ideals and realities in history and computer science	ELF	“to shed light on researchers’ perceptions about the “quality” of English in research writing, and what this implies about the kind of English accepted in research writing in particular fields.”	“In light of the recent developments on the international publishing scene, increasingly dominated by L2 writers of English, the question of what is considered to be “good” and “acceptable” English calls for further research. This paper examines in what ways researchers describe the English used for research writing in their field. Interview data were collected from historians and computer scientists working in Finland and Sweden. Our analysis points towards some differences in the way researchers perceive “good” writing in English in their field, and what they themselves report to practice as (co-)authors, readers/reviewers, and proofreaders. The discrepancy between the ideals and realities of research writing in English was clear in the case of the historians. Our findings suggest that in research writing for publication, there is a pull towards some form of standard norm. This standard can be jointly negotiated during the writing, reviewing, and proofreading process. It may also develop in different directions in different disciplines, but it is likely to be based on the principles of understandability and clarity” (Hynninen & Kuteeva, 2017).

Table 12 (cont'd)*Academic Literacies: Purpose-ELF*

Title	Start List of Codes	Purpose	Abstract
“International engagement versus local commitment: Hong Kong academics in the humanities and social sciences writing for publication”	ELF	“in the present interview-based study we aim to find out how their counterparts in Hong Kong perceive the implications of international publication versus local publication.”	“It has been recognized that English as the language of international scholarship represents a more complex picture in the humanities and social sciences (HSS) than in science and engineering, with multilingual scholars in the HSS often negotiating international engagement and local commitment by publishing both in English and their first language. However, the tension in the negotiation is likely to grow with the continuous push toward the globalization of the academia which is having an enormous impact upon the academics in research universities. Following up on an earlier study with mainland Chinese HSS scholars (Flowerdew & Li, 2009), in the present interview-based study we aim to find out how their counterparts in Hong Kong perceive the implications of international publication versus local publication. The findings of the study indicate that the privilege attached to publishing in internationally indexed journals stands out as a leading factor orienting the Hong Kong scholars toward writing in English and employing various strategies to facilitate successful publication. However, there is also clear resistance toward this assessment-driven publication regime and some participants, apart from publishing mainly in English, also publish in Chinese for the purpose of serving their target audiences at the local/regional level. We end by calling for efforts to widen the regional impact of the existing locally-published journals and to enhance collaboration in developing regional databases that are competitive at the international level” (Li & Flowerdew, 2009).
“Medical writing at the periphery: The case of Italian journal editorials”	ELF	“To point out the changes in the language of medical journals of Italy”	“English has gradually become the lingua franca of medical publications and conferences across Europe, with scholars from ‘smaller’ languages opting for English because of the greater scientific impact and prestige associated with a wide international audience; at the same time, however, this transition has disrupted well-established textual traditions, hybridising local written and spoken practices. The case of Italian medical journals is especially enlightening, as shown by entries in PubMed (U.S. National Library of Medicine) over the last two decades. The rhetorical implications of this shift are investigated in a sample of medical editorials consisting of Italian texts, NNS English texts from Italian journals, and NS English texts from Anglo-American journals. Cross-linguistic variation in the genre appears to be particularly noticeable in the wording of opening and closing sentences and in the frequency/referent of first-person markers. The analysis of such features suggests that insecurity and decontextualisation are experienced by Italian editors writing in English and that the structural demands placed on NS English texts are more stringent than those placed on their NNS and Italian counterparts. In a way, NNS editorials may thus be seen as intertexts mediating between two different NS models” (Giannoni, 2008).

Li and Flowerdew (2009) conducted a similar study in Hong Kong within the context of publishing as an EFL researcher. Giannoni (2008) aimed to touch upon the unpleasant language changes within the medical context in Italy. All three studies seemed to have a common goal, which was to point out the challenges to write in English in EFL contexts and its implication for the local community.

Purposes: Discourse

Table 13 demonstrates the purposes of the studies related to discourse. In her study, Tuck (2018) mentioned gendering discourse in students' writing within academic contexts. Woodward-Kron (2004) investigated the relationship between discipline-specific writing and discourse communities.

Table 13

Academic Literacies: Purpose-Discourse

Title	Start List of Codes	Purpose	Abstract
“‘I’m nobody’s Mum in this university’: The gendering of work around student writing in UK higher education”	Discourse	“to add to existing work by drawing on an ethnographically oriented exploration of practices around student writing, analysed through a gender-sensitive lens, in order to generate insight into the discursive gendering of a key aspect of academic activity.”	“A number of recent studies have raised critical questions about the gendering of academic labour in the contemporary university as workplace. This paper focuses on gendering discourses of work around student writing which surfaced in an ethnographically oriented study of fourteen academic teacher participants based in six diverse UK Universities in a range of disciplines. I draw on study findings to show that work with undergraduate writing and writers is often understood through feminising discourses of ‘care’ which explicitly and implicitly invoke stereotypically female caring roles in ways which reflect and perpetuate the marginalised status of writing work and at the same time infantilise students. I argue that the reassertion of care as a core academic value is necessary to counter such feminising discourses because such a reassertion challenges an unhelpful dichotomous separation between academic knowledge-making on one hand, and student writing as a personal issue on the other (Tuck, 2018).
“‘Discourse communities’ and ‘writing apprenticeship’: an investigation of these concepts in undergraduate Education students’ writing”	Discourse	“This paper aims to contribute to current understandings of the relation of discipline specific undergraduate student writing to its discourse community. It also aims to provide a methodological framework for exploring some of these relations.”	“This paper examines the concepts of discourse community and writing apprenticeship in the context of undergraduate education students’ writing. Drawing on an integrated research methodology using marker feedback on student assignments and interview data, the paper addresses to what extent the concepts of discourse community and apprenticeship can be applied to the disciplinary context of teacher education. The findings suggest that tertiary literacy practitioners need to be critical in adopting these concepts to specific disciplinary contexts, but also that the concepts of discourse community and apprenticeship provide rich contextual frameworks for investigating the social practices that shape students’ writing. Furthermore, this paper provides a detailed methodological framework for exploring the extent to which marker feedback attempts to socialise students’ writing to the discursive practices of the discipline” (Woodward-Kron, 2004).

Table 13 (cont'd)*Academic Literacies: Purpose-Discourse*

Title	Start List of Codes	Purpose	Abstract
“An exploratory study on factors influencing undergraduate students’ academic writing practices in Turkey”	Discourse	“Therefore, this study aimed to uncover and explain factors that exert influence on students’ academic writing practices in English in Turkey.”	“In EAP contexts, attaining a desired level of competence and fluency in academic writing is important for students majoring in English-medium undergraduate programs because their academic achievements are determined by the texts they produce in English. Undergraduate students in Turkey are observed to experience difficulties with academic writing as they try to accommodate their existing writing knowledge to the requirements of the new discipline-specific writing and learning situation of tertiary level education. Placing the students at the core of inquiry, the study explored factors influencing students’ academic writing practices in English. The participants of the study were nineteen English major undergraduate students studying in Istanbul. The main data were obtained from background questionnaire, semi-structured interviews, document analysis, and were qualitatively analysed. The findings revealed that undergraduate writing is influenced by an array of interrelating educational and contextual factors: (1) the amount and nature of L1 and L2 pre-university writing instruction and experience, (2) students’ perceptions about academic writing and disciplinary-specific text genres, (3) prolonged engagement with the academic context and discourse, and (4) expectations of faculty members. The insights gained from the study provide important implications for reconceptualization of writing instruction in Turkey” (Altınmakas & Bayyurt, 2019).
“Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspective”	Discourse	“Utilising Hyland's interactional metadiscourse model (2005a) as the analysis framework, it aimed to compare the features of stance in L1 and L2 essays by Turkish learners of English with those in essays by monolingual American students.”	“This study involved a corpus-based textual analysis of authorial presence markers in the argumentative essays of Turkish and American students. Utilising Hyland's interactional metadiscourse model (2005a) as the analysis framework, it aimed to compare the features of stance in L1 and L2 essays by Turkish learners of English with those in essays by monolingual American students. Also, discourse-based interviews with ten students contributed to an understanding of the use of markers in their L1 and L2 writing. The results indicate that the use of authorial presence markers in English essays by Turkish students was more similar to the use of these markers in writing by novice native English-speaking students than to the use of markers in the Turkish students' own writing in Turkish. The textual and interview data are discussed in relation to writing instruction, L1 writing conventions, and the institutional context” (Çandarlı et al., 2015).

Table 13 (cont'd)*Academic Literacies: Purpose-Discourse*

Title	Start List of Codes	Purpose	Abstract
“Creativity, students’ academic writing, and EAP: exploring comments on writing in an English language degree programme”	Discourse	“My aims are to characterise and discuss what these respondents and interviewees were saying when they directly mentioned ‘creativity’, cognate terms such as ‘creative’ or ‘create’, and a few closely associated concepts and issues in connection with the development of students’ academic writing.”	“Creativity is widely invoked in certain educational and other public discourses, and has been quite extensively theorised and investigated in some circles, but still receives little attention in EAP discussions of students’ academic writing. After outlining likely reasons for this avoidance, my paper explores what students and teachers in one setting had to say about creativity and related topics as they commented upon academic writing in a university English Language degree programme. Data are drawn from questionnaire responses and interview transcripts, starting from keyword searches. The discussion relates participants’ comments and concerns to themes more commonly found in the EAP literature, especially questions of accommodation, content and writing task. A case is made for renewing attention to creativity and to what this may involve in EAP pedagogy, particularly but not exclusively when working with present or future teachers of English Language in multilingual settings” (Allison, 2014).
“Effects of an efficacy-focused approach to academic writing on students’ perceptions of themselves as writers”	Discourse	“examines the effects of such an instructional program on S/FL English language and literature students’ (self-reported) knowledge of what constitutes academic writing, their comfort discussing it, and the role this has in their perceptions of themselves as writers”	“To become a successful participant in the community of their academic discipline, students must learn this community’s communicative currency: the norms, standards, procedures, and linguistic forms that constitute academic discourse. However, it is rare for a discipline’s expectations and requirements to be overtly discussed or taught, despite the fact that research has demonstrated that there is a persistent gap between staff and student expectations and standards in this domain. In this article, we focus on academic writing, one component of academic discourse. Specifically, we consider the effects of an efficacy-focused teaching approach (actively targeting students’ knowledge, skills, and related affect) on S/FL English language and literature students’ (self-reported) knowledge of what constitutes academic writing, their comfort discussing it, and the role this has in their perceptions of themselves as writers. We conclude by discussing the implications of these findings for learning and teaching in the area of academic writing” (Van de Poel & Gasiorek, 2012).
“Nominal stance construction in L1 and L2 students’ writing”	Discourse	“By this study I seek to add to the current body of knowledge of L2 students’ stance expression by comparing Chinese university students and American peers in the use of this nominal stance construction in academic essays”	“The study of stance and how academic writers convey an attitude to their material and readers has become an important area of teaching research in EAP in recent years (Hyland & Guinda, 2012). A relatively neglected means of stance expression, however, has been the Noun Complement structure. This study examines this structure as a nominal stance construction which is associated with students’ advanced academic literacy. Through a corpus-based contrastive interlanguage analysis, this study compares the use of this stance construction in argumentative essays of 366 Chinese university students (L2) with those of 82 American students (L1) of similar age and educational level. Results show that the L2 students use significantly fewer instances of this construction especially in the event, discourse and cognition types of stance nouns, which are bound up with the generic conventions of argumentative essays. But they show a propensity to invest personal affect by pre-modifying the stance nouns with attitudinal adjectives and first-person possessives. The paper discusses a number of issues raised by the research and makes pedagogical suggestions for EAP writing instruction” (Jiang, 2015).

Table 13 (cont'd)*Academic Literacies: Purpose-Discourse*

Title	Start List of Codes	Purpose	Abstract
“Tensions between textbook pedagogy and the literacy practices of the disciplinary community: A study of writing in first year economics”	Discourse	“In this article I have illustrated the difficulties students were having with the first year economics textbook by drawing on extracts from students’ essays.”	“This paper describes aspects of a research project which used linguistic and intertextual analysis of student writing to investigate the relationship between the academic curriculum and student voice in a first year economics course at a South African university. I argue that the discourses and practices of first year university economics textbooks provide a model of literacy practices which contradict many of the literacy practices of the discipline of economics. The first year economics textbook in particular, rather than exposing students to a variety of arguments and encouraging the development of critical reading skills appropriate for academic contexts, tends to be single voiced. This gives the impression of consensus in the discipline and it may encourage rote learning and plagiarism. This argument is supported with data from a research project” (Paxton, 2007).

The study by Altınmakas and Bayyurt (2019) aimed to address academic discourse by revealing the factors that have an impact on the writing practices of student majoring in English. Çandarlı et al. (2015) used a specific technique named interactional metadiscourse model developed by Hyland to reveal how stance is constructed in L1 and L2 student essays. Allison’s study (2014) discussed how creativity is perceived by students in their writing as a part of educational discourse. Van de Poel and Gasiorek (2012) aimed to point out the effect of an approach to academic writing on students’ knowledge about the elements that forms academic discourse. In Jiang’s study (2015), the concept of discourse is mentioned as a type of stance noun. It explored students’ use of stance nouns.

Lastly, the study by Paxton (2007) aimed to show the discrepancy between the discourses and practices of first year economics textbook and the actual discourses and practices of economics as a discipline.

Purposes: Genre

The purposes of studies related to genre are shown in Table 14. Altınmakas and Bayyurt (2019) aimed to explain the factors that affect student writing, one of

which was their perceptions of students on academic writing and genres that are discipline-specific.

Table 14

Academic Literacies: Purpose-Genre

Title	Start List of Codes	Purpose	Abstract
“An exploratory study on factors influencing undergraduate students’ academic writing practices in Turkey”	Genre	“Therefore, this study aimed to uncover and explain factors that exert influence on students’ academic writing practices in English in Turkey.”	“In EAP contexts, attaining a desired level of competence and fluency in academic writing is important for students majoring in English-medium undergraduate programs because their academic achievements are determined by the texts they produce in English. Undergraduate students in Turkey are observed to experience difficulties with academic writing as they try to accommodate their existing writing knowledge to the requirements of the new discipline-specific writing and learning situation of tertiary level education. Placing the students at the core of inquiry, the study explored factors influencing students’ academic writing practices in English. The participants of the study were nineteen English major undergraduate students studying in Istanbul. The main data were obtained from background questionnaire, semi-structured interviews, document analysis, and were qualitatively analysed. The findings revealed that undergraduate writing is influenced by an array of interrelating educational and contextual factors: (1) the amount and nature of L1 and L2 pre-university writing instruction and experience, (2) students’ perceptions about academic writing and disciplinary-specific text genres, (3) prolonged engagement with the academic context and discourse, and (4) expectations of faculty members. The insights gained from the study provide important implications for reconceptualization of writing instruction in Turkey” (Altınmakas & Bayyurt, 2019).
“Beyond the academic essay: Discipline-specific writing in nursing and midwifery”	Genre	“Its purposes were to identify the profile of the participating groups, make contact with their content lecturers, arrange for possible dates for data collection and try out the questionnaire, one of the data collection instruments.”	“Although academic writing in higher education has been the focus of research efforts for more than two decades, the specific writing experiences, needs and difficulties of undergraduate nursing and midwifery students have remained largely under-researched. This article reports on a project that investigated the nature and dynamics of academic writing in pre-registration nursing and midwifery at a UK university. The project collected data from a survey completed by 135 students and two focus groups. The article examines the specific genres on these two programmes, the difficulties participating students face when writing them, and their views as to how they can be best supported to do these tasks. It concludes with an analysis of the implications that these issues have for teaching discipline-specific genres in nursing and midwifery and offers some suggestions to respond to such implications” (Gimenez, 2008).

Table 14 (cont'd)*Academic Literacies: Purpose-Genre*

Title	Start List of Codes	Purpose	Abstract
“Exploring six MBA students’ summary writing by introspection”	Genre	“The purpose is to understand the writing processes of these students so as to suggest approaches to enhance the summary performance of students, especially those L2 writers.”	“The present study explored the summary writing processes of six first-year MBA (Master of Business Administration) students in a North American university. The participants, three Chinese who speak English as a Second Language (ESL) and three native-English-speaking (NES), each completed a course-related summary task while thinking aloud. The analyses of the think-aloud protocols, retrospective interviews, and written drafts reveal similarities and differences in the writing processes of the participants. Depending on their perceptions of the nature of the writing task, business employment background or related writing experiences, the participants either wrote confidently or struggled through the writing processes, relying to varied degrees on such strategies as verbalizing what is being written, planning content, referring to the sources, reading what has been written, reviewing and modifying one’s writing, and commenting on the source texts. The study highlights the role of students’ previous writing expertise in learning disciplinary writing, the complexity of a course-related assignment in terms of its unclear and inexplicit expectations perceived by students, and the need to identify key strategies for good summary writing across and within disciplines” (Yang & Shi, 2003).
“I am what I have written: A case study of identity construction in and through personal statement writing”	Genre	“The case study attempts to explore identity construction by examining a Chinese college student’s personal statement writing.”	“The case study attempts to explore identity construction by examining a Chinese college student’s personal statement writing. Based on Ivanic’s framework of writer identity construction, an analysis of similarities and differences was made on the student’s personal statements written for four different programs over a three-year period. It is found that the student constructed the desired writer identity of a qualified and special applicant who would fit into the target program mainly by making three discursual choices for different self-representations, namely, narrating life experiences, referring to oneself and others, and highlighting. The interview results indicate that personal statement writing helped the student perceive her self and identity, both retrospectively and prospectively. It offers a significant implication for academic writing teaching and research. It is hoped that this case study can stimulate further research of identity construction in and through the personal statement as an occluded academic genre” (Li & Deng, 2019).
“Novice ESL writers: A longitudinal case-study of the situated academic writing processes of three undergraduates in a TESOL context”	Genre	“In order to address the issues outlined in the introduction, the study aimed to uncover the processes through which the three writers completed their assignments.”	“This paper explores the situated academic writing processes of three ESL writers as they researched, planned, and wrote three modular assignments over the course of their first academic year on a UK university, undergraduate TESOL programme. Adopting a socio-cognitive perspective it focuses on the changing patterns of textual and interpersonal interactions that constituted the participants’ processes. Data were collected over the year from day-by-day audio-recorded activity logs and interviews, triangulated with tutorial records and textual material of various kinds (chiefly, outlines, charts, drafts, electronic correspondence). Data were analysed using qualitative procedures to enable the construction of detailed narratives of developing academic writing processes. The study (a) affirms a view of academic writing as a complex socio-cognitive process implicating a range of textual and interpersonal interactions, and identifies two distinct approaches to the writing of academic texts, both of which may lead to high-quality writing and (b) finds that some novice writers engage in textual interactions which provide information about genre, rhetoric, language and the communities of practice within which they write and that this may be one factor distinguishing more from less successful academic writers” (Green, 2013).

Table 14 (cont'd)*Academic Literacies: Purpose-Genre*

Title	Start List of Codes	Purpose	Abstract
“Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section”	Genre	“The present study focused on student difficulties in writing the discussion of results section (DRS) of the thesis and investigated the extent to which the perceptions of the students matched those of their supervisors.”	“In postgraduate study, students including L2 students are often required to write a thesis and, as a growing literature reveals, L2 students often experience difficulties in the writing of this genre. While most of this research has involved surveys (questionnaires and interviews) and case studies of supervisor perceptions, only a few studies have also considered student perceptions. Most of the perceptions have considered student difficulties when writing the thesis as a whole, rather than particular section. The present study, based on the use of in-depth interviews with four supervisor–student pairs, focused on student difficulties in writing the discussion of results section (DRS) of the thesis and investigated the extent to which the perceptions of the students matched those of their supervisors. The study found that: (1) students had a more limited understanding of the function of the DRS compared to that of their supervisors; (2) common understanding between the supervisors and the students about the nature and cause of the students' difficulties was limited; and (3) students tended to use limited proficiency as a default mode of explanation of their difficulties whereas three out of the four supervisors offered explanations not related to second language proficiency” (Bitchener & Basturkmen, 2006).
“Using Academic Literacies and genre-based models for academic writing instruction: A ‘literacy’ journey”	Genre	“The destination of the journey is to propose practical solutions for a mainstream writing pedagogy which is available to students from all backgrounds.”	“Three writing development initiatives carried out at King’s College London UK are discussed in this article to illustrate the need to draw on different theoretical models to create effective methods of teaching academic writing. The sequence of initiatives resembles a journey: the destination is to develop academic writing programmes suitable for students from all backgrounds; the point of departure was the dominant institutional provision of extra-curricular ‘study skills’ courses. The Academic Literacies model subsequently offered useful guidance for moving away from this provision towards discipline-embedded approaches. However, Academic Literacies could not easily be applied to instructional practice, because its preference for issues such as identity, power relations and institutional practices over text seemed to be at conflict with students’ preferences. This finding led to a change in direction towards a genre-based approach to writing instruction. It is argued that the analysis of discipline-specific texts is the best starting point for teaching and learning of academic writing, and that students will be more willing to take a critical perspective when they are able to understand and control disciplinary discourses” (Wingate, 2012).
“Writing the qualitative dissertation: what motivates and sustains commitment to a fuzzy genre?”	Genre	“The goal of this qualitative study was to determine what initially motivates L2 doctoral dissertation writers to adopt a qualitative approach and what sustains their commitment to it.”	“Several L2 literacy specialists, for example, Flowerdew [Flowerdew, J. (1999). Problems in writing for scholarly publication in English: The case of Hong Kong. <i>Journal of Second Language Writing</i> , 8, 243–264], has pointed out that L2 writers may consciously avoid adopting qualitative research methods, undoubtedly because of the challenges that such a self-reflexive, rhetorically complex, and generically unstable research report mode poses. Those who advise L2 graduate students may wonder if these students should be discouraged from using qualitative methods. The goal of this qualitative study was to determine what initially motivates L2 doctoral dissertation writers to adopt a qualitative approach and what sustains their commitment to it. Both intrinsic and extrinsic motivation orientations were found in the self reports of these successful L2 qualitative dissertation writers, as were strong philosophical commitment to their research paradigm and intense intellectual curiosity about their topics. Some students, however, were more research paradigm-driven, while others were more topic-driven, but none perceived their status as L2 users as an insurmountable obstacle to success as qualitative dissertation writers” (Belcher & Hirvela, 2005).

Most of the studies focused on a different type of genre which contributed to the interpretation to a great extent:

- Gimenez (2008) aimed to discover the discipline specific genre in midwifery department,
- Yang and Shi (2003) explored the genre of summary writing of MBA students,
- Li and Deng (2019) personal statement writing,
- Bitchener and Basturkmen (2006) thesis writing, and
- Belcher and Hirvela, (2005) doctoral dissertation writing.

The study conducted by Green (2013), on the other hand, aimed at finding out the writing practices of students including how they were using textual interactions to get more information on genre. Lastly, Wingate's study (2012) sought to offer solution for writing instruction because of the fact that for some students, genre-based writing is preferable over Academic Literacies approach for practical purposes.

Purposes: Postgraduate

The studies in this section were interested in the experiences and challenges faced by masters or PhD students (Table 15). Some of them analyzed postgrad students on a national level like Ho (2017) did with the Taiwanese students while some preferred to do research on postgrad students on disciplinary level such as Starfield and Ravelli (2006) who observed the experiences of postgrad students in Humanities and Social Sciences departments. The study conducted by Belcher and Hirvela (2005) aimed to reveal the challenges of L2 postgrad student in thesis writing.

Table 15*Academic Literacies: Purpose-Postgraduate*

Title	Start List of Codes	Purpose	Abstract
““The writing of this thesis was a process that I could not explore with the positivistic detachment of the classical sociologist”: Self and structure in New Humanities research theses”	Postgraduate	Our paper attempts to respond to Hodge’s question: Hodge (1998, p. 113) asked “what might a doctoral thesis be like in the ‘New’ or ‘Postmodern’ Humanities?”	“To what extent have postmodernism and research modalities which fundamentally question the notion of the objective researcher impacted on the production of Ph.D. theses in the humanities and social sciences? This paper examines the visual and verbal representations of the writerly self through the title pages, tables of contents and introductory chapters of a corpus of 20 recent Ph.D. theses in History and Sociology from an Australian university. While affirming the dominance of the topic-based thesis macrostructure in the social sciences and humanities, it subjects the topic-based thesis category to greater scrutiny, presenting a case for the emergence of a New Humanities Ph.D., marked by its construction of a reflexive self, unable to write with the classic detachment of positivism. The paper briefly considers the implications for disciplinarity and postgraduate pedagogy” (Starfield & Ravelli, 2006).
“Conventions in postgraduate academic writing: European students’ negotiations of prior writing experience at an English speaking university”	Postgraduate	“It investigates how Continental European master’s students negotiate their prior experiences of academic writing when completing their theses at a UK university.”	“Postgraduate writing in the social sciences increasingly challenges the conventions of a model derived from the natural sciences. In addition, postgraduate second-language students usually bring with them prior experiences in academic writing which influences their writing development. Taking an Academic Literacies perspective, this ethnographically-informed case study combines and extends these lines of research in the specific context of student mobility in the European Higher Education Area. It investigates how Continental European master’s students negotiate their prior experiences of academic writing when completing their theses at a UK university. The detailed analysis of three cases reveals that the students’ initial understandings of academic English conventions as autonomous rules became increasingly depended on their disciplinary knowledge and the epistemological approaches of their theses. The results further highlight that the way students draw on prior experiences of academic English relates to their aims. In the light of their experiences, students might both challenge and actively preserve formal conventions of academic English. The findings suggest the need for EAP instructors and subject supervisors to adopt a balanced approach to scaffolding postgraduate academic writing and the importance of supportive institutional structures” (Kaufhold, 2015).
“Key writing challenges of practice-based doctorates”	Postgraduate	“This article seeks to contribute to the knowledge base underpinning such research-writing programmes by examining the complexities of writing postgraduate research at the academic/professional interface.”	“Building on the increasing interest within English for Academic Purposes (EAP) in postgraduate literacy development, this article examines the complexities of writing research at the academic/professional interface. It analyses two literature reviews by professional doctorate students at an Australian university who were writing research in their first language, English, about issues arising from their areas of professional practice. One of the student texts received a mostly negative evaluation from the disciplinary marker while the other received a mostly positive evaluation. Our analysis of the two texts identifies some key challenges of writing practice-based research, namely, framing a real-world problem as a research issue; incorporating one’s own (and others’) professional knowledge; and using the literature to contextualise and theorise the issue under investigation. We propose that EAP-style pedagogies involving guided analysis of issues like these within research texts may benefit not only students writing in an L2 but also those struggling to write in their L1, and that more nuanced understandings of the textual expectations of practice-based research are needed so that student writers can learn to produce knowledge that will count within the academy” (San Miguel & Nelson, 2007).

Table 15 (cont'd)*Academic Literacies: Purpose-Postgraduate*

Title	Start List of Codes	Purpose	Abstract
“Navigating scholarly writing and international publishing: Individual agency of Taiwanese EAL doctoral students”	Postgraduate	“The present study, being exploratory in nature, aimed to address this gap in the literature and was guided by a primary research question: how do Taiwanese EAL doctoral students exercise agency in their learning to write for international publication?”	“Although previous research has examined the academic writing and publishing endeavors of scholars whose English is an additional language (EAL), very few studies have focused on the role of agency in international publishing among multilingual doctoral students. This study addressed this gap by exploring how novice EAL doctoral scholars exercise agency to negotiate for fuller participation in their learning to write for publication and how they tackle exigencies arising from the writing-for-publication processes. The participants were nineteen EAL doctoral students and four professors in the hard sciences from different institutions in Taiwan and the US. Findings showed that most participants as active agents managed to overcome the exigencies by resorting to various strategies, such as seeking mutual engagement in manuscript drafting and taking initiative to negotiate with advisors regarding different directions of revision before and after submission. Many students were found to maneuver different submission strategies to fulfill the international publishing requirements, specified by their respective institutions. Several participants also successfully coped with difficulties in scholarly publishing when only limited advisory guidance was available. The conclusion outlines implications for academic advisors and EAP professionals. Suggestions for future research are also discussed” (Ho, 2017).
“Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section”	Postgraduate	“The present study focused on student difficulties in writing the discussion of results section (DRS) of the thesis and investigated the extent to which the perceptions of the students matched those of their supervisors.”	“In postgraduate study, students including L2 students are often required to write a thesis and, as a growing literature reveals, L2 students often experience difficulties in the writing of this genre. While most of this research has involved surveys (questionnaires and interviews) and case studies of supervisor perceptions, only a few studies have also considered student perceptions. Most of the perceptions have considered student difficulties when writing the thesis as a whole, rather than particular section. The present study, based on the use of in-depth interviews with four supervisor–student pairs, focused on student difficulties in writing the discussion of results section (DRS) of the thesis and investigated the extent to which the perceptions of the students matched those of their supervisors. The study found that: (1) students had a more limited understanding of the function of the DRS compared to that of their supervisors; (2) common understanding between the supervisors and the students about the nature and cause of the students' difficulties was limited; and (3) students tended to use limited proficiency as a default mode of explanation of their difficulties whereas three out of the four supervisors offered explanations not related to second language proficiency” (Bitchener & Basturkmen, 2006).

Table 15 (cont'd)*Academic Literacies: Purpose-Postgraduate*

Title	Start List of Codes	Purpose	Abstract
“Publishing and learning writing for publication in English: Perspective s of NNES PhD students in science”	Postgraduate	“The purpose of this study is, therefore, to investigate the perceptions of NNES PhD students as regards publishing and learning to write for publication in English.”	“Publication in international journals has become a prerequisite to PhD graduation. This study thus provides a framework for understanding the learning of writing skills and publishing practices of nonnative English-speaking PhD students by investigating their perceptions of publishing and learning to write for publication. Findings show that these students regard themselves as disadvantaged due to their limited proficiency in English. However, many of them are not motivated to remedy the situation due to (1) their opinion that English plays only a secondary role in scientific research, (2) their lack of confidence in the writing curricula, and (3) their perspectives on the imbalanced power relations between them and their advisers. This framework offers an important insight: The nonnative English-speaking PhD students' disinclination to learn to write for publication is influenced by many factors other than perceived language incompetence. To empower and motivate prospective NNES scholars, the study offers several suggestions to journal gatekeepers, EAP professionals, and academic advisers” (Huang, 2010).
“Reading in preparation for writing a PhD thesis: Case studies of experiences ”	Postgraduate	“to present stories of how a group of doctoral students chose the key disciplinary literature that they read in preparation for their thesis-undertaking (RT).”	“The paper presents stories of how a group of doctoral students chose the key disciplinary literature that they read in preparation for their thesis-undertaking (RT). The stories were analyzed in light of current understanding of literature reviewing as a situated practice and theory of doctoral education as socio-cognitive apprenticeship. As the stories reveal, key disciplinary literature does not exist ‘cut-and-dried’. This applies particularly to undertakings carried out in fields where multiple paradigms exist. The complex epistemic landscapes of the students' research made selecting key literature to review much a difficult task. The task was in many cases facilitated by guidance provided by mentors such as thesis supervisors and panel members. Guidance was provided at various stages of the thesis-undertakings especially when theoretical and methodological issues emerged that called for the mentors' advice, often resulting in new directions and selections of reading. The stories suggest that choices of reading for a thesis-undertaking are partly socially mediated and partly driven by contingencies arising in the students' fieldwork. This stands in some contrast to how RT is presented in thesis manuals, which tend to construe RT as an autonomous practice and emphasize search techniques via discipline-specific electronic databases. While not downplaying the importance of independence that students need to develop and that of the product-based approach to RT driven by the generic conventions of a literature review, the paper suggests that the contingent and social dimension deserves some attention in
“Writing at the graduate level: What tasks do professors actually require?”	Postgraduate	“The objectives of this research were to discover what writing tasks are required in the coursework of graduate students at the university under study, how the assignment of these tasks varies across academic departments, and how frequently (or infrequently) these particular tasks are required.” (Cooper & Bikowski, 2007).	“This paper presents a case study of writing tasks in graduate courses at a large, American university. The study investigates writing tasks across the curriculum and draws implications for curriculum design in English for Academic Purposes (EAP). Using actual course syllabi for task analysis, the researchers analyzed 200 course syllabi from 20 academic departments covering a wide range of disciplines. Findings indicate that library research papers and project reports are the most commonly assigned tasks across the curriculum. This study also found that professors in the social sciences, arts, and humanities assign a wider variety of writing assignments and more writing assignments in general than do professors in the sciences, math, and engineering. Finally, while many courses in the sciences, math, and engineering require no writing assignments at all, each of these departments does have at least some courses requiring extended writing” (Cooper & Bikowski, 2007).

Table 15 (cont'd)*Academic Literacies: Purpose-Postgraduate*

Title	Start List of Codes	Purpose	Abstract
“Writing the qualitative dissertation: what motivates and sustains commitment to a fuzzy genre?”	Postgraduate	“The goal of this qualitative study was to determine what initially motivates L2 doctoral dissertation writers to adopt a qualitative approach and what sustains their commitment to it.”	“Several L2 literacy specialists, for example, Flowerdew [Flowerdew, J. (1999). Problems in writing for scholarly publication in English: The case of Hong Kong. <i>Journal of Second Language Writing</i> , 8, 243–264], has pointed out that L2 writers may consciously avoid adopting qualitative research methods, undoubtedly because of the challenges that such a self-reflexive, rhetorically complex, and generically unstable research report mode poses. Those who advise L2 graduate students may wonder if these students should be discouraged from using qualitative methods. The goal of this qualitative study was to determine what initially motivates L2 doctoral dissertation writers to adopt a qualitative approach and what sustains their commitment to it. Both intrinsic and extrinsic motivation orientations were found in the self reports of these successful L2 qualitative dissertation writers, as were strong philosophical commitment to their research paradigm and intense intellectual curiosity about their topics. Some students, however, were more research paradigm-driven, while others were more topic-driven, but none perceived their status as L2 users as an insurmountable obstacle to success as qualitative dissertation writers” (Belcher & Hirvela, 2005).

The study by Kaufhold (2015) investigated how previous experiences of academic writing affected postgrad European students’ thesis writing process. (San Miguel & Nelson, 2007) aimed to reveal the challenges of writing postgraduate research for L2 writers. Bitchener and Basturkmen (2006) did a similar research by aiming to show the writing challenges faced by L2 postgrad students. Huang (2010) also investigated how L2 PhD students perceive the process of publishing and learning to write for publishing in English.

Kwan (2009) sought to investigate postgraduate students’ process of choosing literature they chose to read to get prepared for writing their thesis. Similarly, the study by Cooper and Bikowski (2007) was interested in the preparation process of student writing, hence they aimed to discover more about the writing tasks that graduate students are required to undertake.

Purposes: Use of Sources

The studies in this section analyzed how students use sources in their writing (Table 16).

Table 16

Academic Literacies: Purpose: Use of Sources

Title	Start List of Codes	Purpose	Abstract
“Source-based writing in a health sciences essay: Year 1 students’ perceptions, abilities and strategies”	Use of Sources	“The current study aimed to contribute to knowledge in this area, and the need to understand how largely untrained writers in Year 1 cope with the requirements of source text use in their disciplinary courses.”	“In recent years, research interest in writing using sources has broadened from a focus on plagiarism to studies of source based writing in academic settings and the challenges it presents for novice writers. While previous research has largely involved assignment writing or experimental tasks by L2 students in pre-sessional or adjunct EAP courses, this naturalistic study explored students’ source text use in the disciplines. It used a questionnaire, citation analysis and text-based interviews to examine the views, approaches and citing practices of a group of L1 and L2 students for an essay assignment in a first-year health sciences course. Citation analysis showed a reasonable degree of accuracy with regard to students’ paraphrases of source meanings; however, as revealed in textual analysis and interviews, these novices were still unskilled at conveying a clear stance on sources and their presence as authors. Their main citing strategy appeared to be efficient reformulation through attribution citations. Guidance from tutors and task instructions set modest expectations and helped students to understand disciplinary conventions for source text use, and it was evident that argument and understanding of core issues was much more important than citation quality in markers’ evaluations of their essays” (Wette, 2018).

The study conducted by Wette (2018) aimed at exploring how students were making use of resources in their writing and whether they were aware of the quality issues while citing these resources. She questioned students’ knowledge of citation when they were required to do source-based writing.

Purposes: Identity

Identity-related studies are listed in this section (Table 17). Most of the studies focused on how students construct their identity in their writing.

Table 17*Academic Literacies: Purpose-Identity*

Title	Start List of Codes	Purpose	Abstract
““The writing of this thesis was a process that I could not explore with the positivistic detachment of the classical sociologist” 1: Self and structure in New Humanities research theses”	Identity	“Our paper attempts to respond to Hodge’s question: Hodge (1998, p. 113) asked “what might a doctoral thesis be like in the ‘New’ or ‘Postmodern’ Humanities?”	“To what extent have postmodernism and research modalities which fundamentally question the notion of the objective researcher impacted on the production of Ph.D. theses in the humanities and social sciences? This paper examines the visual and verbal representations of the writerly self through the title pages, tables of contents and introductory chapters of a corpus of 20 recent Ph.D. theses in History and Sociology from an Australian university. While affirming the dominance of the topic-based thesis macrostructure in the social sciences and humanities, it subjects the topic-based thesis category to greater scrutiny, presenting a case for the emergence of a New Humanities Ph.D., marked by its construction of a reflexive self, unable to write with the classic detachment of positivism. The paper briefly considers the implications for disciplinary and postgraduate pedagogy” (Starfield & Ravelli, 2006).
“Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspectives”	Identity	“Utilising Hyland’s interactional metadiscourse model (2005a) as the analysis framework, it aimed to compare the features of stance in L1 and L2 essays by Turkish learners of English with those in essays by monolingual American students.”	“This study involved a corpus-based textual analysis of authorial presence markers in the argumentative essays of Turkish and American students. Utilising Hyland’s interactional metadiscourse model (2005a) as the analysis framework, it aimed to compare the features of stance in L1 and L2 essays by Turkish learners of English with those in essays by monolingual American students. Also, discourse-based interviews with ten students contributed to an understanding of the use of markers in their L1 and L2 writing. The results indicate that the use of authorial presence markers in English essays by Turkish students was more similar to the use of these markers in writing by novice native English-speaking students than to the use of markers in the Turkish students’ own writing in Turkish. The textual and interview data are discussed in relation to writing instruction, L1 writing conventions, and the institutional context” (Çandarlı et al., 2015).
“Effects of an efficacy-focused approach to academic writing on students’ perceptions of themselves as writers”	Identity	“examines the effects of such an instructional program on S/FL English language and literature students’ (self-reported) knowledge of what constitutes academic writing, their comfort discussing it, and the role this has in their perceptions of themselves as writers”	“To become a successful participant in the community of their academic discipline, students must learn this community’s communicative currency: the norms, standards, procedures, and linguistic forms that constitute academic discourse. However, it is rare for a discipline’s expectations and requirements to be overtly discussed or taught, despite the fact that research has demonstrated that there is a persistent gap between staff and student expectations and standards in this domain. In this article, we focus on academic writing, one component of academic discourse. Specifically, we consider the effects of an efficacy-focused teaching approach (actively targeting students’ knowledge, skills, and related affect) on S/FL English language and literature students’ (self-reported) knowledge of what constitutes academic writing, their comfort discussing it, and the role this has in their perceptions of themselves as writers. We conclude by discussing the implications of these findings for learning and teaching in the area of academic writing” (Van de Poel & Gasiorek, 2012).

Table 17 (cont'd)*Academic Literacies: Purpose-Identity*

Title	Start List of Codes	Purpose	Abstract
“I am what I have written: A case study of identity construction in and through personal statement writing”	Identity	“The case study attempts to explore identity construction by examining a Chinese college student’s personal statement writing.”	“The case study attempts to explore identity construction by examining a Chinese college student’s personal statement writing. Based on Ivanić’s framework of writer identity construction, an analysis of similarities and differences was made on the student’s personal statements written for four different programs over a three-year period. It is found that the student constructed the desired writer identity of a qualified and special applicant who would fit into the target program mainly by making three discursive choices for different self-representations, namely, narrating life experiences, referring to oneself and others, and highlighting. The interview results indicate that personal statement writing helped the student perceive her self and identity, both retrospectively and prospectively. It offers a significant implication for academic writing teaching and research. It is hoped that this case study can stimulate further research of identity construction in and through the personal statement as an occluded academic genre” (Li & Deng, 2019).
“Using Academic Literacies and genre-based models for academic writing instruction: A ‘literacy’ journey”	Identity	“The destination of the journey is to propose practical solutions for a mainstream writing pedagogy which is available to students from all backgrounds.”	“Three writing development initiatives carried out at King’s College London UK are discussed in this article to illustrate the need to draw on different theoretical models to create effective methods of teaching academic writing. The sequence of initiatives resembles a journey: the destination is to develop academic writing programmes suitable for students from all backgrounds; the point of departure was the dominant institutional provision of extra-curricular ‘study skills’ courses. The Academic Literacies model subsequently offered useful guidance for moving away from this provision towards discipline-embedded approaches. However, Academic Literacies could not easily be applied to instructional practice, because its preference for issues such as identity, power relations and institutional practices over text seemed to be at conflict with students’ preferences. This finding led to a change in direction towards a genre-based approach to writing instruction. It is argued that the analysis of discipline-specific texts is the best starting point for teaching and learning of academic writing, and that students will be more willing to take a critical perspective when they are able to understand and control disciplinary discourses” (Wingate, 2012).
“Writer background and voice construction in L2 writing”	Identity	“This study seeks to empirically examine the association between key writer background variables and textual voice construction and voice salience in a set of 200 short argumentative essays produced by L2 writers from various cultural and educational backgrounds.”	“In the field of second language writing, some scholars argue that the concept of authorial voice is too culturally loaded to be accessible to L2 students, especially those from collectively-oriented cultures. Others, however, provide evidence, although not yet conclusive, showing that writers’ cultural background may not affect their ability to construct an authorial voice. Given such conflicting arguments, and also in response to Tardy’s (2012) call for research on the impact of extra-textual writer identity on voice construction, this study empirically examined the extent to which key writer background variables, such as age, gender, cultural background, and level of exposure to the target language and culture, may influence L2 writers’ voice construction. Two hundred argumentative essays from L2 writers of various backgrounds were analyzed in terms of overall voice salience and use of individual voice elements. Correlational and regression analysis results showed that, overall, these variables had very limited, if any, impact on L2 writers’ textual voice construction. The observed lack of strong association between voice salience and cultural background corroborates and supplements findings from previous research with a more qualitative approach, thus calling for a more cautious interpretation of the role of culture in voice development and L2 writing” (Zhao, 2019).

Starfield and Ravelli (2006) and Van de Poel and Gasiorek (2012) explored students' view of themselves as writers. In the study conducted by Çandarlı et al. (2015), the aim was to discover students' authorial presence looking into the structures they used in their essays. Li and Deng (2019) also analyzed a student's personal statement writing to reveal the process of identity construction. Zhao (2019) had the same purpose as the previously mentioned studies, except she used the term 'textual voice construction.' Wingate (2012), on the other hand, sought to question how focusing on identity construction in writing benefits student writing in comparison to genre-based writing practices.

Purposes: Assessment

In this section, three studies are listed regarding assessing students (Table 18).

Table 18

Academic Literacies: Purpose-Assessment

Title	Start List of Codes	Purpose	Abstract
"Addressing the problem of outside assistance in pre-sessional writing assessments"	Assessment	"to describe a response to these validity issues in the form of an open-book-exam, concluding that the processing of longer texts outside the exam room combined with the security of a written response under exam conditions can reduce the time spent on dealing with plagiarism cases arising from outside assistance while at the same time demonstrating some positive washback on learning (Messick, 1996: 6) in terms of increased engagement with the source texts used."	"Reading-into-writing assessments on pre-sessional language programmes typically employ either a take-home essay format with a substantial reading component or an exam-based writing task with a reading component of perhaps only one or two pages. While both approaches reflect a welcome trend towards more integrative models of validity for the assessment of academic writing, their usefulness may nevertheless be undermined by their task design. The apparent recent increase in the activity of ghost writers, often facilitated by various technological means, can cast sufficient doubt over the authorship of take-home essays to invalidate the assessment. The exam-based task, on the other hand, may suffer from construct under-representation (Messick, 1996: 6) since its limited reading component requires little or no expeditious reading (Weir and Urquhart, 1998: 98–100) of the longer texts commonly associated with university study. This article describes a response to these validity issues in the form of an open-book-exam, concluding that the processing of longer texts outside the exam room combined with the security of a written response under exam conditions can reduce the time spent on dealing with plagiarism cases arising from outside assistance while at the same time demonstrating some positive washback on learning (Messick, 1996: 6) in terms of increased engagement with the source texts used" (Westbrook & Holt, 2015).

Table 18 (cont'd)*Academic Literacies: Purpose-Assessment*

Title	Start List of Codes	Purpose	Abstract
“Assessing academic writing on a pre-sessional EAP course : Designing assessment which supports learning”	Assessment	“The paper considers how this approach to assessment is supporting student learning but also points out some ongoing concerns.”	“Pre-sessional EAP courses in the UK fulfil a difficult dual role. Not only are they charged with helping students learn the academic language and literacy skills they will require on their degree courses, but they are also expected to summatively assess those skills in order to decide on the readiness of students to begin English medium degree study. This creates tension between assessment and learning. Students are often extrinsically motivated by the need for a passing grade rather than focussing on the learning gains they make throughout the course. For this reason it is important that the approach to assessment on pre-sessional courses actually supports learning. This paper outlines the approach taken to the assessment of academic writing on the PEAP course at Nottingham Trent University. It describes how the assessment was redesigned to emphasise process over end product and to maximise early and sustained student engagement. This was achieved by careful scaffolding of the writing process, the strategic use of summative elements of the assessment, and an emphasis on formative feedback, reflection, and understanding of the assessment criteria. The paper considers how this approach to assessment is supporting student learning but also points out some ongoing concerns” (Seviour, 2015).
“Opposing tensions of local and international standards for EAP writing programmes: Who are we assessing for?”	Assessment	“We demonstrate the problems of aligning EAP needs-based domain scales and standards with the Common European Framework of Reference.”	“In response to recent curriculum changes in secondary schools in Hong Kong including the implementation of the 3–3–4 education structure, with one year less at high school and one year more at university and the introduction of a new school leavers' exam, the Hong Kong Diploma of Secondary Education (HKDSE), universities in the territory have revisited their English language curriculums. At City University a new EAP curriculum and assessment framework was developed to fit the re-defined needs of the new cohort of students. In this paper we describe the development and benchmarking process of a scoring instrument for EAP writing assessment at City University. We discuss the opposing tensions of local (HKDSE) and international (CEFR and IELTS) standards, the problems of aligning EAP needs-based domain scales and standards with the CEFR and the issues associated with attempting to fulfill the institutional expectation that the EAP programme would raise students' scores by a whole CEFR scale step. Finally, we consider the political tensions created by the use of external, even international, reference points for specific levels of writing performance from all our students and suggest the benefits of a specific, locally-designed, fit-for-purpose tool over one aligned with universal standards” (Bruce & Hamp-Lyons, 2015).

In the first study by Westbrook and Holt (2015), the purpose was to compare and contrast take-home assessment system and exam based by keeping reliability issues in mind. Seviour (2015) sought to discover an assessment system that actually supported learning by applying a specific approach. The last study by Bruce and Hamp-Lyons (2015) was aimed at revealing the challenges faced by universities in supporting EAP students who were trained for Hong Kong's national exam

requirements while the curriculum was required to address international standards as well.

Purposes: Argument

This section reveals the purposes of studies that touched upon the issue of argument in students' academic writing (Table 19).

Table 19

Academic Literacies: Purpose-Argument

Title	Start List of Codes	Purpose	Abstract
“Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspective”	Argument	“Utilising Hyland's interactional metadiscourse model (2005a) as the analysis framework, it aimed to compare the features of stance in L1 and L2 essays by Turkish learners of English with those in essays by monolingual American students.”	“This study involved a corpus-based textual analysis of authorial presence markers in the argumentative essays of Turkish and American students. Utilising Hyland's interactional metadiscourse model (2005a) as the analysis framework, it aimed to compare the features of stance in L1 and L2 essays by Turkish learners of English with those in essays by monolingual American students. Also, discourse-based interviews with ten students contributed to an understanding of the use of markers in their L1 and L2 writing. The results indicate that the use of authorial presence markers in English essays by Turkish students was more similar to the use of these markers in writing by novice native English-speaking students than to the use of markers in the Turkish students' own writing in Turkish. The textual and interview data are discussed in relation to writing instruction, L1 writing conventions, and the institutional context” (Çandarlı et al., 2015).
“Nominal stance construction in L1 and L2 students' writing”	Argument	“By this study I seek to add to the current body of knowledge of L2 students' stance expression by comparing Chinese university students and American peers in the use of this nominal stance construction in academic essays”	“The study of stance and how academic writers convey an attitude to their material and readers has become an important area of teaching research in EAP in recent years (Hyland & Guinda, 2012). A relatively neglected means of stance expression, however, has been the Noun Complement structure. This study examines this structure as a nominal stance construction which is associated with students' advanced academic literacy. Through a corpus-based contrastive interlanguage analysis, this study compares the use of this stance construction in argumentative essays of 366 Chinese university students (L2) with those of 82 American students (L1) of similar age and educational level. Results show that the L2 students use significantly fewer instances of this construction especially in the event, discourse and cognition types of stance nouns, which are bound up with the generic conventions of argumentative essays. But they show a propensity to invest personal affect by pre-modifying the stance nouns with attitudinal adjectives and first-person possessives. The paper discusses a number of issues raised by the research and makes pedagogical suggestions for EAP writing instruction” (Jiang, 2015).

Table 19 (cont'd)*Academic Literacies: Purpose-Argument*

Title	Start List of Codes	Purpose	Abstract
“Source-based writing in a health sciences essay: Year 1 students' perceptions, abilities and strategies”	“Argument”	“The current study aimed to contribute to knowledge in this area, and the need to understand how largely untrained writers in Year 1 cope with the requirements of source text use in their disciplinary courses.”	“In recent years, research interest in writing using sources has broadened from a focus on plagiarism to studies of source based writing in academic settings and the challenges it presents for novice writers. While previous research has largely involved assignment writing or experimental tasks by L2 students in pre-sessional or adjunct EAP courses, this naturalistic study explored students' source text use in the disciplines. It used a questionnaire, citation analysis and text-based interviews to examine the views, approaches and citing practices of a group of L1 and L2 students for an essay assignment in a first-year health sciences course. Citation analysis showed a reasonable degree of accuracy with regard to students' paraphrases of source meanings; however, as revealed in textual analysis and interviews, these novices were still unskilled at conveying a clear stance on sources and their presence as authors. Their main citing strategy appeared to be efficient reformulation through attribution citations. Guidance from tutors and task instructions set modest expectations and helped students to understand disciplinary conventions for source text use, and it was evident that argument and understanding of core issues was much more important than citation quality in markers' evaluations of their essays” (Wette, 2018).
“Tensions between textbook pedagogy and the literacy practices of the disciplinary community: A study of writing in first year economics”	Argument	“In this article I have illustrated the difficulties students were having with the first year economics textbook by drawing on extracts from students' essays.”	“This paper describes aspects of a research project which used linguistic and intertextual analysis of student writing to investigate the relationship between the academic curriculum and student voice in a first year economics course at a South African university. I argue that the discourses and practices of first year university economics textbooks provide a model of literacy practices which contradict many of the literacy practices of the discipline of economics. The first year economics textbook in particular, rather than exposing students to a variety of arguments and encouraging the development of critical reading skills appropriate for academic contexts, tends to be single voiced. This gives the impression of consensus in the discipline and it may encourage rote learning and plagiarism. This argument is supported with data from a research project” (Paxton, 2007).
“Writer background and voice construction in L2 writing”	Argument	“this study seeks to empirically examine the association between key writer background variables and textual voice construction and voice salience in a set of 200 short argumentative essays produced by L2 writers from various cultural and educational backgrounds.”	“In the field of second language writing, some scholars argue that the concept of authorial voice is too culturally loaded to be accessible to L2 students, especially those from collectively-oriented cultures. Others, however, provide evidence, although not yet conclusive, showing that writers' cultural background may not affect their ability to construct an authorial voice. Given such conflicting arguments, and also in response to Tardy's (2012) call for research on the impact of extra-textual writer identity on voice construction, this study empirically examined the extent to which key writer background variables, such as age, gender, cultural background, and level of exposure to the target language and culture, may influence L2 writers' voice construction. Two hundred argumentative essays from L2 writers of various backgrounds were analyzed in terms of overall voice salience and use of individual voice elements. Correlational and regression analysis results showed that, overall, these variables had very limited, if any, impact on L2 writers' textual voice construction. The observed lack of strong association between voice salience and cultural background corroborates and supplements findings from previous research with a more qualitative approach, thus calling for a more cautious interpretation of the role of culture in voice development and L2 writing” (Zhao, 2019).

Çandarlı et al. (2015) as well as Zhao (2019) and Jiang (2015) made use of the structure of students' argumentative essays to figure out their authorial presence. Argumentation in students' essays demonstrated students' voices as writers.

Wette (2018) questioned whether markers' feedback gives more importance to the comprehension of arguments in students' citation practices than the quality of their citations. Lastly, Paxton (2007) questioned whether the economics textbook included the necessary literacy practices, one of which was argumentation.

Purposes: Gender

This section demonstrates the purposes of the two studies related to gender (Table 20).

Table 20

Academic Literacies: Purpose-Gender

Title	Start List of Codes	Purpose	Abstract
<p>“‘I’m nobody’s Mum in this university’: The gendering of work around student writing in UK higher education”</p>	Gender	<p>“to add to existing work by drawing on an ethnographically oriented exploration of practices around student writing, analysed through a gender-sensitive lens, in order to generate insight into the discursive gendering of a key aspect of academic activity.”</p>	<p>“A number of recent studies have raised critical questions about the gendering of academic labour in the contemporary university as workplace. This paper focuses on gendering discourses of work around student writing which surfaced in an ethnographically oriented study of fourteen academic teacher participants based in six diverse UK Universities in a range of disciplines. I draw on study findings to show that work with undergraduate writing and writers is often understood through feminising discourses of ‘care’ which explicitly and implicitly invoke stereotypically female caring roles in ways which reflect and perpetuate the marginalised status of writing work and at the same time infantilise students. I argue that the reassertion of care as a core academic value is necessary to counter such feminising discourses because such a reassertion challenges an unhelpful dichotomous separation between academic knowledge-making on one hand, and student writing as a personal issue on the other” (Tuck, 2018).</p>

Table 20 (cont'd)*Academic Literacies: Purpose-Gender*

Title	Start List of Codes	Purpose	Abstract
“Writer background and voice construction in L2 writing”	Gender	“This study seeks to empirically examine the association between key writer background variables and textual voice construction and voice salience in a set of 200 short argumentative essays produced by L2 writers from various cultural and educational backgrounds.”	“In the field of second language writing, some scholars argue that the concept of authorial voice is too culturally loaded to be accessible to L2 students, especially those from collectively-oriented cultures. Others, however, provide evidence, although not yet conclusive, showing that writers' cultural background may not affect their ability to construct an authorial voice. Given such conflicting arguments, and also in response to Tardy's (2012) call for research on the impact of extra-textual writer identity on voice construction, this study empirically examined the extent to which key writer background variables, such as age, gender, cultural background, and level of exposure to the target language and culture, may influence L2 writers' voice construction. Two hundred argumentative essays from L2 writers of various backgrounds were analyzed in terms of overall voice salience and use of individual voice elements. Correlational and regression analysis results showed that, overall, these variables had very limited, if any, impact on L2 writers' textual voice construction. The observed lack of strong association between voice salience and cultural background corroborates and supplements findings from previous research with a more qualitative approach, thus calling for a more cautious interpretation of the role of culture in voice development and L2 writing” (Zhao, 2019).

Tuck's study (2018) aimed to discover students' writing practices in relation to the gendering discourses in academia. Zhao (2019) used a few variables to determine what constitutes voice construction and one of these variables was gender. However, gender is not the focus in this study unlike in the study by Tuck (2018).

Purposes: Other

Four of the studies did not fall under any of the other *Start Lists of Codes*, which is why the code ‘other’ was created to include those in the study as well (Table 21).

Table 21*Academic Literacies: Purpose-Other*

Title	Start List of Codes	Purpose	Abstract
“By-products’: The added value of academic writing instruction for higher education”	Other: Non-writing outcomes: Affective and social changes	“The aim of the current study is (i) to explore students’ perceptions of non-writing outcomes of their academic writing courses—the ‘by-products’—in a greater diversity of settings,”	“We previously defined the ‘by-products’ of academic writing instruction as “affective and social changes perceived by students, along with changes in their writing, reflected in interpersonal and intrapersonal behaviors carried over into other spheres of their lives” [Katznelson, Perpignan, & Rubin, 2001. What develops along with the development of second language writing? Exploring the ‘by-products’. <i>Journal of Second Language Writing</i> , 10(3), 141–159]. The aim of the current study is (i) to explore students’ perceptions of non-writing outcomes of their academic writing courses—the ‘by-products’—in a greater diversity of settings, and (ii) to understand the pedagogical sources and links which may lead to their emergence. The study, conducted in Israel, examines 20 groups of Hebrew and/or Arabic speaking students (N=210) from undergraduate and graduate writing programs taught by 11 different teachers. Analysis of the data collected through student self-reporting questionnaires revealed nine categories of by-products, several of which are relevant to long-range learning goals, such as lifelong learning. Content analysis of five-matched student–teacher interviews allowed us to reflect on the possible links between the emergence of by-products and some teaching practices. Our findings indicate that many by-products perceived by students as unplanned outcomes of writing courses reflect the same values that universities define as central to higher education. These findings suggest that a greater awareness of the by-products, and an understanding of how they may be yielded and enhanced, may assign designers and instructors of academic writing programs a larger educational role than is currently expected of them” (Perpignan et al., 2007).
“By-products’: The added value of academic writing instruction for higher education”	Other: Non-writing outcomes: Affective and social changes	“The aim of the current study is (ii) to understand the pedagogical sources and links which may lead to their emergence.”	“We previously defined the ‘by-products’ of academic writing instruction as “affective and social changes perceived by students, along with changes in their writing, reflected in interpersonal and intrapersonal behaviors carried over into other spheres of their lives” [Katznelson, Perpignan, & Rubin, 2001. What develops along with the development of second language writing? Exploring the ‘by-products’. <i>Journal of Second Language Writing</i> , 10(3), 141–159]. The aim of the current study is (i) to explore students’ perceptions of non-writing outcomes of their academic writing courses—the ‘by-products’—in a greater diversity of settings, and (ii) to understand the pedagogical sources and links which may lead to their emergence. The study, conducted in Israel, examines 20 groups of Hebrew and/or Arabic speaking students (N=210) from undergraduate and graduate writing programs taught by 11 different teachers. Analysis of the data collected through student self-reporting questionnaires revealed nine categories of by-products, several of which are relevant to long-range learning goals, such as lifelong learning. Content analysis of five-matched student–teacher interviews allowed us to reflect on the possible links between the emergence of by-products and some teaching practices. Our findings indicate that many by-products perceived by students as unplanned outcomes of writing courses reflect the same values that universities define as central to higher education. These findings suggest that a greater awareness of the by-products, and an understanding of how they may be yielded and enhanced, may assign designers and instructors of academic writing programs a larger educational role than is currently expected of them” (Perpignan et al., 2007).

Table 21 (cont'd)*Academic Literacies: Purpose-Other*

Title	Start List of Codes	Purpose	Abstract
"I ain't changing anything": A case-study of successful generation 1.5 immigrant college students' writing	Other: Relationship between success in college and L2 academic writing	"The purpose of this case-study was to understand the relationship between success in college and L2 academic writing of three Generation 1.5 Russian-speaking middle-class college students and to describe the factors that could have contributed to the levels of academic literacy that these students developed."	"The purpose of this case-study was to understand the relationship between success in college and L2 academic writing of three Generation 1.5 Russian-speaking middle-class college students and to describe the factors that could have contributed to the levels of academic literacy that these students developed. The following research questions were posed: What English academic writing skills do three successful G1.5 college students have and could these students' success in college be attributed to their (strong) academic writing skills? If it could, how did these students develop their academic writing skills in English? If it could not, how did these students succeed in college without strong academic writing skills in English? The study found that despite some serious problems uncovered in these college students' writing, they were able to earn a high academic reputation by enacting behaviors indicative of success in academia. These behaviors included assertiveness, self-confidence and ambition. It is argued in this paper that the successful academic socialization skills that these students were inculcated with as part of their cultural capital, made it possible for them to enjoy the level of success in higher education that may be considered incongruent with the quality of their written academic work" (Riazantseva, 2012).
"English academic writing convergence for academically weaker senior secondary school students: Possibility or pipe-dream?"	Other: Impact of the Reading to Learn (RtL) literacy intervention on individual student performance	"In an attempt to investigate whether or not the observed mismatch in academic literacy skills might be remedied at a school level, this study sought to show how an appropriately targeted intervention, namely Reading to Learn (RtL), might be used to scaffold Grade 11 students' academic writing skills in two diverse school contexts (i.e., one high and one lower socioeconomic status or SES school) in the Western Cape of South Africa."	"This paper discusses key findings of a study which sought to assess the impact of the Reading to Learn (RtL) literacy intervention on individual student performance as applied to senior secondary school students at two schools in the Western Cape of South Africa. The RtL intervention was implemented against a backdrop of serious concerns about the state of literacy development in schools in South Africa, especially amongst non-native English-speaking students from low socioeconomic communities as well as migrant communities. By taking each student's written pieces of work, submitted at various stages throughout the academic school year, each piece of writing was assessed and codified, which allowed for a detailed examination of various patterns using both descriptive and inferential statistics. The salient finding was that students, who were shown to be academically weaker pre-intervention, generally exhibited a greater overall improvement in their respective English writing skills throughout the intervention. Thus, with an appropriately targeted intervention (like RtL) a convergence or 'catch-up' effect might likely occur for classes with large cohorts of non-native English-speaking students, who are immersed in English medium-of-instruction schools" (Millin & Millin, 2018).

Table 21 (cont'd)*Academic Literacies: Purpose-Other*

Title	Start List of Codes	Purpose	Abstract
“Pandora’s box: academic perceptions of student plagiarism in writing”	Other: Plagiarism	“The aim of the article is to encourage policy-makers and academic staff to acknowledge the concerns about implementation of plagiarism policy.”	“Plagiarism is viewed by many academics as a kind of Pandora’s box11From Pandora’s box “there issued from it a multitude of evils and distempers, which dispersed themselves all over the world, and which, from that fatal moment have never ceased to afflict the human race” Lempriere (1864, p. 450).—the elements contained inside are too frightening to allow escape for fear of the havoc that may result. Reluctance by academic members of staff to discuss student plagiarism openly may contribute to the often untenable situations we, as teachers, face when dealing with student plagiarism issues. In this article, I examine the dilemmas English for Academic Purposes (EAP) staff face when dealing with student plagiarism in the tertiary classroom. The perceptions of all 11 teachers involved in teaching a first year EAP writing subject at South-Coast University22The names of individuals and institutions have been changed for the sake of anonymity. are detailed in light of the university’s policy on plagiarism. My research indicates that not only is an agreed definition of plagiarism difficult to reach by members of staff teaching the same subject, but plagiarism is a multi-layered phenomenon encompassing a spectrum of human intention. Evaluating the spectrum can lead to differences in the implementation of university plagiarism policy, the result of which embodies issues of equity. The aim of the article is to encourage policy-makers and academic staff to acknowledge the concerns about implementation of plagiarism policy. Collaborative, cross-disciplinary re-thinking of plagiarism is needed to reach workable solutions” (Sutherland-Smith, 2005).

The first study had two aims, one of which was to discover students’ opinions about the unexpected learning outcomes that come along with the writing experience. The other aim was to find out how they came into existence in the first place (Perpignan et al., 2007).

The study by Riazantseva (2012) sought to explore how college success was related to L2 academic writing within the context of Russian-speaking students. Millin and Millin (2018) demonstrated how an intervention named ‘Reading to Learn (RtL)’ helped students in different socioeconomic status within the context of South Africa. The study by Sutherland-Smith (2005) can be seen as an incentive for educational institutions to take plagiarism more seriously and implement the

procedures related to it more consistently. Li's study (2013) sought to demonstrate how activity theory could be used to examine students' writing from sources.

Analysis of the Studies: Findings

Findings: Stance-taking

Upon reviewing the studies related to stance-taking, it is evident that stance-construction is an existing problem especially among L2 students (Table 22).

Table 22

Academic Literacies: Findings-Stance-taking

Author	Year	Title	Start List of Codes	1st Level Coding	Findings
Çandarlı, Duygu; Bayyurt, Yasemin; Marti, Leyla	2015	"Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspective"	Stance-taking	"The use of authorial presence markers"	"The results indicate that boosters were the most commonly used markers of authorial presence in all corpora. Attitude markers followed boosters in terms of frequency. First person pronouns were the least commonly used authorial presence markers."
					"Self-mention"
				"First person singular pronoun I"	"The interview data provided additional insights into the Turkish students' avoidance of I in their English essays. All the interviewees spoke about their former instruction in L2 writing at high school, explaining that they were taught not to use I in academic writing."
				"Exclusive we"	"Although the use of the exclusive we in our data was infrequent, half the interviewees said that we referred to I in their essays because their instructors had told them not to use I, and they avoided using I by employing we."
				"Boosters"	"To recap, the results showed that boosters were heavily used in the Turkish essays, but no significant difference was found in the frequency of boosters between the English essays written by Turkish and American students"
				"Attitude markers"	"In summary, attitude markers seem to be multifunctional, serving in some cases to both communicate stance and activate reader engagement."
		"Conclusion"	"The study revealed that the Turkish essays include substantially more authorial presence markers than the English essays by either the Turkish and American students."		
Jiang, Feng (Kevin)	2015	"Nominal stance construction in L1 and L2 students' writing"	Stance-taking	"Stance nouns"	"Except the object group, L2 students make significantly less use of the stance nouns in the event, discourse and cognition groups than L1 students. Therefore, L2 students' less frequent use of the Noun Complement construction to set up relations between entities could undercut their opportunities to establish discursive space for further elaboration and discussion."

Table 22 (cont'd)*Academic Literacies: Findings-Stance-taking*

Author	Year	Title	Start List of Codes	1st Level Coding	Findings
				“Complement structures”	“As was introduced in Section 2, in the Noun Complement construction a stance head noun takes a nominal complement either in the form of that clause, to-infinitive, of-prepositional or preposition plus wh-clause, but the frequencies of these complement structures differ across L1 and L2 students' writing, as is shown in Fig. 1. These two groups of students make similarly frequent use of to-infinitive and of-prepositional structures but both that clause and preposition plus wh-clause are found significantly less frequent in L2 students' texts.”
				“Discoursal level”	“When the concordance lines were expanded to larger stretches of discourse, it was interesting to note that L1 students frequently yoked together the event and discourse or the event and cognition groups of the Noun Complement construction. In this way, factual events provide argumentative grounds and support for the nearby discoursal statements or
				“Pre-modifications to stance nouns”	“In this respect, remarkable differences were also observed across L1 and L2 students' writing in the focused examination of attitudinal evaluation and self-mention as pre-modifiers. As is shown in Fig. 2, L2 students give their attitudinal evaluation almost 2 times more than L1 students (LL $\frac{1}{4}$ 7.53, $p < 0.01$) and the frequency of self-mention (my and our) in L2 students' essays is 9 times that of L1 equivalence (LL $\frac{1}{4}$ 21.58, $p < 0.01$).”
				“Conclusion”	“This comparative investigation shows that Chinese English majors used significantly less of the Noun Complement construction especially in the event, discourse and cognition types of stance nouns, which are bound up with the generic conventions of argumentative essays, while applying more attitudinally evaluative and personal possessive pre-modification to the stance nouns in the construction.”
Wette, Rosemary	2018	“Source-based writing in a health sciences essay: Year 1 students' perceptions, abilities and strategies”	Stance-taking	“Attitudes, strategies and abilities of students in the questionnaire group (n $\frac{1}{4}$ 66)”	“Students' performance on this task indicated that, for most of the group, their knowledge of what was required for an acceptable citation was actually quite insecure, and their self-assured views expressed in questionnaire responses probably need to be set against the more modest degree of understanding and competence revealed in these tasks.”
				“Source text use abilities of students in the interview group (n $\frac{1}{4}$ 13)”	“Although nearly 20% of citations were examples of patch writing, this was not commented on by any of the markers, perhaps because the essays overall had an originality score on Turnitin that was considered acceptable for Year 1 students, or possibly because markers did not scrutinize Turnitin results particularly carefully.”

Table 22 (cont'd)*Academic Literacies: Findings-Stance-taking*

Author	Year	Title	Start List of Codes	1st Level Coding	Findings
				“Perceptions, strategies, and challenges of writing using sources”	“These findings reveal different approaches taken by students who were motivated to access and integrate citations into their essays as quickly and efficiently as possible so as to fulfil task requirements with regard to citing sources. Further evidence of these novice students' limited understanding of source based writing can be found in the irritation expressed by some that the requirement to cite each new item of information consumed such a large proportion of their allocated number of words.”
				“Guidance to help students understand disciplinary conventions and expectations”	“The effects of disciplinary guidance and norms were apparent in this, as in comparable studies (e.g. Gimenez, 2008; Morton et al., 2015; Petric & Harwood, 2013), particularly with regard to source choices, citation types and density.”
				“Conclusion”	“Students used sources for attribution of factual information or to present ideas that they implicitly endorsed; however, they had not yet developed an awareness of how to, or even of the need to synthesise information across multiple sources, to recognise the fundamentally persuasive role of academic discourse by discussing source content and using it to promote their own arguments, or to convey an appropriate authorial self who interacts with source content and with the needs and expectations of readers.”

In the study conducted by Çandarlı et al. (2015), it was claimed that Turkish students were almost frightened of using the pronoun ‘I’ because their instructor told them not to. Therefore, they avoided it, which might hinder them from developing their own authorial voice. This finding is aligned with *Ac Lits* in which the use of pronoun ‘I’ is considered as an indication of students’ identity (Lea, 1998; Ivanic, 1998).

Jiang (2015) elaborated on the issue of nominal stance constructions in L1 and L2 students. He found that L2 students were using stance nouns less frequently than L1 students, which in the end limited their potential for further discussion and elaboration in their argumentative essays.

Wette (2018) added to this discussion by indicating that novice writers were not strong in citation, which caused them not to be able to develop good arguments for the argumentative essays. In the end, they were lacking authorial self in their essays as well.

Findings: Publishing

The researcher listed down the results of the studies related to publishing in Table 23 below.

Table 23

Academic Literacies: Findings-Publishing

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Ho, Meiching	2017	“Navigating scholarly writing and international publishing: Individual agency of Taiwanese EAL doctoral students”	Publishing	<p>“Seeking more participation in manuscript drafting and revision”</p> <p>“Negotiating different approaches to revision”</p> <p>“Negotiating and weighing submission strategies”</p> <p>“Seeking other sources for content advice and language support”</p> <p>“Conclusion”</p>	<p>“As first authors of joint publications, most participants were responsible for drafting their manuscripts and then working with their advisors on revisions. However, two participants (P1 and P4) reported that they needed to negotiate with their advisors so that they could become more engaged in the manuscript drafting process because their advisors preferred to draft the papers themselves.”</p> <p>“The participants who had a chance to write and revise their own papers, overall, appreciated their advisors' comments despite having to go through several rounds of revision. Seven out of the 19 participants took a proactive approach to responding to their advisors' comments, which they did by negotiating the amount and direction of revisions needed before submission.”</p> <p>“Although in general, the majority of participants tended to choose submission outlets that matched the quality of their work, seven of them also admitted submitting their papers to low-impact journals on purpose for fast publication of their papers.”</p> <p>“Although 17 of the 19 participants reported receiving constructive content or language feedback from their advisors during manuscript drafting and revising, P2 and P17 complained about a lack of feedback on content and/or language from their advisors.”</p> <p>“In general, it was found that, by taking agentive actions to negotiate with advisors when making important writing and publishing decisions and to enlist language and content feedback when limited advisory guidance was available, the majority of the students were able to maintain some degree of autonomy and demonstrated motivation and aspiration in their learning to write for scholarly publication.”</p>

Table 23 (cont'd)*Academic Literacies: Findings-Publishing*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Li, Yongyan; Flowerdew, John	2009	"International engagement versus local commitment : Hong Kong academics in the humanities and social sciences writing for publication"	Publishing	<p>"Publishing in English/internationally indexed journals"</p> <p>"Motivations"</p> <p>"Strategies"</p> <p>"Resistance"</p> <p>"Resistance"</p> <p>"Publishing in Chinese"</p> <p>"To participate in and help to shift the regional academic community"</p> <p>"To inform the local readership and guide field practice"</p>	<p>"The participants' motivations for publishing in English/internationally indexed journals can be summarized into three aspects of purposes, i.e. to accommodate the assessment criteria, to reach a wide readership, and to aim for a high standard."</p> <p>"The strategies to be reported here as adopted by the participants concern the way they decide upon their subject matter and the way they position their research vis-a`-vis the center framework. Three types of strategies can be summarized: researching issues in mainland China, adopting center frameworks for framing issues, and aiming to enrich center theories."</p> <p>"We have seen that for the participants in the study publishing in English is both an assessment-driven requirement and often a voluntary commitment. However, voice of resistance toward the privileging of center-based journals and toward the whole assessment regime, is also clear."</p> <p>"A number of participants expressed disapproval of the worship of center journals. P9, in a Chinese department, found it "ridiculous" that his colleagues are struggling to write in English in order to get published in "international" journals, when their work, bound to the Chinese culture and context, can be most effectively presented in Chinese."</p> <p>"Of the 15 participants in the study, six (P1, P2, P4, P9, P12, P14) have published very little or hardly anything in Chinese: three (P1, P2, P12) declared themselves to be unable to do academic writing in Chinese; P14 writes in English because it suits her discipline (English literature); P4 (who apparently is quite assessment-accommodating) does not see much value in writing in Chinese; and P9 is against the publication regime altogether and therefore has chosen to concentrate on teaching. That leaves nine of the 15 participants who hold a positive attitude toward publishing in Chinese."</p> <p>"P7, a young linguist, apart from trying to get published in English, also writes in Chinese and submits papers to the relevant top journals in Taiwan, mainland China, and Hong Kong."</p> <p>"P3 pointed out that in addition to fulfilling what is required (i.e. publishing in English), he has also been doing things of his own interest, in particular by producing a number of guide books in Chinese for local social workers: To me it doesn't matter whether they are counted or not, but I'm still doing it. I'm happy to do it. And this earns me a reputation in the community. (P3)"</p>

Table 23 (cont'd)*Academic Literacies: Findings-Publishing*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“To influence policy-making”	“This as a motivation to write in Chinese is most explicitly expressed by P5, who specializes in social policies and has in recent years been studying the mainland social welfare system and has occasionally published in mainland journals. She hopes for her research to generate discussion and have an impact on policy-makers in the mainland: Because I do policy research, I hope my research can give rise to discussion in the mainland. I hope to have some role at the policy level, so I hope to publish my writing in the mainland.
				“To educate the average Chinese people”	“P6, in social science, started to write essays for local newspapers as early as the 1970s. He also edits two academic journals published in Hong Kong, one in Chinese and the other in English. He has a goal for his English journal to become internationally influential; on his Chinese journal, though seriously concerned with its difficulty of survival, he emphasized its importance: You need to have some local stuff, some Chinese stuff to let others read, after all in Taiwan, Mainland and Hong Kong many are reading Chinese, you should serve these people, you are Chinese. (P6)”
				“Writing in English or Chinese: the extent of language barrier”	“Of all the participants, P1, P2, and P12 pointed out they cannot write academically in Chinese at all and therefore they would not try to write in Chinese. P5, who does not publish in Hong Kong-based journals (for lack of time) and who does publish her mainland-based research in mainland journals occasionally (for hoping to have an impact on policy-making in the mainland, as noted earlier), admitted that she usually asks her graduate students from the mainland to check and edit her Chinese.”
Huang, Ju Chuan	2010	“Publishing and learning writing for publication in English : Perspectives of NNES PhD students in science”	Publishing	“Publishing in English as NNES writers” “The role of English in scientific publication”	“All the students felt they were at a disadvantage compared to their NES counterparts when writing in English, and the negative perceptions came not only from their awareness of their nonnative speaker status but also from reviewers’ unfavorable comments on the language.” “Six of the students agreed that English played only a secondary role in scientific publication. Murray quoted a saying in his academic field: The other five students held that good English writing skills were as significant as experimental data. They believed that experimental data could only be presented to the international scientific community if written in English, and that language problems might have a negative impact on journal publication.”
				“Attitudes toward writing courses”	“The students had various attitudes toward the writing courses, depending on their learning and publishing experiences. Two of the three students who had taken English courses found them ineffective.”
				“Learning to write for publication from advisers”	“As mentioned above, advisers had a great impact on their students’ publishing practices; their attitudes determined their students’ success in journal publication, as well as their date of graduation.”

Table 23 (cont'd)*Academic Literacies: Findings-Publishing*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Adviser-advisee relationship”	“As a result, the adviser-advisee relationship was akin to that of an employer-employee relationship, as the equipment and funds that students used were supplied by their advisers.”
				“Perceptions of teacher power”	“Because advisers hold the cultural and political privilege to decide the timeline of the students’ publications and graduation, and control the channels for interaction with international scholars, students are reluctant to confront them and ask for more responsibility in writing for publication.”
				“Conclusion”	“Judging from the interviews, the participants feel disadvantaged even when their research is accepted. Such perception might largely be attributed to reviewers’ negative comments on language. Unaware of the hardship that novice NNES scholars experience, reviewers in science tend to have low tolerance for the lack in language proficiency.”
				“Conclusion”	“The perceived imbalance of power distribution is another factor contributing to students’ loss of autonomy and motivation for learning to write for publication.”
Schluer, Jennifer	2014	“Writing for publication in linguistics: Exploring niches of multilingual publishing among German linguists”	Publishing		Language use in publications
				“Language competence”	“In general, however, these calculations underline the scholars’ subjective impression that language proficiency is an influential factor in their publishing behavior.”
				“Object of research”	“Despite this development, the findings show that the trend towards monolingual publishing in English is still moderate within the applied fields of linguistics and language didactics across all departments (A, G, R), as compared to ‘pure’ (structural, especially experimental) linguistics.”
				“Target audience”	Therefore we may conclude that English indeed often functions as a lingua franca among linguists, though the object of research (Section 4.1.2) might sometimes be a counteracting force, causing certain tensions and struggles, especially if the language competencies in academic English are relatively low (Section 4.1.1).
					“Opportunities, challenges, and desirable future developments”
				“Opportunities”	“The interviewed linguists regarded publishing in a foreign language very positively: All of them emphasized the opportunity to reach a larger, or even international, readership.”
				“Opportunities”	“Second, most interviewees mentioned the (presumed) higher reputation associated with publishing in a foreign language, especially English.”
				“Opportunities”	“Third, some of them viewed L2 publishing as profitable personally, professionally, linguistically, and culturally.”
				“Challenges”	“Problems with L2 publishing were reported most frequently and extensively by the linguists in the German department, which may be linked to the fact that English is becoming an increasingly important publication language for them. In their opinion, it is “a lot more challenging” (G-06; G-15) to write a research paper in English than in German.”

Table 23 (cont'd)*Academic Literacies: Findings-Publishing*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Challenges”	“By contrast, the linguists in the English department would have more difficulties in discussing their research findings in German, although German is their mother tongue (e.g. A-02; A-03).”
				“Desirable future development”	“Virtually all linguists, especially those within the R-group, underlined the importance of using several languages in research communication and therefore made various suggestions for maintaining the multilingualism within academia.”
				“Conclusion”	“The analysis of the interview data yielded three main factors which influenced the linguists' language choice in publications: target audience, object of research, and language competence, resulting in a language use which did not only vary between the linguistic subdisciplines English, German, and Romance studies, but also within each. The findings thus suggest a more nuanced picture of Englishization within and across the single disciplines, not only in the German context, but probably also beyond.”

According to the findings of Ho's study (2017), students were eager to construct their own autonomy when their advisor let them do the drafting and gave constructive feedback if asked. These findings might indicate that students are motivated to build their own identities as writers when they are publishing a paper.

Schluer (2014) pointed out the struggles of publishing in English among German scholars. The participants acknowledged the fact that publishing in English is more prestigious and has wider audience. However, they claimed that the English language proficiency among German scholars is low as well as the use of the language differing largely among each L2 writer. In addition, the participants admitted that they prefer to write in German since it is easier for them. As a result, the participants suggested that a multilingualist approach should be adopted in the research world.

Li and Flowerdew (2009) revealed the attitude of Chinese writers in writing English. According to the result of the study, some scholars were ambitious writers,

and this urged them to write in English in order to reach a wider audience. The others preferred to write in Chinese and stick to the Chinese context. In some cases, the first group admitted that they were writing in both languages to touch upon local issues as well as international.

The study by Huang (2010) demonstrated that most of the non-native English speakers felt disadvantageous in writing English for publication. Just like the previous study, a group of participants prioritized the content instead of language. The role of the advisers was preferred according to the findings; however, the autonomy as a writer was more important to these participants just like the ones in Ho (2017). Maintaining power relations with advisors was a serious issue for the authorial voice of the writers.

Findings: Process

In this section, the findings of studies related to writing processes will be presented (Table 24). *Ac Lits* research is interested in the relationship between writing and learning as well as identity and social aspect of writing (Ding & Bruce, 2017). Most of the studies in this section demonstrated how a writing model affects students' learning with specific emphasis on process.

Table 24

Academic Literacies: Findings-Process

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Seviour, Martin	2015	"Assessing academic writing on a pre-sessional EAP course : Designing assessment which supports learning"	Process	"Assessment which creates and sustains student engagement" "The essay plan"	"Students take the planning task very seriously and it seems to promote early critical engagement with the topic and the academic sources. Teachers report that planning helps students to approach essay writing in a systematic way and to be more in control of the process."

Table 24 (cont'd)*Academic Literacies: Findings-Process*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“The feedback viva”	“Results from these initiatives suggest that the formally assessed viva has clear advantages over providing only formative written or oral feedback. A survey of PEAP students' views on the feedback viva indicate that it helps them to engage more deeply with the writing task and obliges them to read and reflect more carefully on the feedback. Like the assessed essay plan it seems to develop their confidence in tackling the assignment and managing the time and effort required.”
				“Engagement through challenge and scaffolding”	“In short, the approach allows for scaffolded, purposeful activities which are very closely connected to the assessed writing task and which also promote collaboration. All of these features serve to increase engagement with the task and therefore learning.”
				“Creating opportunities for feedback and engagement with assessment criteria”	“The PEAP course offers students multiple opportunities to receive feedback on their writing from different sources; their teacher, their peers and Turnitin (see Fig. 1).”
				“Creating opportunities for feedback and engagement with assessment criteria”	“Teacher feedback is given at all key stages of the writing process e the plan, the first draft and the final draft e and in a variety of forms (rubric, written commentary, correction using a code and oral comments).”
				“Creating opportunities for feedback and engagement with assessment criteria”	“Peer feedback is also an integral part of the coursework essay teaching and assessment process on the PEAP course (see Fig. 1).”
				“Creating opportunities for feedback and engagement with assessment criteria”	“A third source of feedback provided to students is the Turnitin originality report which students obtain for both drafts of their essay by submitting their writing to a Turnitin drop box located on the University VLE”
				“Creating opportunities for feedback and engagement with assessment criteria”	“Of course, the feedback provided to students in these forms only contributes to learning if it can be understood and responded to. To ensure that this happens teachers need to be trained in successful feedback techniques and students also need training in how to interpret feedback and relate it to the assessment criteria for a particular task.”

Table 24 (cont'd)*Academic Literacies: Findings-Process*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Eckstein, Grant; Chariton, Jessica; McCollum, Robb Mark	2011	“Multi-draft composing: An iterative model for academic argument writing”	Process	<p>“The Iterative model effects”</p> <p>“The Iterative model effects”</p> <p>“Conclusion”</p>	<p>“To answer the first question, a series of repeated measure univariate ANOVAs was run on each subcategory of writing skill (content, organization, grammar, word choice and references). This suggests that participants in the study improved in at least some of their writing skills from the beginning of the semester to the end though the low number of participants makes these claims difficult to generalize to other situations. It is likely that our construction of the iterative model made the references category an area less likely for student improvement.”</p> <p>“To answer the second question, we ran a two-tailed, unpaired T-test analysis comparing the control group (traditional multi-draft instruction) with the experimental group (iterative model). This allowed us to determine if the iterative model resulted in better writing scores than a traditional model. The result of this analysis showed that the iterative group scored significantly higher than the control group on end-of-semester portfolio writing scores, $t(40) \geq 2.57, p < .05$, but again this measure should be treated with some caution in generalizing to a larger ESL environment.”</p> <p>“The present study shows that an iterative model of multi-draft writing geared toward the needs of ESL writers results in improved writing in at least three areas: organization, content, and grammar over the course of subsequent writing assignments in a semester within our study.”</p>
Green, Simon	2013	“Novice ESL writers: A longitudinal case-study of the situated academic writing processes of three undergraduates in a TESOL context”	Process	<p>“Textual interactions”</p> <p>“Rubrics”</p> <p>“Lecture/sem inar materials”</p> <p>“Modular literature”</p> <p>“Assignment texts”</p>	<p>“In all three assignments, in order to construct task representations (CRP A), the participants interacted with rubrics, usually following a procedure of repetitive reading to unpack the rubric into sub-questions, which were then used to guide reading and note-taking (from sources) and note-making (for the assignment text): for example ‘I follow my techniques of observing the question of assignment thoroughly and dividing it into questions and from the questions I can look for books to read’3 (Miad: Interviews: Assignment 1).”</p> <p>“In modular sessions, directed at CRPs A, B and C (the construction of task representations, conceptual frameworks and practical applications), the participants interacted with a wide range of assignment-support or modular texts, for example session hand-outs framing tasks designed to clarify modular concepts or provide assignment support.”</p> <p>“The only evidence of development in such research reading practices over the research period comes from Thikra, whose note-taking developed from writing paraphrases or summaries in Assignments 1 and 2 to writing summaries and critiques in Assignment 3. “</p> <p>“Thikra continued to interact with her assignment texts in more or less the same way. (The only development in Thikra’s interactions with her assignment text over the research period was a more extensive global outlining process in Assignment 2, which appears to have reduced the need for recursive drafting, but this development was reversed during the writing of Assignment 3.)”</p>

Table 24 (cont'd)*Academic Literacies: Findings-Process*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				"Assignment texts"	"Her developing preference as a writer was clearly to plan intensively and to invest effort in developing and articulating the structure of her ideas in advance of drafting. In contrast, her drafting phases were relatively brief: there is ample evidence in Assignments 1–3 of editing and proof-reading but not of major reconstruction which would indicate the restructuring of ideas. It would seem that Miad worked out her ideas in summary (and often graphic) form first and then translated them into continuous text. Tattoo presents a very different picture."
				"Assignment texts"	"For Tattoo too, outlining proved very difficult and she spent what she considered a disproportionate amount of time (four weeks) on this: In Assignments 2 and 3, Tattoo developed a practice of what might be termed 'readerly writing', in which she drafted, put away her text for a while, and then re-read it with a fresh eye, to assess its readability:"
				"Academic writing materials"	"The participants all sought out explicit guidance on reading and writing (directed at CRP D) from a range of sources: Thikra and Miad both reviewed the academic writing materials covered in the two-week pre-session course, and Miad returned to these repeatedly."
				"Marker feedback on assignments"	"All three studied the feedback on their first assignment which they received while writing their second assignment, for example: 'yes I looked at [the comments] the first thing I did was look at them and see what I am supposed to do and what I'm not supposed to do.'
				"A sample assignment"	"Lastly, all three participants had the opportunity to study a completed assignment, though under conditions of very restricted access, and all three clearly valued this,"
				"University assessment criteria"	"In activity directed at CRP A and CRP D, Miad and Tattoo both explored the university's written assessment criteria, with a view to understanding marker expectations and to assess their own work, for example: 'today again I went through the assessment criteria it said there we have to relate theory to practice so I wondered what is the theory in the assignment?' (Tattoo: Logs: Assignment 1)"
				"Completed assignments"	"Miad returned repeatedly to her own previously written assignments, previous rubrics, and her notes from previous modules, in an attempt to discover links and commonalities between the different assignments, reflecting a sense that her present assignment represented a continuation of the first; a 'second installment'" in the 'story':"
				"Interpersonal interactions"	
				"Tutor and peers in modular lectures/seminars"	"They participated pro-actively, for example Miad mentions using sessions to ask questions to check her understanding: I like day-release because always I ask so many questions . but when you answer me I feel that my self-confidence + sometimes the questions I am asking you I know the answers but I want to feel confident (Miad: Logs: Assignment 1)"

Table 24 (cont'd)*Academic Literacies: Findings-Process*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Tutor, in individual tutorials”	“All three used these tutorials in a pro-active manner to obtain feedback on their work and to check their own understandings, for example: ‘I asked you also about how to include the criteria of presentation and practice then you suggested to take it from Ur and put it in my own words indirectly’ (Tattoo: Logs: Assignment 1).”
				“Tutor, in individual tutorials”	“However, their need for these diminished over time: In Assignment 1, Thikra saw me three times, Miad four times (twice with regard to her outline) and Tattoo also four times (again, twice with regard to her outline). In Assignment 2, Thikra saw me three times, Miad five, and Tattoo three. In Assignment 3, Thikra did not see me at all, Miad and Tattoo saw me once each, and in both cases the focus of discussion was not the writing of the assignment, with which they felt comfortable, but with the miscue analysis they had to carry out to investigate the development of initial literacy in one of their pupils.”
				“Peers (in the regional group)”	“In Assignment 1, Thikra interacted with her peers in informal, wide-ranging discussions covering almost every aspect of the assignment (CRPs A-D).”
				“Peers (in the regional group)”	“In Assignment 2 however, these interactions ceased. In post-submission interview she explained that this was partly because she felt she no longer needed to seek advice from her peers and partly because she encountered different perspectives which actually confused her.”
				“Peers (in the regional group)”	“For Tattoo on the other hand, peer-interactions were a significant part of her work throughout the research period. In Assignment 1 she developed a collaborative study relationship with one particular student (Nasra), with whom she would discuss concepts, issues or parts of texts.”
				“Peers (in the regional group)”	“The study partnership with Nasra continued throughout the research period but in Assignments 2 and 3, Tattoo developed extensive relations with other peers. In Assignment 2, she developed interwoven social and study relationships with a number of female students in her group.”
				“Peers (in the regional group)”	“Tattoo appears to have been fairly selective in her study relationships, choosing, where possible to interact with higher performing students, particularly in the modular sessions taught alongside students from other regions. These peer interactions continued into Assignment 3 and included for example, agreements to maximise and share the benefits of individual tutorials.”
				“Peers (in the regional group)”	“For Miad, in contrast, peer-interactions were negligible in their extent or significance. There are references, particularly in Assignment 2 to informal contacts to arrange lesson observations or the passing on of books, and one reference to a phone call to a student from another regional group to clarify a concept but that is all. In addition to these, there was a brief period in Assignment 2 in which Miad interacted intensively with a small group of peers but this was because the group had asked for her help.”

Table 24 (cont'd)*Academic Literacies: Findings-Process*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Other persons”	“All three participants sought some kind of advice from persons outside the regional group (with regard to CRP B, C or D).”
				“Conclusion”	“The study confirms the view of academic writing as a complex socio-cognitive process, in which interaction is central to both communication and learning, and implicating a wide range of textual and interpersonal interactions, and offers many points of correspondence with studies from other contexts.”
Cumming, Alister; Lai, Contia; Cho, Hyeyoon	2016	“Students’ writing from sources for academic purposes: A synthesis of recent research”	Process	<p>“Claim 1: students experience difficulties with, but develop certain strategies to deal with, the complex processes of writing from Sources”</p> <p>“Claim 2. knowledge and experience influence students’ performance in writing from sources”</p> <p>“Claim 3. differences may appear between L1 and L2 students in their understanding and uses of sources in writing”</p> <p>“Claim 3. differences may appear between L1 and L2 students in their understanding and uses of sources in writing”</p> <p>“Claim 3. differences may appear between L1 and L2 students in their understanding and uses of sources in writing”</p>	<p>“Given these challenges, a commonly documented phenomenon is that students tend to interpret (from written instructions, teachers, or course or research assignments) tasks that involve writing from sources in different ways, thereby engaging in different composing processes and producing different types and qualities of written texts”</p> <p>“Students’ abilities to write from sources, and the environmental expectations for their doing so, vary according to such factors as fields or programs of study and their prior work, content knowledge, writing, and educational experiences(evidenced in 17 studies or 25% of the publications we reviewed).”</p> <p>“Some studies have documented the constraints in linguistic knowledge and composing fluency that challenge second language students while summarizing source texts (19 studies or 28% of the publications we reviewed).”</p> <p>“Plakans and Gebril (2012) observed effects of English proficiency on their second-language participants, finding that students writing from sources with lower English proficiency had difficulties comprehending source texts and focused mostly on vocabulary and grammar while composing whereas students with higher English proficiency focused more on cohesion, content, and rhetoric.”</p> <p>“In contrast, T. Hyland (2009) found few differences overall between English first and second language students in their referencing practices in a corpus of their written compositions. She concluded, like Yang and Shi (2003) and Keck (2014), that all students seem to go through stages in their development of coherent citation practices, making it difficult to demarcate strategies or processes unique to reading and writing in a second language.”</p>

Table 24 (cont'd)*Academic Literacies: Findings-Process*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Claim 4. performance in writing from sources varies by task conditions and types of texts written and read”	“Researchers have found differences between various rhetorical types of tasks that involve writing from sources. These include differences between summary and response essays based on the same source text (Ascencion Delaney, 2008), summary and argumentative essays on the same topic (Gil, Braten, Vidal-Abarca, & Strømsø, 2010; Greene, 1993), summary and opinion essays (Shi, 2004), writing in a restricted manner (short answers to study questions) or an extended manner (in analytic essays) (Newell & Winograd, 1995), open-ended versus instructor-directed writing tasks (Petric & Harwood, 2013), argumentative writing based on one or two source texts (Mateos, Martin, Villaon, & Luna, 2008; Plakans, 2010), and science inquiry writing tasks from sources of variable reliability (Wiley & Voss, 1999).”
				“Claim 4. performance in writing from sources varies by task conditions and types of texts written and read”	“Research has also examined the characteristics of source texts to determine features that make them more or less amenable or difficult to synthesize in writing. The factors in source texts investigated include text density (Perin et al., 2003), schematic organization and text length (Nash, Schumacher, & Carlson, 1993; Yamada, 2002; Yu, 2009), relative readability (Roig, 1999), relative trustworthiness (Wiley & Voss, 1999), the extent of intertext or intratext references in Website sources (Cerdan & Vidal-Abarca, 2008), and students' interest in topics they were writing about (Boscolo et al., 2011).”
				“Claim 5. instruction can help students improve their uses of sources in their writing”	“All of the published research reporting on teaching students to improve their writing from sources (16 studies or 23% of the publications reviewed) has concluded that instruction did help students improve their processes of composing and/or the quality of their written texts.”
				“Conclusion”	“The research synthesized above is sufficient to be able to assert that writing from sources: is difficult and complex but develops strategically and progressively during academic studies; is influenced by students' knowledge and experience; may differ by students' language, cultural, work, and educational backgrounds; varies by task conditions and types of texts written and read; and can usefully be assisted by instruction.”
Hynninen, Niina; Kuteeva, Maria	2017	““Good” and “acceptable” English in L2 research writing: Ideals and realities in history and computer science”	Process	“General Results”	“Our findings suggest that discipline was a clearer differentiator in terms of how our study participants described their use of English for research writing than the national context in which they worked”
				“General Results”	“Some characteristics were specific to the national contexts, though; for instance, both historians and computer scientists working in Sweden expressed stronger concerns about having to write in English compared to their colleagues working in Finland”
				“General Results”	“It is possible that historical factors play a role here: Swedish has been, and to some extent still is, used for international purposes; for instance, in our data, Swedish historians sometimes described the Scandinavian audience as international, whereas this has never been the case for Finnish.”

Table 24 (cont'd)*Academic Literacies: Findings-Process*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“General Results”	“The national context is thus not insignificant, but overall, there were more similarities between the historians on the one hand and between the computer scientists on the other hand, irrespective of the national contexts where they worked.”
				“History: ideals versus realities”	“As a whole, the historians’ interview accounts construct the importance of grammatical and idiomatic correctness with reference to the ideal of English as a native language.”
				“History: ideals versus realities”	“At the same time, the interviewees also emphasised that, in reality, it is sufficient to be able to write a basic expository text (FH9).”
				“History: ideals versus realities”	“These two perceptions suggest a division between what is considered an ideal text as opposed to what the pragmatic goals of the writers are. The ideal, or what is admired, seems to be a “beautifully” and “elegantly” written text, often associated with an L1-English writer”
				“History: ideals versus realities”	“At the same time, the goal the writers seem to have set for themselves, and often also describe as the requirement within the field, is to be able to write “correct and understandable” texts.”
				“History: ideals versus realities”	“In this sense, the pragmatic goals described in the accounts may be closer to actually achieving mutual understanding than the admired elegance associated with some L1-English writers.”
				“Computer science: clarity and correctness”	“Overall, the computer scientists’ accounts construct the importance of clarity and correctness in relation to discipline specific concerns about how to best be understood by the international computer science research community. While this involves reliance on Standard English grammar, it also means toning down, for instance, the “Britishness” of the language - and this adjustment is expected from all authors.”
				“Conclusion”	“The discrepancy between the ideals and realities of research writing in English was particularly clear in the case of our historians. On the other hand, computer scientists described “good” writing in their field in a similar manner to what they reported about their own practices from the positions of (co-)author, reviewer, and proofreader.”
Yang, Luxin; Shi, Ling	2003	“Exploring six MBA students’ summary writing by introspection”	Process	“Conclusion”	“For example, Chen’s business management background seemed to help him understand and generate ideas as he wrote confidently, relying mainly on reading what he had written to keep the flow of his thoughts. Compared with Chen, the other five participants all planned content and searched information from sources frequently during their writing.”
				“Conclusion”	“Compared with Chen, the other five participants all planned content and searched information from sources frequently during their writing. Elaine, for instance, focused on the two strategies as she struggled to generate ideas.”
				“Conclusion”	“Compared with Elaine, Chin and Elizabeth planned content and referred to the sources confidently and attributed their writing behaviors to their previous experiences of L2 learning and business writing.”

Table 24 (cont'd)*Academic Literacies: Findings-Process*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Conclusion”	“Differing from the above participants, Chong and Emma reviewed and modified their writing most frequently.”
				“Conclusion”	“Chong was also the only Chinese participant who thought aloud in his L1 as he relied on his thinking skills and writing expertise developed in Chinese.”
				“Conclusion”	“Based on their previous relevant working or writing experiences, Chen, Chin, and Elizabeth appeared to be more confident in doing their assignments than Chong, Elaine, and Emma.”

In his study, Seviour (2015) revealed the outcomes of an EAP course in which assessment supported learning, promoted collaboration, and made it possible to get feedback from different sources so that the marker would not have the ultimate authority. Eckstein et al. (2011) shared the result of an iterative model of multi-drafting writing which proved that L2 students’ writing improved in more than one aspect.

Green’ study (2013) saw academic writing as a process in which interactions take place between individuals. In other words, it is a socio-cognitive process that encourages communication along with learning. In their synthesized research, Cumming et al. (2016) showed that writing from sources is a skill that develops slowly (in a process) and is affected by students’ backgrounds and experiences, and depends on the task.

In their study, Hynninen and Kuteeva (2017) gave place to the discussion about quality of English versus clear content presentation between the historians and the computer scientists from Sweden and Finland. In the process of writing and proof-reading, while the historians emphasized the importance of writing like a

native English speaker, the computer scientists focused more on clarity of their language in presenting the content in their studies.

The findings of the study by Yang and Shi (2003) showed the writing processes of MBA six students. According to the study, the process of writing depends on the previous L2 learning and working experience.

Findings: Language

The study presented here was mostly concerned with the language of L2 writers (Table 25).

Table 25

Academic Literacies: Findings-Language

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Hynninen, Niina; Kuteeva, Maria	2017	““Good” and “acceptable” English in L2 research writing: Ideals and realities in history and computer science”	Language	<p>“History: ideals versus realities”</p> <p>“History: ideals versus realities”</p> <p>“History: ideals versus realities”</p> <p>“History: ideals versus realities”</p> <p>“Computer science: clarity and correctness”</p> <p>“Conclusion”</p>	<p>“There was a great deal of individual variation in our historians’ reports about their experiences of writing in English. Some preferred to write in English, even if they reported their L1 to be their strongest language (e.g. FH2, SH2),”</p> <p>“others were less comfortable with English and expressed concern about having to write “like English people” (FH8). Overall, the general requirements for research writing in English were often described as “reasonably high”, and in reference to English as a native language, as in Excerpt 1 below:”</p> <p>As a whole, the historians’ interview accounts construct the importance of grammatical and idiomatic correctness with reference to the ideal of English as a native language.</p> <p>“At the same time, the interviewees also emphasised that, in reality, it is sufficient to be able to write a basic expository text (FH9).”</p> <p>“Our analysis suggests that computer science seems to operate predominantly in English (see also Salfo, 2015), but when asked about the kind of English used in the field, the interviewees reported variation in the English they encounter. For instance, they would suggest that “the level of English is all over the place” (FCS8), or that “sometimes the language can be quite lousy” (SCS2), but reportedly because of the dominance of English, computer scientists’ language competence was also deemed as “pretty good like on average” (FCS3).”</p> <p>“Contrary to the suggestions that L2 users of English are likely to accept non-standard forms, our study participants clearly attach high value to linguistic correctness in research writing.”</p>

Hynninen and Kuteeva (2017) suggested that L2 writers (historians) in the study put emphasis on the language in terms of native-like qualities in the grammar and sentence structure. It might suggest a feeling of inferiority that L2 writers feel towards L1 writers.

Findings: Feedback

The table below reveals the results of the studies that are in relation to feedback in student writing (Table 26).

Table 26

Academic Literacies: Findings-Feedback

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Woodward-Kron, Robyn	2004	“Discourse communities’ and ‘writing apprenticeship’: an investigation of these concepts in undergraduate Education students’ writing”	Feedback	<p>“Results and discussion of the marker commentary”</p> <p>“Markers’ marginal comments”</p> <p>“Markers’ marginal comments”</p> <p>“Markers’ marginal comments”</p> <p>“Markers’ marginal comments”</p> <p>“Markers’ marginal comments”</p> <p>“Markers’ summarizing comments”</p> <p>“Markers’ summarizing comments”</p> <p>“Results and discussion of the tutor interviews”</p>	<p>“The results show that the tutors attended to experiential, interpersonal and textual meanings in the students’ writing”</p> <p>“In terms of experiential meanings, all four tutors deleted terms used by the students which did not accurately reflect the knowledge building practices of the disciplines. For example the tutors replaced terms such as ‘writings’ with ‘research’ or ‘evidence.’”</p> <p>“In terms of interpersonal meanings, the tutors’ commentary adjusted degrees of modality in the students’ writing. In other words, absolute claims were frequently modified to include a degree of hedging.”</p> <p>“In terms of textual meanings, the tutors’ commentary also attempted to increase the level of intertextuality in the students’ texts by advising on the referencing of sources and technicalities of citation.”</p> <p>“The results show that tutors made comments across the three areas of meaning and that many of these comments had a socialising dimension. However, the quantitative results show that the average amount of marker feedback focusing on experiential, interpersonal or textual features of the student writing was relatively small.”</p> <p>“Providing marker feedback allows markers to frame the discursive practices of the discipline for novice students.”</p> <p>“However, in this study the amount of marker commentary with a socialising dimension was found to be relatively small. The findings show that marker feedback attended more to experiential and textual meanings, focusing on how the specialist knowledge of the discipline was constructed. Interpersonal meanings received least attention, and indeed personal evaluations and applications of theories seemed highly valued.”</p>

Table 26 (cont'd)*Academic Literacies: Findings-Feedback*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
					<p>“The tutors’ responses tended to emphasise the desired outcomes for the individual student, such as the development through writing of reflective learning and critical</p> <p>“Through their choice of assignment genres, the tutors attempted to introduce students to the ways in which theories and knowledge are constructed. Learning to view knowledge as constructed, and how it is constructed, was explained by most of the tutors as being crucial for the students in their teaching practice, in which the students were primarily “consumers of research.”</p>
				“Results and discussion of the student interviews”	<p>“The first question on students’ perceptions of their writing development drew mixed responses. Kate and Louise commented that their writing had improved and that they had a greater sense of the tutors’ expectations.”</p> <p>“On the other hand, Anna, the highest scoring student, felt that there had not been any improvement.”</p> <p>“The responses to the second question on the reasons for undergraduate students engaging with primary research show parallels with several of the tutors’ reasons for requiring students to read primary research. Kate and Louise made links between theory and practice, and considered implications for the classroom.”</p> <p>“Anna, on the other hand, saw the journal article review as a form of induction into the discursive practices of the discourse community, not as a consumer of research but as a participant.”</p> <p>“The next question was concerned with marker feedback. The three students responded that they always took their tutors’ written feedback into account, and that they found it helpful in their writing development.”</p> <p>“The final question was concerned to probe the students’ understanding of discursive practices in the discipline and their tutors’ expectations. In regard to understanding their tutors’ expectations of student writing, Kate and Louise commented that now they were in third year they had a clearer idea of their tutors’ expectations.”</p> <p>“Anna, on the other hand, reiterated a comment she had made in the first year interview, stating that she did not have a very clear idea of the tutors’ expectations.”</p>

Table 26 (cont'd)*Academic Literacies: Findings-Feedback*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Seviour, Martin	2015	“Assessing academic writing on a pre-sessional EAP course : Designing assessment which supports learning”	Feedback	<p>“Creating opportunities for feedback and engagement with assessment criteria”</p> <p>“Creating opportunities for feedback and engagement with assessment criteria”</p> <p>“Creating opportunities for feedback and engagement with assessment criteria”</p> <p>“Creating opportunities for feedback and engagement with assessment criteria”</p> <p>“Creating opportunities for feedback and engagement with assessment criteria”</p> <p>“Creating opportunities for feedback and engagement with assessment criteria”</p>	<p>“The PEAP course offers students multiple opportunities to receive feedback on their writing from different sources; their teacher, their peers and Turnitin.”</p> <p>“Teacher feedback is given at all key stages of the writing process e the plan, the first draft and the final draft e and in a variety of forms (rubric, written commentary, correction using a code and oral comments). The focus of all this teacher feedback is on reinforcing what has been learnt rather than judging the writer. The teacher aims to help students realise the potential of their texts through providing detailed corrective advice which helps them prioritize areas for improvement without overwhelming them.”</p> <p>“Peer feedback is also an integral part of the coursework essay teaching and assessment process on the PEAP course (see Fig. 1). PEAP students are expected to discuss their response to the peer feedback on their draft during the feedback viva, which encourages them to take the peer exercise seriously and engage with the comments and suggestions made by their partner.”</p> <p>“A third source of feedback provided to students is the Turnitin originality report which students obtain for both drafts of their essay by submitting their writing to a Turnitin drop box located on the University VLE. The resulting reports highlight similarities to existing sources (including other student essays) and help students to reflect carefully on how they have used their sources to develop their essay.”</p> <p>“Of course, the feedback provided to students in these forms only contributes to learning if it can be understood and responded to. To ensure that this happens teachers need to be trained in successful feedback techniques and students also need training in how to interpret feedback and relate it to the assessment criteria for a particular task.”</p> <p>“In order for assessment activities to support learning students must be given frequent opportunities to explore and engage with the criteria which apply to that activity. PEAP students are provided with detailed criteria for all the components of the writing assessment and various classroom and independent learning activities encourage them to examine and discuss the language and meaning of the criteria and focus on what they need to do to improve their writing to the required standard.”</p>

Table 26 (cont'd)*Academic Literacies: Findings-Feedback*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Creating opportunities for feedback and engagement with assessment criteria”	“The assessment is certainly challenging, but the scaffolded approach and the importance given to feedback and reflection seems to allow students to become confident and take some control over the process. As a result we see fewer cases of plagiarism and more examples of students trying to use sources to develop their own voice in their own words.”
				“Creating opportunities for feedback and engagement with assessment criteria”	“However, some issues remain concerning the viability and validity of the approach. Firstly, it is very demanding on teachers' time. Each of the assessed components require standardisation, marking and moderation and the focus on feedback also means that teachers are involved in crafting comments and suggestions for students which will help them improve. Since the course is only six weeks in duration, students too are rather short of time to adequately reflect on drafts and feedback and make revisions.”
				“Creating opportunities for feedback and engagement with assessment criteria”	“The fact that students are not differentiated according to discipline could also be seen as a weakness. This generic approach means that students may not be exposed to the genres of writing common in their discipline”
				“Creating opportunities for feedback and engagement with assessment criteria”	“Finally the approach has been criticized for being so scaffolded that it does not adequately assess a student's ability to write independently.”
Liu, Jun; Sadler, Randall W	2003	“The effect and affect of peer review in electronic versus traditional modes on L2 writing”	Feedback		<p>“One of the major findings of the study reveals that the overall number of comments made by the technology-enhanced peer review group was larger, and the percentage of revision-oriented comments was larger for this group as well, thus resulting in a larger number of revisions overall.”</p> <p>“It is important to note that the percentage of revisions made based on revision-oriented comments was much higher for the traditional group (41% versus 27%) in comparison to the technology enhanced group. Therefore, even though the technology-enhanced group did have a larger number of</p> <p>“Affectively, the students in the technology-enhanced group, in general, liked using the MOO and disliked using the Word editing function for peer review.”</p>

Table 26 (cont'd)*Academic Literacies: Findings-Feedback*

Author	Year	Title	Start List of Codes	1st Level Coding	Findings
					<p>“In the asynchronous commenting mode, the traditional group tended to heavily rely on the peer review sheet. Some students felt obligated to only address the issues in the sheet, and thus were restricted from offering comments other than what they were supposed to make according to the peer review sheet guidelines.”</p> <p>“Another disadvantage of the traditional commenting mode is that some hand-written comments are not legible, this being one of the reasons why these comments are sometimes not attended to in revisions.”</p> <p>“In the technology-enhanced Word commenting mode, on the other hand, students felt that they could comment as much as they wanted to without being concerned about the space, although it was more time-consuming”</p> <p>“Another advantage of using Word commenting is that it is less face-threatening than marking a paper in red ink, crossing out sentences, or using question marks in the margins, which may make the student writer feel embarrassed, and resistant to suggestions if some comments are not even correct (e.g. in the case of grammar).”</p> <p>“In the synchronic commenting mode, it is a different picture. Although most students were interested in interacting with each other online, the MOO tended to generate more superficial than substantive comments.”</p> <p>“Our study suggests that MOO interactions in timed peer review activities need coordination, and perhaps there is a need for a communication protocol by which each student involved is comfortable to abide.”</p> <p>“Face-to-face interaction as a synchronic mode of communication in the traditional group received more positive feedback from our students and generated more positive results in revisions.”</p> <p>“One of the advantages of face-to-face interaction, which cannot be replaced by technology-enhanced communication such as a MOO, is the nonverbal communication it provides. Sitting in a circle, talking to one another, or being silent (showing approval or disapproval), is, after all, an integral part of human communication.”</p>

In the study by Woodward-Kron (2004), it was found that marker’s feedback generally missed the socializing dimension while focusing more on textual and experiential meanings.

Seviour (2015) emphasized the effect of feedback coming from three different sources, meaning that tutors were not the sole authority and source of knowledge. In the study, the markers' attitude towards students was note-worthy in that they were not judgmental; on the contrary, they were interested in helping students reach their potential. However, excessive focus on helping students in every stage of writing was also criticized, because it might deter students from developing autonomy in writing.

Liu and Sadler (2003) emphasized the importance of face-to-face communication in giving feedback when compared to the computer-based feedback. This finding might suggest that social aspect of feedback is preferred by students.

Findings: Effectiveness

In this section, the effectiveness of specific approaches to writing or writing programs is discussed (Table 27).

Table 27

Academic Literacies: Findings-Effectiveness

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Van de Poel, Kris; Gasiorek, Jessica	2012	"Effects of an efficacy-focused approach to academic writing on students' perceptions of themselves as writers"	Effectiveness		<p>"Following the Ba1 course which focused on introducing students to the standards and norms of academic writing in the first year of the study, there were statistically significant differences in students' self-reported comfort in discussing their writing with instructors and peers ($t_{1/4} 3.18$, $df_{1/4} 106$ and $t_{1/4} 3.79$, $df_{1/4} 109$, respectively; $p < .01$), as well as their level of comfort making comments on and editing other students' work ($t_{1/4} 4.48$, $df_{1/4} 108$, $p < .01$)."</p> <p>"Students' (perceived) confidence in their understanding of what makes a successful academic essay, as well as their ability to write one, also improved significantly ($t_{1/4} 9.16$, $df_{1/4} 110$ and $t_{1/4} 11.76$, $df_{1/4} 106$, respectively; $p < .001$)."</p> <p>"There were no significant changes in students' competence ratings for the combined (year 1 and year 2) sample. However, interestingly, there were significant changes in competence perceptions when the first and second years of the study are considered individually."</p> <p>"In the first year of the study, students described themselves as more competent writers ($t_{1/4} 3.12$, $df_{1/4} 52$; $p < .01$) after taking the Ba2 course."</p>

Table 27 (cont'd)*Academic Literacies: Findings-Effectiveness*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
					<p>“After the course in year 1 of the study, 35.8% of students rated themselves as competent and 50.9% as somewhat competent writers, as compared to 22.6% and 54.7%, respectively, before. This contrasts with results from the second year of the study, in which students described themselves as less competent writers ($t = 2.75$, $df = 32$; $p < .01$) following the</p> <p>“In this second year, however, students’ baseline perceptions of their competence were much higher: here, 75.8% of students rated themselves as competent and 18.2% as somewhat competent writers before the course (as compared to 63.6% and 36.4%, respectively, after the course).”</p>
				“Conclusion”	<p>“That said, overall, these results suggest that a writing program designed to both socialize students as participants in their academic community and teach relevant skills through hands-on experience may significantly impact students’ self-reported knowledge of what constitutes academic writing, their comfort discussing and editing it, and their perceptions of themselves as competent and experienced writers (i.e., their self-efficacy as writers).”</p>
Liu, Jun; Sadler, Randall W	2003	“The effect and affect of peer review in electronic versus traditional modes on L2 writing”	Effectiveness		<p>“Therefore, even though the technology-enhanced group did have a larger number of revisions, the comments made do appear to be less effective</p> <p>... ..</p> <p>“The combination of the quantitative and qualitative data that has been generated from the study gives further insight into the effectiveness of peer review in the two modes. The synthesis of data has indicated that technology-enhanced peer review works more effectively in the asynchronous commenting mode (i.e. Word editing) than in the synchronic commenting mode (i.e. MOO), while traditional peer review works more effectively in the synchronic commenting mode (i.e. face-to-face interaction) than in the asynchronous commenting mode (i.e. paper and pen).”</p>
Huang, Ju Chuan	2017	“What do subject experts teach about writing research articles? An exploratory study”	Effectiveness	<p>“Professor Bai’s instruction: RA writing as independent, one-fits-all knowledge”</p> <p>“Professor Chou’s instruction: Experience sharing as the key to English RA writing instruction”</p>	<p>“Professor Bai’s teaching writing as decontextualized knowledge was shaped by his previous learning and writing experiences. He told students that he had coped with writing RAs by borrowing the structure of other texts, mentioning later in the same session that he learned English by reciting good articles and grammar rules (6th session). Thus, his past learning experiences involving memorization and imitation may have fed into his writing instruction, by which he seemed to regard writing as an independent add-on skill.”</p> <p>“Professor Chou, being active in publication, was able to contextualize his knowledge and experiences in his discourse community with the students, unlike Professor Bai, who often taught such content in a general, one-fits-all fashion. Professor Chou believed experience sharing was the key to the course. He held that he “had not much to say” if he only covered how to write RA sections, and that his experience sharing enriched his course (Professor Chou, 3rd interview).”</p>
					“Responses to text-based plagiarism”

Table 27 (cont'd)*Academic Literacies: Findings-Effectiveness*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Professor Bai: Encouraging imitation”	“Professor Bai did not consider text-based plagiarism as serious misconduct; indeed, he encouraged students to acquire writing skills by imitating published texts”
				“Professor Chou: Plagiarism as a crime”	“Unlike Professor Bai, Professor Chou emphasized that plagiarism was a serious concern.”
				“Conclusion”	“Specifically, their different views on text-based plagiarism were reflected in their instruction. These inconsistencies in teaching practices suggest that existing discipline-based English RA writing curricula may benefit from re-examination, with interdisciplinary collaboration between writing professionals and subject experts to provide students with both general and subject-specific writing skills.”

Van de Poel and Gasiorek (2012) claimed that when a writing program teaches students the skills that they need to learn for academic writing and encourage them to socialize, that program will also improve students’ perception of themselves as writers. Parallel to the results shared in the previous section, Liu and Sadler’s study (2003) found traditional face-to-face peer feedback more effective than the computer-based one in that students preferred communication (non-verbal as well) in receiving feedback.

Huang (2017) compared the teaching methods of two instructors and came into the conclusion that there was an inconsistency between their teaching styles. For instance, Professor Bai encouraged students to imitate writing styles of scholar, which might lead to plagiarism while Professor Chou forbade them from copying any sort of styles. In the end, this inconsistency might have confused students who experienced both teaching styles. Huang (2017) suggested an effective approach would be an interdisciplinary system in which students could pay attention to their writing styles and the content at the same time.

Findings: ELF

The studies in this section reveal the findings related to EFL and the perspective of non-native English speakers writing in English for reaching a wider audience (Table 28).

Table 28

Academic Literacies: Findings-ELF Plus

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Hynninen, Niina; Kuteeva, Maria	2017	““Good” and “acceptable” English in L2 research writing: Ideals and realities in history and computer science”	ELF		<p>“It appears that the ideals of writing in English are sometimes associated with the “local” dimension of writing within the Anglophone context, i.e. by L1 writers of English for L1 readers of English, whereas the realities of research writing reflect the needs of the “global” dimension of research communication.”</p> <p>“It appears that, for both the historians and computer scientists in our study, this global dimension of research communication is associated with an increased need for clarity, understandability, and the use of some form of standard language in research writing. The participants in our study reinforce these needs when they refer to writing in English for international publication in their fields.”</p>
Li, Yongyan; Flowerdew, John	2009	“International engagement versus local commitment: Hong Kong academics in the humanities and social sciences writing for publication”	ELF		<p>“The findings of this study indicate that the privilege attached to the internationally indexed journals stands out as a leading factor orienting the Hong Kong academics toward writing and publishing in English, although the participants also want to publish in English in order to reach as wide a readership as possible and to demonstrate a high standard of their scholarship.”</p>
Giannoni, Davide Simone	2008	“Medical writing at the periphery: The case of Italian journal editorials”	ELF		<p>“From this comparison of features of medical discourse in MEDs taken from Anglo-American journals for NS English and from Italian journals for NNS English and Italian, a number of aspects have emerged which suggest the gradual peripheralisation of Italian, combined with a hybridisation of English.”</p> <p>“In terms of first person-marking, the NNS realisations may operate as ‘intertexts,’ mediating between two native-speaker models, with total occurrences averaging 20.5 in Italian, 70.7 in NNS and 218.2 in NS English.”</p> <p>“At the same time, the prevalent use of markers in NNS texts to indicate the medical community rather than the author could be interpreted as evidence of the insecure membership status perceived by Italian editors addressing an English-speaking readership.”</p>

Table 28 (cont'd)*Academic Literacies: Findings-ELF Plus*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
					<p>“This investigation of intertextual variation in MEDs suggests that the shift to English in medical writing operates in two opposite directions. On the one hand it brings features of the L1 and L2 discourse to converge within NNS realisations, e an example of the discursual interference observed in translation (Zauberga, 2001).”</p> <p>“At a deeper level, however, the wider membership and projected audience issuing from a change of language disrupt both the source and target discourse.”</p>

As the study conducted by Li and Flowerdew (2009) demonstrated, the need for writing in English mostly came from the fact that international journals were seen as privilege. As a result, Hynninen and Kuteeva’s study (2017) showed that writing in English for the international community of research might require clear language and use of a Standard English although not all of the participants agreed on the standardization part. However, this approach may not always produce pleasant results as in the case of Giannoni (2008) who claimed that Italian medical journals’ target audience (Italian-speaking medical professionals) was disrupted by the language change from Italian to English.

Findings: Discourse

This section demonstrates several different discourses in students’ academic writing (Table 29).

Table 29*Academic Literacies: Findings-Discourse*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Tuck, Jackie	2018	"I'm nobody's Mum in this university": The gendering of work around student writing in UK higher education"	Discourse	<p>"Gendering work with student writing as emotional - not intellectual-labour"</p> <p>"Gendering work with student writing as emotional-not intellectual-labour"</p> <p>"Work around writing as pastoral care in the personal curriculum"</p>	<p>"These extracts suggest that, while Pam does not explicitly assert that work with student writers is gendered, the gendering discourse that she uses, associating work with student writers with patience, friendliness, caring and, significantly, mothering, serves as a means of discursively drawing a line between what should and should not be an academic teacher's job."</p> <p>"The gendering of work around student writing surfaced in subtle ways in the discourse of male participants as well as from women in the study. For example, during a part of an interview where we are talking about what Russell (DLU and P92U) sees as a decline in students' written skills, he refers to debates in his institution: Here at Post-1992 university...we really need to do something a bit more woomph to get them to know what it's like to be an undergraduate, with an ability to go out and have certain skills, not make it specialised "oh they're not that good, let's send off to Auntie Floss down the road and she'll sort them out" you know."</p> <p>"Gender was not necessarily an explicit framing for participants' notion of writing as a personal and pastoral, as opposed to academic, issue; however, analysis across the data as a whole supports the view that a gendered discourse of 'caring' in higher education is an active ingredient in the feminising of work around student writing."</p>
Woodward-Kron, Robyn	2004	"Discourse communities' and 'writing apprenticeship': an investigation of these concepts in undergraduate Education students' writing"	Discourse	<p>"Markers' marginal comments"</p> <p>"Markers' summarizing comments"</p> <p>"Conclusion"</p> <p>"Conclusion"</p> <p>"Conclusion"</p>	<p>"In terms of interpersonal meanings, the tutors' commentary adjusted degrees of modality in the students' writing. In other words, absolute claims were frequently modified to include a degree of hedging. For example, clauses such as 'this proves the nature theory', attracted comments such as 'proves is rather strong'. This type of commentary can be seen to reflect an important socially motivated practice of the mature discourse community."</p> <p>"Summarising comments which functioned to induct students into the disciplinary discourse made by Therese, Kasia, Mike and Pat tended to reiterate the comments the tutors had made throughout the students' essays."</p> <p>"In terms of discipline specific findings, the results from the three sets of data suggest that in the context of this study there appears to be a strong division between the consumers and producers of disciplinary knowledge."</p> <p>"These results could suggest that in response to one of the questions posed at the beginning of this paper, the concepts of discourse community and apprenticeship are not particularly relevant when considering the writing of undergraduate Education students."</p> <p>"The students' sense of the discursive practices as restrictive and prescriptive is in contrast to the findings from the marker commentary."</p>

Table 29 (cont'd)*Academic Literacies: Findings-Discourse*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Altınmakas, Derya; Bayyurt, Yasemin	2019	“An exploratory study on factors influencing undergraduate students’ academic writing practices in Turkey”			<p>“When students get acculturated with the institutional and disciplinary context and become more involved in academic discourse through consistent writing practice and exposure to academic texts, they become more fluent and self-confident writers of English.”</p> <p>“Moreover, they start to employ their evolving repertoire of writing knowledge more appropriately, purposefully and with ease while producing their academic texts (Kobayashi & Rinnert, 2012).”</p>
Çandarlı, Duygu; Bayyurt, Yasemin; Martı, Leyla	2015	“Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspective”			<p>“The interviews give substantial evidence that authorial presence, especially the use of first person pronouns is shaped by contextual factors, such as previous writing instruction and the expectations of instructors.”</p> <p>“This may suggest that specific discourse communities influence the presence of particular interactional metadiscourse features in student writing.”</p> <p>“As recorded in the student interviews, instructors’ advice concerning the avoidance of first person singular pronouns and strong modal verbs may contribute to the scarcity of these features in the Turkish students’ English essays”</p> <p>“The interviews also reveal a dynamic relationship between the writer’s identity and his or her work. For example, three out of ten interviewees changed their opinions regarding the meaning of we in specific sentences during their interviews. Their willingness to revise their opinions suggests that interviews could have a role in teaching students to think critically about the rhetorical options available; that is, they could function as a tool to develop students’ metacognitive awareness.”</p>
Allison, Desmond	2004	“Creativity, students’ academic writing, and EAP: exploring comments on writing in an English language degree programme”			<p>“It is widely argued in EAP that generic forms in academic writing are designed for, realised through, and fused with the presentation of matters of substance within a particular teaching or research discourse community.”</p> <p>“A fully integrative view of the place of creativity in research (going beyond views expressed in the data) might be more effectively developed in this light.”</p> <p>“Although the data include several comments about research communities, a socially constituted view of research is not strongly evident. Most allusions concern expectations affecting the communication of outcomes, rather than research activity itself, which still seems to be represented primarily in individual terms in the EL setting of this study.”</p> <p>“One teacher, nevertheless, briefly related creativity to processes of academic enquiry, specifically to hypothesis-forming, that reflect widespread, purposeful and in some respects conventional academic research practices.”</p>

Table 29 (cont'd)*Academic Literacies: Findings-Discourse*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Van de Poel, Kris; Gasiorek, Jessica	2012	“Effects of an efficacy-focused approach to academic writing on students' perceptions of themselves as writers”			<p>“That their comfort levels discussing this kind of writing increased also indicates that this process is arguably lowering affective thresholds to participating in this discourse community and thus increasing their readiness and willingness to communicate with peers and ...”</p> <p>“We also find support for this finding in evaluative feedback from faculty which has indicated that after the introduction of the new writing programs students in Ba1 and Ba2 seem more aware of their own writing capacities and are able to communicate them more effectively.”</p> <p>“When feedback to written assignments and papers is given, students are able to critically discuss them in one-to-one sessions and most are able to formulate suggestions for self-improvement.”</p>
Jiang, Feng (Kevin)	2015	“Nominal stance construction in L1 and L2 students' writing”		<p>“Stance nouns”</p> <p>“Stance nouns”</p> <p>“Discoursal level”</p> <p>“Discoursal level”</p> <p>“Further discussion”</p>	<p>“The entity category stands out in comparison. Except the object group, L2 students make significantly less use of the stance nouns in the event, discourse and cognition groups than L1 ...”</p> <p>“Furthermore, L2 students' less frequent use of these event, discourse and cognition nouns would undermine the students' ability to fulfill the generic convention of argumentative essays in argument construction.”</p> <p>“When the concordance lines were expanded to larger stretches of discourse, it was interesting to note that L1 students frequently yoked together the event and discourse or the event and cognition groups of the Noun Complement construction. In this way, factual events provide argumentative grounds and support for the nearby discoursal statements or cognitive viewpoints.”</p> <p>“In contrast, it is relatively rare to see L2 learners make evident the formulation of their arguments by integrating the stance nouns in the discourse and cognition groups and those in the event group but more common to see their texts like the examples below.”</p> <p>“My analyses show that stance is not only a lexical feature of discourse, but is also very much a grammatical phenomenon. Thus there are good reasons for including this nominal stance construction in academic writing courses and explicit instruction in the rhetorical and stance taking affordances of this construction can equip students with a wider range of stance devices.”</p>

Table 29 (cont'd)*Academic Literacies: Findings-Discourse*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Paxton, Moragh	2007	“Tensions between textbook pedagogy and the literacy practices of the disciplinary community: A study of writing in first year economics”			<p>“The canonized discourse of the economics textbook provides no sense of the historical development of economic thought; instead the multiple and contesting voices of economic theorists have been smoothed out, erased, so that statements become reified as fact.”</p> <p>“Sticking closely to the textbook seems to illustrate that powerful social forces, such as the need to conform and to appropriate the discourse, influence the choices students make about which discourses to draw on.”</p> <p>“I recognise that it is important that students go through this transitional phase where they ‘try on,’ copy and practise the new discourse, in order to make it their own and to define themselves as academic writers.”</p> <p>“This suggests that the discourses and practices of first year university economics textbooks provide a model of literacy practices which contradict many of the literacy practices of the discipline of economics.”</p>

Tuck (2018) claimed that there was a gendering discourse towards women working in academic contexts. Their relationship with students was often assumed to be caring, understanding and motherly compared to men working in the same contexts.

Woodward-Kron (2004) who investigated the relationship between discourse communities and apprenticeship found out that they were not relevant within the context of student writing.

The findings of Altınmakas and Bayyurt’s study (2019) revealed that involving in academic discourse as well as disciplinary and institutional context help students improve their fluency and self-confidence as EAP writers.

Çavdarlı et al. (2015) showed that discourse communities might affect the interactional metadiscourse used in students’ writing in that authorial presence is influenced by contextual factors.

Allison (2004), however, suggested that it was not clear whether student writing was affected by discourse communities based on the data that he had while Van de Poel and Gasiorek (2012) found that the efficacy based approach that they used in their study seemed to encourage students to attend discourse communities, thus communicate with their peers more. Paxton (2007) investigated the discourse of the economics textbook and discourse of economics as a discipline and found discrepancies between them. She, then, suggested that the textbook should reflect the actual discourse of economics discipline and help students create their own discourses to define themselves as writers.

Jiang (2014) used discourse in a slightly different meaning in his study, which was the use of discourse nouns of L1 and L2 students and compare these two in terms of nominal stance construction. L2 students seemed to use discourse nouns less frequently than L1 students, which affected their stance construction in a bad way.

Findings: Genre

The findings of genre related studies are presented in this section (Table 30).

Table 30

Academic Literacies: Findings-Genre

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Altınmakas, Derya; Bayyurt, Yasemin	2019	“An exploratory study on factors influencing undergraduate students’ academic writing practices in Turkey”	Genre	“Educational factors” “Pre-university L1 (Turkish) writing instruction”	“L1 writing instruction and students’ previous L1 writing practices do not seem to sufficiently equip students with the basic writing skills that can be developed into L2 writing and further employed in academic writing. The findings reveal that the L1 writing instruction students received in secondary school were unsystematic, inexplicit and based on the over-generalized explanation of composition writing.”

Table 30 (cont'd)*Academic Literacies: Findings-Genre*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Pre-university (L2) writing instruction”	“Thus, the findings suggest that during their primary and secondary school education, Turkish students barely “learn to write” in their respective languages e L1 and L2, let alone “write to learn” in English.”
				“Contextual factors”	
				“Conceptualization of academic writing”	“Freshman year students are apparently in a transitional stage as they describe how they perceive academic writing along with their L2 writing knowledge and against their L1 writing knowledge. In this transitional stage, students endeavour to accommodate their existing repertoires of writing knowledge and experience to the required new way of writing while at the same time trying to make sense of the new writing situation.”
				“Conceptualization of academic writing”	“Senior year students conceptualize the rules of academic writing as the norm to be able to “write well” and produce “acceptable texts in English” as they received systematic writing instruction and practiced writing for the first time in L2 and in an academic context.”
				“Challenges with text - generating processes”	“Most students indicated that although they were able to generate lots of ideas about their topics, they had great difficulty in reflecting those ideas on paper as they felt themselves “being restricted” by these rules, or as in
				“Challenges with text - generating processes”	“The first challenge starts during the planning stage of essay writing. Some students asserted that they found making an outline extremely complicated and confusing. For students, doing extensive reading and research about a particular topic, making preliminary decisions about the organization of the information and examples they gathered in relation to their topics was a very daunting task.”
				“Challenges with text - generating processes”	“Students found writing the introduction paragraph and the thesis statement particularly most difficult.”
				“Challenges with text - generating processes”	“Organization of ideas and maintaining unity in the text were other two areas of difficulty; students indicated that they sometimes “felt lost,” especially when they were trying to present their ideas without digressing from their main argument.”
				“Challenges with text - generating processes”	“Moreover, midterm and/or final exam questions anticipating essay type answers and starting with “explain e discuss” and requiring a “comparison and contrast method of organization” also caused anxiety for most freshman year students”
				“Challenges with text - generating processes”	“Additionally, constructing syntactically accurate and lexically well-thought sentences along with the use of the academic register were regarded as factors restricting students’ flexibility and fluency in communicating their ideas and intended meanings on paper.”

Table 30 (cont'd)*Academic Literacies: Findings-Genre*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Challenges with text - generating processes”	“Moreover, some students underlined that translating from L1 to L2 was one of their weaknesses and drawbacks in text generating and communication of their ideas.”
				“Challenges with text - generating processes”	“Finally, both groups of students indicated that the deadlines and limited time allocated for the submission of assignments made them feel “under pressure”, and the time constraints impeded their best potential writing from coming out.”
				“Disciplinary-specific text genres”	“When freshman year students were asked to order and rank the text genres they enjoyed writing most, they showed significant divergence of opinion about writing essays and response papers.”
				“Disciplinary-specific text genres”	“(senior students)Some students found essay/research paper writing to be more restrictive in comparison to other text genres (e.g. response papers, reflection papers and short stories) as they had to adhere to particular guidelines. The participants indicated that they enjoyed writing short stories and reflection papers because then they were able to liberate themselves from the conventions of academic writing and felt more unobstructed in presenting their own opinions and reflections.”
				“Disciplinary-specific text genres”	“Some senior year students developed a reluctant attitude toward response papers. Because the articles they were mainly about literary theory, participants indicated that they had difficulty in developing further arguments onto what the authors had already mentioned in their articles. Students are observed to lack self-confidence as they find their own ideas and reasoning more simplistic and unimportant than that of the author.”
				“Disciplinary-specific text genres”	“Some others, in contrast, preferred response papers to other text genres because they considered the assigned articles interesting and thought-provoking. Moreover, because response papers were assigned in shorter word-lengths and provided students with ready material to comment on, some participants regarded writing response papers as an easier task.”
				“Disciplinary-specific text genres”	“Most students asserted that they enjoyed doing research and writing more only if they were allowed to identify topics on their own, and/or developed interest in the course content.”

Table 30 (cont'd)*Academic Literacies: Findings-Genre*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Acculturation to disciplinary-specific context”	“Freshman year students experience some identity-related challenges during their acculturation processes from secondary school to tertiary level education. This transition period creates anxiety and frustration over freshman year participants' initial academic writing practice.”
				“Acculturation to disciplinary-specific context”	“On the other hand, senior year participants' academic writing practices are regulated by the strategies and approaches that they had developed over time in the context of study.”
Gimenez, Julio	2008	“Beyond the academic essay: Discipline-specific writing in nursing and midwifery”	Genre	“Written genres in nursing and midwifery: A taxonomy”	“Table 3 shows that the care critique is a frequent genre at different writing levels in midwifery and highly infrequent in nursing.”
				“Written genres in nursing and midwifery: A taxonomy”	“Discharge summaries, on the other hand, appear to be highly frequent in nursing, especially at levels 2 and 3, whereas student midwives are not asked to produce them.”
				“Written genres in nursing and midwifery: A taxonomy”	“Table 3 also shows at what level of writing each genre is most frequently required, thus establishing not only what genres need to be taught on each of these programmes but also when they should be most conveniently introduced in the writing class. Teaching nursing students to write discharge summaries when they are writing at level 1, for example, has little pedagogical value as this genre is required at levels 2 and 3.”
				“Written genres in nursing and midwifery: A taxonomy”	“As seen in this table reflective writing is the only kind of writing that nursing and midwifery students share at levels 1 and 2, together with argumentative and dissertation writing at level 3”
				“Written genres in nursing and midwifery: A taxonomy”	“Whereas nursing students at levels 1 and 2 are seen to spend most of their time and effort writing genres that are mostly descriptive such as care plans, midwifery students get involved in more cognitively demanding tasks, such as the care critique, which require a higher degree of critical thinking.”
				“Difficulties in writing nursing and midwifery genres”	“The reflective essay is reported as the most challenging task for nursing students, probably because they are asked to produce their first reflective piece at the beginning of the programme.”

Table 30 (cont'd)*Academic Literacies: Findings-Genre*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Difficulties in writing nursing and midwifery genres”	“Article reviews and dissertations compete for the second place in the ranking of difficult genres in nursing. Both pieces are cognitively demanding and require students to be able to critically examine evidence and evaluate the worth of their own and other people’s writing.”
				“Difficulties in writing nursing and midwifery genres”	“Reflective writing was reported as much less difficult for student midwives and although dissertation writing was also among their worries, midwifery students found it less demanding.”
				“Difficulties in writing nursing and midwifery genres”	“Despite their previous writing experience, midwifery students found argumentative writing the most challenging task, especially at level 2.”
				“Difficulties in writing nursing and midwifery genres”	“The care critique ranks second and poses equal difficulties at levels 2 and 3”
				“Cognitive difficulties”	“The most frequent general cognitive difficulties were: Critical analysis; Evaluating source material; and Supporting claims with evidence.”
				“Cognitive difficulties”	“The other cognitive demands students mentioned can be grouped as discipline-specific: Cognitive process(es) involved in writing the specific genres; Appropriate model(s) for a given genre; and Link between theory and practice.”
				“Linguistic and sociolinguistic difficulties”	“The most common general linguistic demands were: Signalling the relationship between question and assignment; Using language that reflects critical skills; and Showing their stance as writers.”
				“Linguistic and sociolinguistic difficulties”	“As to the discipline-specific linguistic difficulties, the students named: Projecting an impersonal voice; Making explicit reference to processes and models used for the assignment; and Making the link between theory and practice.”
				“Support for discipline-specific writing in nursing and midwifery”	“It emerged that nursing students are less used to checking the grammar of their assignments, which shows their lack of awareness of the role that grammar plays in their assignments, even when ‘correct grammar’ is part of the marking criteria, and their lack of attention to the marking criteria.”

Table 30 (cont'd)*Academic Literacies: Findings-Genre*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Support for discipline-specific writing in nursing and midwifery”	“The two groups, however, show significant differences in the importance and value they attach to having their assignments read by their peers, having it proofread, and making sure their assignments meet the marking criteria.”
				“Support for discipline-specific writing in nursing and midwifery”	“Asked how they could be best supported, most students identified three main areas as significantly helpful: team teaching, customised support and tutorials.”
Yang, Luxin; Shi, Ling”	2003	“Exploring six MBA students’ summary writing by introspection”	Genre		<p>“Summarizing the case readings as part of the required assignments for the course Buyer Behavior, the six first-year MBA candidates were all concerned about how to fulfill the task specifications they perceived, each trying hard to either follow the professional standard they believed in, or apply the textbook knowledge they learnt, or meet the instructor’s expectations as far as they could guess them.”</p> <p>“Among the participants, Chen, Elaine and Chin merged their summaries and analyses of the case situations to argue for better marketing strategies; whereas Elizabeth, Chong and Emma all included a summary of relevant information before analyzing it and making recommendations.”</p> <p>“The unclear expectations of a discipline-related writing task observed in the present study were consistent with Lea and Street’s (1999) speculation that university task requirements are complex, drawing on different models based on the particular institution, the disciplinary content, and the individual instructor”</p> <p>“Despite the differences in what aspects students selected and how they analyzed case situations, the present study identified common writing processes and strategies such as planning, composing, editing, and commenting in business case writing of the participating MBA students”</p> <p>“To help practice a genre such as business case analysis, one effective teaching tool might be thinking-aloud. As the present study shows, a student’s think-aloud protocol may work like a mirror through which students as well as teachers can examine and understand how the individual writer completes the writing task.”</p>

Table 30 (cont'd)*Academic Literacies: Findings-Genre*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Li, Ying; Deng, Liming	2019	"I am what I have written: A case study of identity construction in and through personal statement writing"	Genre	"Perception of self and identity in the writing"	<p>"Rosy's perception of herself and identity had been increasing through PS writing. When asked what she had learned from her first personal statement writing, Rosy had little reflection upon her identity, with almost all her attention paid to improving writing skills."</p> <p>"It was personal statement writing that helped Rosy decide on her future pursuit and made her become aware of her potential identity,"</p> <p>"As is revealed in our study, personal statement writing helped Rosy bridge the past experiences, the present application and the future pursuit."</p> <p>"For example, unlike the research paper genre in which autobiographical self is seldom represented, the personal statement genre tends to bring autobiographical self to texts to represent better the discursal self as Rosy did in her personal statement writing"</p>
Green, Simon	2013	"Novice ESL writers: A longitudinal case-study of the situated academic writing processes of three undergraduates in a TESOL context"	Genre	<p>"Modular literature"</p> <p>"Discussion"</p>	<p>"For Miad particularly, this dual focus remained a feature of her research reading throughout the research period. In Assignment 1, this concern led her to read the introduction to her husband's MA thesis and even to explore non-academic genres such as newspaper articles:"</p> <p>"Further, although all three sought information about writing from published or other academic skills training materials to some extent, Miad and Tattoo understood that the literature they had to read to complete their assignments, was also a valuable source of information about register, genre and lexico-grammar, and both deliberately mined the literature for such information. Again, Thikra did not."</p>
Bitchener, John; Basturkmen, Helen	2006	"Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section"	Genre	<p>"Perceptions of student difficulties in writing the DRS"</p> <p>"Conclusions"</p>	<p>"The supervisors had similar perspectives. They all felt that, in general, students lacked a full enough understanding of the DRS as a genre"</p> <p>"One of the new understandings to emerge from this study was the level of difficulty that students experienced in meeting the requirements of the genre. Both supervisors and students reported that L2 students were unsure about the various functions and content parameters of the DRS."</p>

Table 30 (cont'd)*Academic Literacies: Findings-Genre*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Wingate, Ursula	2012	“Using Academic Literacies and genre-based models for academic writing instruction: A ‘literacy’ journey”	Genre	<p>“Use of text”</p> <p>“Use of text”</p> <p>“Initiative 3: genre-based writing instruction”</p>	<p>“The texts used in the intervention represented the genres which students had to learn to read and write, e.g. journal articles, written summaries of their readings as well as student essays.”</p> <p>“Taking into account the preference for student rather than expert texts expressed in the previous initiatives, the resources were built from student texts of the specific genre that is to be taught. The first set of materials was developed for MA students in Applied Linguistics, and the approach is currently being piloted with a group of them.”</p> <p>“The materials address the two genres which students are required to write in the MA programme, i.e. assignment and dissertation, and deal with the arts of the genre (e.g. Discussing Literature, Conclusion), and the ‘moves’ occurring in these parts (Swales,1990) individually. The teaching methodology followed genre-based literacy pedagogy in using the cycle of deconstruction, joint construction and independent construction (Martin, 1999).”</p>
Belcher, Diane; Hirvela, Alan	2005	“Writing the qualitative dissertation: what motivates and sustains commitment to a fuzzy genre?”	Genre	“Discussion”	<p>“One might assume that, in order to succeed in coping with as ‘fuzzy’ a genre and imposing a task as the qualitative dissertation, intrinsic motivation would be essential to success. Half of our informants indeed exhibited this type of orientation.”</p> <p>“The other half, however, just as conspicuously did not, especially not initially, although as noted above, in describing their completed projects they employed terms very similar to the language of intrinsic motivation—revealing awareness of the ‘beauty’ of qualitative research and pride in the knowledge gained by way of qualitative methods.”</p> <p>“The success of both the philosophically committed, intrinsically oriented students and the more pragmatic, topic-driven, extrinsically oriented students in our study, after all, does provide some evidence that students of either type of motivation can succeed with a genre notorious for challenging even those who normally enjoy and feel confident in their writing (Meloy, 1994)”</p>

The participants of Altınmakas and Bayyurt’s study (2019) revealed the challenges they faced with essay writing genre such as the writing strategies they learned from their native language. They claimed that the rules of essay writing sometimes restricted them as well. In addition, some freshman students admitted that they had gone through an identity-related transition phase from high school to

university, which made the academic writing experience even harder. In addition, when asked about their favorite genre, some of the participant chose research paper about a topic of their own interest and response papers in which they read intriguing articles.

Gimenez (2008) shared the result of the exploratory study he made with midwifery and nursing students. According to the study, the genres that these two groups of students were exposed to differed to a great extent as well as at what level they were exposed. For instance, while nursing students learned about the genres such as care plans, midwifery students learned about genres like care critique. Another important finding was that both student group found stance construction challenging.

Yang and Shi (2003) investigation of six MBA students showed that individual students used their own strategies and writing styles while writing a business case analysis because of the unclear writing instructions. This finding suggested that the expectations of universities and even instructors in the same department might differ to a great extent. As a result, students might struggle to apply skills that they learned in one context to another one. A similar study by Bitchener and Basturkmen (2006) indicated that when students do not understand a genre they are likely to struggle writing in that genre. In their case, it was the discussion of results section (DRS) as a genre. An example of a successful genre experience of students would be the study of Li and Deng (2016). They found that personal statement genre writing might help students find their identity as writers during the process.

Wingate's study (2012) introduced writing instruction in which students' essays were used as a reading practice as well as more conventional text such as

newspaper articles to have students practice assignments and dissertation writing. The participants in the study by Green (2013) also practiced reading from different sources of texts such as an MA student's thesis introduction and newspaper articles. In the end, the participants' knowledge about lexico-grammar, genre, and register was enhanced.

The last study offered a different perspective than the rest of the studies in terms of genre. Belcher and Hirvela (2005) claimed that qualitative research is considered a challenging genre; however, it is possible to succeed in it with or without intrinsic motivation.

Findings: Postgraduate

This section reveals the findings of studies related to the experiences and challenges faced by postgraduate students (Table 31).

Table 31

Academic Literacies: Findings-Postgrad

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Starfield, Sue; Ravelli, Louise J.	2006	“The writing of this thesis was a process that I could not explore with the positivistic detachment of the classical sociologist” ¹ : Self and structure in New Humanities research theses”	Postgraduate		<p>“Doing qualitative research within postmodernist frames of reference challenges students to reflect on their positioning as a researcher within the research process in relation to their research and shapes the textual selves they construct both visually and verbally.”</p> <p>“To return to the claims of Parry (1998), namely that Social Sciences and Humanities doctorates are structurally distinguished by the Social Sciences’ reliance on explanation and argument, while the Humanities theses rely on argument with recounting and narrative, our study of the introductions and tables of contents of the 20 theses in our corpus leads us to the view that in the New Humanities theses we see narrative-like elements entering Social Science introductions through the construction of the reflexive, autobiographical non-positivistic self.”</p>

Table 31 (cont'd)*Academic Literacies: Findings-Postgrad*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Kaufhold, Kathrin	2015	“Conventions in postgraduate academic writing: European students' negotiations of prior writing experience at an English speaking university”	Postgraduate		<p>“In completing their theses, Zoe, Miriam and Tim successfully drew on their prior experiences of academic writing and reading in English. They were highly committed to their academic work. Their voluntary participation in the study demonstrated their willingness to investigate their own writing. They spent time and energy in explaining their writing to me and in this process also “sharpened” their ideas as one student put it. Despite some initial uncertainties around the form and content of their thesis, they quickly gained confidence as writers.”</p> <p>“Moreover, the students were given space to build on their own interests by the setup of their master's programmes in their specific departments and by their supervisors. Undoubtedly, the work of these three students constitutes particular cases in specific settings. Yet, they highlight the complex negotiation processes involved in traversing different higher education systems.”</p> <p>“To return to the research question, how do European students negotiate their prior writing experience when completing a master's thesis at an English university? Overall, students negotiate their experience in relation to 1) their thesis topics and increasing disciplinary knowledge; 2) their immediate and long-term aims; and 3) institutional structures often mediated by their supervisors.”</p> <p>“The students in this study motivated their textual choices by past experiences and connected these to aspirations of being specific kinds of writers (Ivanic, 1998), researchers and professionals”</p>
San Miguel, Caroline; Nelson, Cynthia D.	2007	“Key writing challenges of practice-based doctorates”	Postgraduate		<p>“The sort of text analysis presented in this article holds much promise as a learning tool for practitioners writing work-based doctorates”</p> <p>“In teaching writing within doctoral programs, we have found it productive to guide students through the process of analysing research texts, including their own and their peers' drafts and assignments, together with marker feedback (see Nelson & San Miguel, 2003, for an account of how we used some excerpts from the student texts analysed here for teaching purposes).”</p> <p>“Given the novelty and apparent hybridity of emerging research genres such as professional doctorates, the textual expectations may not be clear even to the experienced academics who are charged with supervising postgraduate researchers, since thesis supervisors like Eve are still developing their own understandings of what the finished products of these degrees might look like.”</p>

Table 31 (cont'd)*Academic Literacies: Findings-Postgrad*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
					“In our study, students often said that they did not know exactly what sort of text they were expected to produce—and, in Eve’s words, “neither do we.” This confusion is perhaps not surprising given the complicated questions that are being asked about what research ought to look like when situated at the uneasy intersections between the academy and industry.”
Ho, Meiching	2017	“Navigating scholarly writing and international publishing: Individual agency of Taiwanese EAL doctoral students”	Postgraduate	<p>“Seeking more participation in manuscript drafting and revision”</p> <p>“Seeking more participation in manuscript drafting and revision”</p> <p>“Negotiating different approaches to revision”</p> <p>“Negotiating and weighing submission strategies”</p> <p>“Negotiating and weighing submission strategies”</p> <p>“Negotiating and weighing submission strategies”</p> <p>“Negotiating and weighing submission strategies”</p> <p>“Seeking other sources for content advice and language support”</p>	<p>“As first authors of joint publications, most participants were responsible for drafting their manuscripts and then working with their advisors on revisions. However, two participants (P1 and P4) reported that they needed to negotiate with their advisors so that they could become more engaged in the manuscript drafting process because their advisors preferred to draft the papers themselves”</p> <p>“However, it should be noted that not every student seemed as motivated and agentive as P1 and P18 in seeking more involvement in revising their manuscripts. For instance, when asked about how he engaged in revision, P15, a third-year doctoral student in Bioinformatics, said he did not do much before and after submission since his advisor would “do all the revisions himself.”</p> <p>“On the whole, this finding suggests that almost half of the participants were able to activate agency to deal with various exigencies in the revision process, instead of simply deferring to their advisors’ comments by making changes without question, as shown in previous studies (Huang, 2010; Li, 2006a; Li, 2016).”</p> <p>“When speaking of fulfilling the international publication requirements for doctoral degree conferment and establishing publishing credentials, 15 of the 19 participants mentioned the experience of juggling different submission strategies and submission outlets.”</p> <p>“One of their common strategies was to choose potential submission outlets based on their research focus and the quality of their data and results.”</p> <p>“However, six of the participants (P1, P4, P6, P8, P11, and P19) mentioned that identifying suitable submission outlets and finding a fit between their papers and particular journals could sometimes be difficult.”</p> <p>“Seven of the 19 doctoral participants recalled submitting their first papers to lower-level or average-level indexed journals to either get some publishing experience or to fulfill the minimum publication requirement within a set time frame.”</p> <p>“Although 17 of the 19 participants reported receiving constructive content or language feedback from their advisors during manuscript drafting and revising, P2 and P17 complained about a lack of feedback on content and/or language from their advisors.”</p>

Table 31 (cont'd)*Academic Literacies: Findings-Postgrad*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Bitchener, John; Basturkmen, Helen	2006	"Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section"	Postgraduate	"Perceptions of the functions of the DRS"	"With the exception of Susie, the students had less to say about the functions and content of the DRS than the supervisors. They saw it as having one or two functions/content areas. Susie thought the DRS should not only summarize results and make links to the literature but also be a forum for the student to air her own opinions and discuss implications."
				"Perceptions of student difficulties in writing the DRS"	"The supervisors all said the level of English proficiency of L2 students in general could sometimes be a hindrance."
				"Perceptions of student difficulties in writing the DRS"	"Like the supervisors, the students all raised the topic of their proficiency in English. For the students, this was perceived as the major stumbling block to their writing well."
				"Pair A: Image of the supervisor—The big picture"	"Anne felt that Tanya sometimes also "struggled to present the bigger picture" by launching into a myriad of details about her findings rather than developing a limited number of main ideas."
				"Pair B: Image of the supervisor—Too much weight to her own ideas"	"Celia felt that Susie tended to base her writing too much on her own ideas and that she did not discuss sufficiently the links between her results and the literature."
				"Pair C: Image of the supervisor—Losing meaning"	"Catherine felt the main problem was that Kim's writing sometimes lacked clear meaning and could be convoluted (ideas "globbed" together)."
				"Pair D:—Image of the supervisor—The gap"	"Jane felt Tina's main problem was in expressing meaning clearly and that this was linked to her proficiency in English. Tina did not have a good enough grasp of "the tool of language" and so there was a gap between the complex concepts that she needed to express and her language resources for doing so."
				"Conclusions"	"The results of this preliminary study corroborate many of the earlier research findings of supervisors and students about difficulties that L2 students encounter at the sentence and paragraph levels as well as providing some new understandings of the perceptions of supervisors and students concerning the difficulties experienced when writing a DRS"

Table 31 (cont'd)*Academic Literacies: Findings-Postgrad*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Huang, Ju Chuan	2010	“Publishing and learning writing for publication in English: Perspectives of NNES PhD students in science”	Postgraduate	<p>“Publishing in English as NNES writers”</p> <p>“Learning to write for publication from University Curricula”</p> <p>“The role of English in scientific publication”</p> <p>“The role of English in scientific publication”</p> <p>“The role of English in scientific publication”</p> <p>“Attitudes toward writing courses”</p> <p>“Attitudes toward writing courses”</p> <p>“Learning to write for publication from advisers”</p> <p>“Adviser-advisee relationship”</p>	<p>“All the students felt they were at a disadvantage compared to their NES counterparts when writing in English, and the negative perceptions came not only from their awareness of their nonnative speaker status but also from reviewers’ unfavorable comments on the language.”</p> <p>“Only three out of eight students reported that they had enrolled in courses offered by their universities. The reason seemed that many of the PhD students considered laboratory experiments much more important than learning writing skills—a perception that was influenced by their attitudes toward the role of English in scientific publication and the writing courses”</p> <p>“Six of the students agreed that English played only a secondary role in scientific publication. Murray quoted a saying in his academic field: “No matter whether your English is excellent or horrible, good physics is good physics.” (Interview: 190e191)”</p> <p>“Moreover, Wayne told me, “The key point is your content. As long as your key content is emphasized, your research would be appreciated.” (Interview: 141e142) Therefore, obtaining good data was much more important to them than writing good English”</p> <p>“As Hank suggested, “.Doing experiments is the main theme in PhD education. No data, no writing.” (Interview: 337e338, 342)”</p> <p>“In his master’s program, York had enrolled in a course on how to write abstracts. He told me that the course was not helpful for him because at that time, he had had no research writing experience nor had he decided if he should pursue his PhD.</p> <p>“Charlie took a course on research writing during his PhD, but he did not find it effective because the teacher had overly emphasized grammar. He told me that he did not need a course to learn what he already knew.”</p> <p>“As mentioned above, advisers had a great impact on their students’ publishing practices; their attitudes determined their students’ success in journal publication, as well as their date of graduation. Intimidated by the dominance exerted by their advisers in decision-making and badly lacking in writing skills, the students’ autonomy was gradually eroded until they lost ownership of their manuscripts. Without a sense of ownership, they consequently lost the motivation to improve writing skills.”</p> <p>“The adviser’s powerful role in the adviser-advisee relationship is rather obvious, and for this reason, the students often find themselves unable to assume full control of and responsibility for their work. They thus lose the enthusiasm to learn and improve the research writing skills needed to polish their manuscripts.”</p>

Table 31 (cont'd)*Academic Literacies: Findings-Postgrad*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				Perceptions of teacher power	“Further, Derek explained how the imbalance of power between advisers and students influenced student autonomy and the will to learn: The PhD students in Taiwan have very low autonomy, as far as I am concerned. Why? Because since the boss always dogmatically controls everything, it means that the students under the boss have no power.”
Kwan, Becky S.C.	2009	“Reading in preparation for writing a PhD thesis: Case studies of experiences”	Postgraduate		<p>“From some of the stories retold by the students, we can see that ‘key’ literature does not exist ‘cut-and-dried’.”</p> <p>“This situation is particularly evident in cases where the students’ studies were carried out at cross-disciplinary nexuses (as evident in Rebecca’s, Jiawen and Wenzhong’s stories) or in disciplines where multiple paradigms exist (as revealed in Chloe’s and Yixin’s vignettes).”</p> <p>“The complex disciplinary landscapes of the students’ studies had made selecting key literature to review a much challenging task.”</p> <p>“The task, however, was in many cases facilitated in various degrees with the guidance from mentors ranging from thesis supervisors, to panel members of the students’ studies, and, to a much less extent, to external mentors such as visiting scholars and supervisors’ collaborators.”</p> <p>“As also revealed in the stories, most guided participation in RT occurred in situ when methodological, theoretical and conceptual issues emerged at various stages of thesis-undertaking and when mentors came in to provide advice, which often resulted in new directions and new selections of reading”</p> <p>“What has come out clearly from the stories is that RT is never neat and tidy.”</p> <p>“The stories also show that directions of reading and choices of key references are in part socially mediated and that RT forms part of the socialization process through which students are initiated into the research communities to which their mentors and especially their supervisors belong.”</p>
Cooper, Amy; Bikowski, Dawn	2007	“Writing at the graduate level: What tasks do professors actually require?”	Postgraduate		<p>“The findings of this study suggest that library research papers and project reports are the most common writing tasks across the graduate curriculum at the university under study.”</p> <p>“While these are the two principal types of writing done in the sciences, math, and engineering departments, a broader spectrum of tasks were encountered in the social sciences, humanities, and arts.”</p>

Table 31 (cont'd)*Academic Literacies: Findings-Postgrad*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Belcher, Diane; Hirvela, Alan	2005	“Writing the qualitative dissertation: what motivates and sustains commitment to a fuzzy genre?”	Postgraduate		<p>“The findings also indicate that while several classes do not require any writing, every department includes courses that do. As most of the departments in this study require the completion of a thesis, dissertation, or the equivalent, the ability to do academic writing is essential to international graduate students regardless of how technical their fields may be.”</p> <p>“The above results suggest that most international graduate students at the university under study can expect to write library research papers and reports on experiments/ projects regardless of their particular fields.”</p> <p>“One might assume that, in order to succeed in coping with as ‘fuzzy’ a genre and imposing a task as the qualitative dissertation, intrinsic motivation would be essential to success. Half of our informants indeed exhibited this type of orientation.”</p> <p>“The other half, however, just as conspicuously did not, especially not initially, although as noted above, in describing their completed projects they employed terms very similar to the language of intrinsic motivation—revealing awareness of the ‘beauty’ of qualitative research and pride in the knowledge gained by way of qualitative methods.”</p> <p>“The success of both the philosophically committed, intrinsically oriented students and the more pragmatic, topic-driven, extrinsically oriented students in our study, after all, does provide some evidence that students of either type of motivation can succeed with a genre notorious for challenging even those who normally enjoy and feel confident in their writing (Meloy, 1994).”</p> <p>“Furthermore, that all six of our participants were L2 writers also suggests that there may not be compelling reasons for those who advise L2 doctoral students to discourage them from choosing qualitative research projects.”</p>

Starfield and Ravelli (2006) described postgraduate students’ experiences in doing qualitative research as a process in which they shaped their self as the writer of the text. Similarly, in their study, Belcher and Hirvela (2013) found that postgraduate students who were writing qualitative theses might be intrinsically or extrinsically motivated. Both groups of students, regardless of their motivation source, claimed that this method was not preferred among students since it was considered challenging.

According to Kaufhold (2015), students drew from their prior experiences as they were writing their master's thesis. San Miguel and Nelson's study (2007) suggested that thesis advisors might be as clueless as students about the expected product when a new genre emerges in the research world such as professional doctorates. It is noteworthy to humanize the advisors and balance the power relationship between students and instructors. As opposed to the previous study, Ho's study (2017) claimed that the participants of the studies experienced difficulties with their advisors who took full control on students' paper despite not asked. According to the postgrad students, this created problems of autonomy in students' writing.

Another challenge was students' understanding of writing the discussion results section of their thesis according to Bitchener and Basturk (2006). Some students had problems with their English language proficiency, while others found it difficult to understand what was expected of them to write in those sections.

Huang (2010) brought another common issue to the light, which were the disadvantages of non-native English speakers in writing for publication. According to the study, students got comments about the language they used in their articles as well as their own perception of their language use. However, students did not seem to take action on improving their writing skills, either, as they were mostly focused on the content of their paper.

Cooper and Bikowski (2007) claimed that most of the international postgrad students could write a challenging academic paper since almost all disciplines required academic writing one way or another. However, Kwan (2009) admitted that it was not easy especially considering the preparation for the writing. The role of the advisors and the faculty is significant for students in this process.

Findings: Use of sources

In this section, the findings of studies regarding how students use sources are presented (Table 32).

Table 32

Academic Literacies: Findings-Use of Sources

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Wette, Rosemary	2018	“Source-based writing in a health sciences essay: Year 1 students' perceptions, abilities and strategies”	Use of Source	“Attitudes, strategies and abilities of students in the questionnaire group (n ¼ 66)”	“As can be seen from the table, most students appeared positive about their ability to use sources to provide supporting evidence in their essays (94% Strongly Agree or Agree), to avoid plagiarism (93%), to evaluate source quality (91%), and to compose accurate in-text citations (86%).”
				“Attitudes, strategies and abilities of students in the questionnaire group (n ¼ 66)”	“With regard to source text dependence, 70% claimed to get their ideas and information from sources, while the same number asserted that they were also capable of developing their own views before consulting sources.”
				“Attitudes, strategies and abilities of students in the questionnaire group (n ¼ 66)”	“A majority (74%) of respondents expressed confidence in their ability to transform source language into their own paraphrases and summaries, and more than two-thirds believed they knew how to format citations accurately using APA.”
				“Attitudes, strategies and abilities of students in the questionnaire group (n ¼ 66)”	“A small number (4%) admitted to occasionally copying without acknowledgement.”
				“Attitudes, strategies and abilities of students in the questionnaire group (n ¼ 66)”	“Two general, open-ended questions inquired about what students would most like to improve in their academic writing in general and how this might be achieved. Writing using sources was one of the main themes in their responses to these questions, with one-third of the group expressing a desire to improve their ability to synthesise multiple sources and integrate citations smoothly into their essays.”
				“Attitudes, strategies and abilities of students in the questionnaire group (n ¼ 66)”	“A few requested additional information about APA rules.”
				“Attitudes, strategies and abilities of students in the questionnaire group (n ¼ 66)”	“With regard to sources of assistance with their writing, two-thirds of responses mentioned additional help with assignments from subject tutors, optional workshops and more detailed task guidelines; however, nearly one-third of the group believed that they also needed to take responsibility for improving their ability to critically evaluate sources and to edit their own work.”

Table 32 (cont'd)*Academic Literacies: Findings-Use of Sources*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Attitudes, strategies and abilities of students in the questionnaire group (n ¼ 66)”	“Students' performance on this task indicated that, for most of the group, their knowledge of what was required for an acceptable citation was actually quite insecure, and their self-assured views expressed in questionnaire responses probably need to be set against the more modest degree of understanding and competence revealed in these tasks.”
				“Source text use abilities of students in the interview group (n ¼ 13)”	“With regard to placement (A), the vast majority (92%) of citations were located in body paragraphs, with relatively few in the Introduction and Conclusion sections, a similar distribution to that found in work by inexperienced (Mansourizadeh & Ahmad, 2011; Pecorari, 2003) as well as expert writers (Mansourizadeh & Ahmad, 2011).”
				“Source text use abilities of students in the interview group (n ¼ 13)”	“Information about the quality (H) of students' paraphrases is also presented in Table 4. The fact that no extensive copying was detected and fewer than 20% of citations were examples of patch writing suggests that Turnitin may be an effective deterrent, but also that attribution citations were within the capabilities of first-year students”
				“Source text use abilities of students in the interview group (n ¼ 13)”	“Two-thirds (64.6%) of citations were accurate and complete, and a further 18% were written in the students' own words but were not entirely accurate.”
				“Perceptions, strategies, and challenges of writing using sources”	“Almost all participants reported mapping out some kind of a draft plan in list format for the introduction and body paragraphs, and then trying to “find sources that will specifically support my ideas” (Hine).”
				“Perceptions, strategies, and challenges of writing using sources”	“Three students reported colour-coding the main points of their plan in order to be able to match them with similar points in source texts, which they then scanned and marked up using the same colours.”

Table 32 (cont'd)*Academic Literacies: Findings-Use of Sources*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Perceptions, strategies, and challenges of writing using sources”	“Statements by the rest of the group confirmed that lectures and tutorials were a primary source of information, particularly with regard to the two health care models.”
				“Perceptions, strategies, and challenges of writing using sources”	“Students reported drawing on texts listed in their reading lists in the first instance, and a few accessed additional references from PowerPoint slides or tutorial task sheets (Bob, Gina) or lists of recommended readings (Bob, Iris).”
				“Perceptions, strategies, and challenges of writing using sources”	“One student (Dong) reported consulting Wikipedia reference lists for useful sources”
				“Perceptions, strategies, and challenges of writing using sources”	“They seemed most confident using the Google Scholar database, and several described entering key words such as “biomedical model”, “social model”, and “acute rheumatic fever New Zealand” before requesting listings by relevance and currency. They then selected sources that were “recent, relevant and reliable” (Moana)”
				“Perceptions, strategies, and challenges of writing using sources”	“Some reported scanning the abstract of each article before downloading, while others downloaded any source in the database that listed their key words. Erin described locating a source to support a citation about the leading causes of death in 1900 and 1997 by entering key words into Google Scholar so that an authoritative text could be located. Lynn used a similar strategy to find a source to support her claim that preventive medicine reduces financial demands on the health system.”
				“Perceptions, strategies, and challenges of writing using sources”	“Students reported that the next phase of their composing process involved selection of relevant material from sources, construction of accurate and acceptably original citations, and integration of citations into their essay. They described strategies that were in many ways similar. For example, all reported using Ctrl-F (keyword search) as a way of avoiding having to read the entire text repeatedly (some used it avoid reading the entire article or chapter at all) when searching for citation content, and this strategy was fundamental to both the comprehensive and selective types of citing strategies that students reported using.”
				“Perceptions, strategies, and challenges of writing using sources”	“These findings reveal different approaches taken by students who were motivated to access and integrate citations into their essays as quickly and efficiently as possible so as to fulfill task requirements with regard to citing sources.”

Table 32 (cont'd)*Academic Literacies: Findings-Use of Sources*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Guidance to help students understand disciplinary conventions and expectations”	“By steering students towards particular sources, advising the use of non-integral citations, and requiring every statement to be cited, disciplinary requirements provided firm scaffolding.”
				“Guidance to help students understand disciplinary conventions and expectations”	“Guidance was also offered through information and advice from lecturers and tutors; for example, students said they had also received advice from their tutors to “over-reference rather than under-reference” (Ada), and to “cite sources that are cited frequently by other scholars” “
				“Guidance to help students understand disciplinary conventions and expectations”	“Students received basic information and advice about the role of citations to cover a range of scholarly perspectives (an important consideration in an applied, multidisciplinary field such as Population Health), and to help writers convey their position to readers, or to “tell your reader who you are in your writing” (Lynn).”
				“Guidance to help students understand disciplinary conventions and expectations”	“They were also advised not to paraphrase words or terms that had a particular resonance or authority in the field; for example, not to replace key terms such as biomedical model, morbidity and mortality, and factor with the synonyms scientific model, rates of disease and death, and influence.”
				“Guidance to help students understand disciplinary conventions and expectations”	“Disciplinary expectations were also conveyed through markers' comments, which appeared to place less emphasis on citation quality than on the quality of students' argument and understanding of key issues. The only aspect of writing using sources commented on by markers with any regularity was the accuracy of their reference lists.”
				“Discussion”	“Students used sources for attribution of factual information or to present ideas that they implicitly endorsed; however, they had not yet developed an awareness of how to, or even of the need to synthesise information across multiple sources, to recognise the fundamentally persuasive role of academic discourse by discussing source content and using it to promote their own.”

Through a questionnaire that was aimed to explore their perception of citation practices, most of the participants in Wette’s study (2018) seemed confident in their citation skills, but they also admitted that they needed more support and education about synthesizing information and using resources better to form their own arguments.

Findings: Identity

The findings of the identity related studies will be presented in this section (Table 33).

Table 33

Academic Literacies: Findings-Identity

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Starfield, Sue; Ravelli, Louise J.	2006	“The writing of this thesis was a process that I could not explore with the positivistic detachment of the classical sociologist” ”1: Self and structure in New Humanities research theses”	Identity	<p>“Self and structure in Ph.D. theses”</p> <p>“Topic-based theses revisited”</p> <p>“Introducing the self”</p> <p>“Introducing the self”</p> <p>“Introducing the self”</p> <p>“Discussion”</p>	<p>“While the contents pages give some glimpse into the identity, structure, and nature of a thesis, these features are of course constructed through the entire text. In particular, the introduction, conventionally a separate chapter, is the first substantive textual construal of identity, and the first substantive indication of the remaining structure of the thesis.”</p> <p>“But the fact that the majority of theses played with these resources in some way, indicates an awareness on the part of the writers that these resources are not neutral but themselves contribute to meaning making in terms of the thesis as a whole, and it is here that we begin to see the emergence of their identity as writers.”</p> <p>“First, some general observations about the use of I, in the introductory chapters of our corpus. The two complex traditional Sociology theses contain no instance of I. This is perhaps not surprising, for as we stated earlier, they bear resemblance to the social scientific model in their overall layout and methodological framework.”</p> <p>“More surprising perhaps is the realisation that three of the History theses and one of the Sociology theses contain no uses of I.”</p> <p>“The remaining theses in our corpus vary significantly in the use of I, with four History theses having fewer than five instances while the remaining ten theses each contain fifteen or more uses of I, some having over 30 instances.”</p> <p>“We have argued in our paper that the choices thesis writers make as to macrostructure and representation of self can be identified via the title, contents pages and introductions of their theses and that through these choices, writers begin to align themselves with or against particular research traditions.”</p>

Table 33 (cont'd)*Academic Literacies: Findings-Identity*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Çandarlı, Duygu; Bayyurt, Yasemin; Martı, Leyla	2015	“Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspective”	Identity	“Exclusive we” “Conclusion”	<p>“Although the use of the exclusive we in our data was infrequent, half the interviewees said that we referred to I in their essays because their instructors had told them not to use I, and they avoided using I by employing we. S6 said, “We refers to me and other students like me. Hmm, I do not know. Maybe, it is just me.” This statement demonstrates the dynamic nature of identity in writing.”</p> <p>“The interviews also reveal a dynamic relationship between the writer’s identity and his or her work. For example, three out of ten interviewees changed their opinions regarding the meaning of we in specific sentences during their interviews. Their willingness to revise their opinions suggests that interviews could have a role in teaching students to think critically about the rhetorical options available; that is, they could function as a tool to develop students’ metacognitive awareness.”</p>
Van de Poel, Kris; Gasiorek, Jessica	2012	“Effects of an efficacy-focused approach to academic writing on students’ perceptions of themselves as writers”	Identity	“Discussion” “Discussion”	<p>“In the first year of the study, students described themselves as more competent writers after taking the Ba2 course.”</p> <p>“After the course in year 1 of the study, 35.8% of students rated themselves as competent and 50.9% as somewhat competent writers, as compared to 22.6% and 54.7%, respectively, before.”</p> <p>“This contrasts with results from the second year of the study, in which students described themselves as less competent writers ($t \frac{1}{4} 2.75$, $df \frac{1}{4} 32$; $p < .01$) following the course. In this second year, however, students’ baseline perceptions of their competence were much higher: here, 75.8% of students rated themselves as competent and 18.2% as somewhat competent writers before the course (as compared to 63.6% and 36.4%, respectively, after the course).”</p> <p>“That said, overall, these results suggest that a writing program designed to both socialize students as participants in their academic community and teach relevant skills through hands-on experience may significantly impact students’ self-reported knowledge of what constitutes academic writing, their comfort discussing and editing it, and their perceptions of themselves as competent and experienced writers (i.e., their self-efficacy as writers).”</p>

Table 33 (cont'd)*Academic Literacies: Findings-Identity*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Li, Ying; Deng, Liming	2019	"I am what I have written: A case study of identity construction in and through personal statement writing"	Identity		<p>"From her very first personal statement, Rosy was clear about the desired writer identity she would construct: being a qualified and special applicant who would fit into the target program (Interview 1, Round 14). She tended to make very similar discursual choices in the texts to project different aspects of the self-representations in the construction of her desired writer identity."</p> <p>"Possibilities for selfhood"</p> <p>"Institutional possibilities"</p> <p>"Socio-cultural possibilities"</p> <p>"Perception of self and identity in the writing"</p>
Wingate, Ursula	2012	"Using Academic Literacies and genre-based models for academic writing instruction: A 'literacy' journey"	Identity		<p>"The argument made by Academic Literacies theorists against the 'textual bias' of genre-based approaches influenced the design of the first two writing initiatives, in which some methods aimed at developing students' critical perspective. However, student feedback casts some doubt over this approach, because the students' concerns appeared to be different from the Academic Literacies' agenda"</p> <p>"Both the case studies in the first initiative and the dialogues in the second initiative did not achieve much in terms of raising critical attitudes."</p>

Table 33 (cont'd)*Academic Literacies: Findings-Identity*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
					<p>“Students were primarily interested in learning from text and showed little willingness to critique the conventions. This finding underlines my earlier argument that students must first analyse disciplinary texts in order to understand the underlying</p> <p>“Therefore I came to the conclusion that raising critical awareness should not be the first objective in teaching novice writers; rather the analysis of discipline-specific texts seems to be the best starting point for writing instruction. It can be assumed that students will eventually develop a critical perspective, for, as Duff (2010, p.171) points out, ‘language and literacy</p>
Zhao, Cecilia Guanfang	2019	“Writer background and voice construction in L2 writing”	Identity	<p>“Effect of writer background factors on overall and dimensional voice ratings”</p> <p>“Effect of writer background factors on overall and dimensional voice ratings”</p> <p>“Effect of writer background variables on the use of individual voice elements”</p> <p>“Effect of writer background variables on the use of individual voice elements”</p>	<p>“In order to examine the potential effect of such writer background factors on the construction of voice in a written text, simple correlations among these variables and the voice variables were examined. Results, presented in Table 4, showed that the holistic overall voice ratings were significantly and negatively associated with writers' L1 background while positively</p> <p>“Similarly, overall voice strength, as reflected in the sum of the three analytic voice ratings, was also associated negatively with writers' L1 background ($r^2=0.17$, $p < 0.05$), and positively with time spent studying English ($r^2=0.23$, $p < 0.01$).”</p> <p>“These correlations preliminarily suggest that L2 writers, who have an Indo-European L1 background, have spent more time studying English or in schools where English is used as the medium for instruction, tend to use more boosters in their argumentative essay writing.”</p> <p>“In addition, authorial self mention (F6) is found to be negatively associated with L2 writers' length of stay in an English-speaking country ($r^2=0.18$, $p < 0.05$), indicating that L2 writers with more exposure to the authentic English-speaking environment generally would use fewer first person pronouns in their argumentative writing.”</p>

The study by Starfield and Ravelli (2006) investigated the introductory chapters of studies in search for writers' identity. The findings suggested that the number of “I” in the theses of history and sociology theses varied. While some of

them did not have any, others had more than 30 instances where it was used. Since the introductory chapter is the first step in the thesis, it is advised in the study that the choices to use such structures should be made as early as introductory chapter to be able to build the identity as a writer.

Çandarlı et al. (2015) added to the discussion by showing that students were taught not to use “I” in their paper pre-tertiary education, so it was challenging for them to build their identity as a writer.

Van de Poel and Gasiorek (2012) found that writing programs that are designed to focus on both socializing and skills contribute to students’ authorial self by affecting their perception of themselves as writers. A similar study by Lin and Deng (2019) showed that a writing genre, personal statement, improves the participant’s identity construction in time. Another important finding was that the participant accepted that she had several socio-cultural identities, one of which was a non-native speaker. However, she claimed that it did not cause any problems in constructing her identity.

In her study in which she investigated the impact of background in voice construction, Zhao (2019) found that L2 writers who were exposed to a native English-speaking environment were less likely to use elements that would contribute their voice construction such as boosters and first person pronoun. As opposed to the previous arguments about constructing identities, Wingate (2012) viewed the issue in a critical perspective. In her study, Wingate (2012) evaluated students’ perspectives on using *Ac Lits* and genre-based model for writing. The findings were surprising in the sense that students preferred to learn textual knowledge instead of criticizing conventions. The author concluded that critical perspective with which students question the concepts of power and identity occurs naturally after students are

familiar with the text analysis. Hence, textual analysis should be the initial goal of the writing instruction.

Findings: Assessment

Assessment-related studies' results have been included in this section (Table 34).

Table 34

Academic Literacies: Findings-Assessment

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Westbrook, Carolyn; Holt, Peter	2015	"Addressing the problem of outside assistance in pre-session al writing assessments"	Assessment	"Lack of motivation to develop effective writing and linguistic skills"	"It was clear from students' comments during tutorials that in many cases they had not read the assigned texts in sufficient depth to be in a position to complete the take-home essay adequately."
				"Lack of motivation to develop effective writing and linguistic skills"	"They struggled with the use of key vocabulary and were unable to articulate effectively the main ideas requiring the core structures of cause and effect, comparison, or solution"
				"Lack of motivation to develop effective writing and linguistic skills"	"While caution is always needed in accounting for students' lack of motivation, we believed that it could at least in part be explained by the availability of ghost writers or translation software. Students in many instances did not appear willing to engage fully with the task as they would ultimately rely on some form of outside assistance in order to complete their work."
				"Some indicative findings"	"After the administration of the OBE, the test takers at Solent were given a questionnaire to determine the extent to which they had engaged with the practice essay texts and the exam texts. The results revealed that the majority of students (37% and 33% respectively) (n = 52) spent between 2 and 6 hours on the texts."
				"Some indicative findings"	"In the lower brackets (less than 2 hours, 2-6 hours, 8-12 hours and 12-16 hours), the amount of time spent on the exam texts was consistently less than for the practice texts whereas at the higher end, the results revealed that more students (30%) spent over 16 hours working on the exam texts compared to only 19% who spent over 16 hours working on the formative assessment texts."
				"Some indicative findings"	"There was a follow-up open question to establish why more time was spent on the exam texts than the real texts. 44% of the respondents (n = 16) stated that this was because they realized the importance of being familiar with the content of the exam texts while another 44% commented that the reason was that the language was more difficult in the exam texts."

Table 34 (cont'd)*Academic Literacies: Findings-Assessment*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Some indicative findings”	“As mentioned above, the exam texts were marked with the words “Exam Text Pack”. We did this so we could investigate the impact of these words. 75% of respondents (n ¼ 52) stated that they had been influenced ‘a lot’ or ‘quite a lot’ and therefore spent more time on these texts. Only 3 students (6%) said that the words had had no influence on them.”
Seviour, Martin	2015	“Assessing academic writing on a pre-sessional EAP course : Designing assessment which supports learning”	Assessment		<p>“The strategic use of both summative and formative components of the assessment has led to earlier and more meaningful engagement in the assignment. The assessment is certainly challenging, but the scaffolded approach and the importance given to feedback and reflection seems to allow students to become confident and take some control over the process.”</p> <p>“As a result we see fewer cases of plagiarism and more examples of students trying to use sources to develop their own voice in their own words. Although, of course, some student writing still contains frequent surface error and structural problems, there is also evidence of considerable improvement made between drafts, which is an indication of learning.”</p> <p>“However, some issues remain concerning the viability and validity of the approach. Firstly, it is very demanding on teachers' time. Each of the assessed components require standardisation, marking and moderation and the focus on feedback also means that teachers are involved in crafting comments and suggestions for students which will help them improve.”</p> <p>“The fact that students are not differentiated according to discipline could also be seen as a weakness. This generic approach means that students may not be exposed to the genres of writing common in their discipline. For instance, students are currently assessed on a discursive essay although in certain disciplines this genre is far less common than the report.”</p> <p>“Finally the approach has been criticized for being so scaffolded that it does not adequately assess a student's ability to write independently.”</p>
Bruce, Emma; Hamp-Lyons, Liz	2015	“Opposing tensions of local and international standards for EAP writing programmes: Who are we assessing for?”	Assessment	“The effects of delinking the instrument”	<p>“There were several reasons why this process was so difficult. First, too much was happening all at once. The revised curriculum, the new assessment tasks and the rubrics were all being developed at the same time as the standard setting/ benchmarking exercise took place. It would have been better to have a stable instrument which had been validated before embarking on the alignment exercise.”</p> <p>“Second, the demands and expectations from senior management for the ‘success’ of these younger and less experienced students were too great, indeed unrealistic; they were also set without any understanding of what each test can (and cannot) do.”</p>

Table 34 (cont'd)*Academic Literacies: Findings-Assessment*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
					<p>“Thirdly, there was not nearly enough knowledge and understanding of the CEFR among the staff involved in the project: the CEFR manual describes detailed and systematic procedures which should be followed during an assessment development process.”</p> <p>“This document is extremely useful, but it was not published until this project had already started, and the implications of the attempt at linking were not grasped until very late.”</p> <p>Furthermore, any multiple trait scoring instrument requires multiple standard setting, i.e., the alignment of each trait scale independently to the target. Such complexity in turn requires that all assessors (and in an EAP context, all teachers too) fully understand and are aligned with the instrument and its associated external yardsticks.</p>

Westbrook and Holt (2015) touched upon the problems caused by take-home assessment. The findings revealed that students were less motivated to get familiar with the text if the assessment was take-home, while their focus increased in exam-based assessment. This suggested that some students might be using outside assistance with their assignments, which was a hindrance in their learning.

Seviour (2015) introduced an EAP course whose assessment system mostly focused on student learning. The approach was successful in the sense that students got more confident with the scaffolding approach that the teacher employed, which resulted in decrease in plagiarism cases and increase in students' voice construction. Although it had a few shortcomings such as being time-consuming for teachers and lack of differentiation, the approach succeeded in supporting student learning.

In their study, Bruce and Hamp-Lyons (2015) discussed the challenges of designing an EAP assessment system that would be useful for students both for the national exams and for international exams. However, since the standards for both

exams are different, the universities are having a hard time coming up with a plan for assessment.

Findings: Argument

The results of the studies that are related to argument are presented in the table below (Table 35).

Table 35

Academic Literacies: Findings-Argument

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Çandarlı, Duygu; Bayyurt, Yasemin; Marti, Leyla	2015	“Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspective”	Argument	“First person singular pronoun I”	“When asked about the writing instruction they received at university, eight out of ten interviewees claimed to be unsure about the requirements concerning the use of I in academic writing, and thought that it belonged to more informal genres of writing. However, two students gave differing opinions. For instance, one student (S4) stated: “I sometimes use I in the conclusion paragraph of my essays to strengthen my argument.””
				“Boosters”	“The examples below suggest that boosters play an important role in strengthening the argument put forward by the writers:”
				“Boosters”	“The main reasons they gave for the heavy use of boosters in their Turkish essays were to increase the persuasiveness and credibility of their arguments, and to emphasise the importance of their statements.”
				“Conclusion”	“The interviews suggest that the participants had only a limited understanding of the role played by stance in the development of their arguments.”
				“Conclusion”	“When students gain better mastery and understanding of their rhetorical resources, they are likely to feel more empowered to assert their authority as writers. This will then enable them to create arguments that are more effective and critical.”
Jiang, Feng (Kevin)	2015	“Nominal stance construction in L1 and L2 students' writing”	Argument	“Stance nouns”	“The entity category stands out in comparison. Except the object group, L2 students make significantly less use of the stance nouns in the event, discourse and cognition groups than L1 students.”
				“Stance nouns”	“Furthermore, L2 students' less frequent use of these event, discourse and cognition nouns would undermine the students' ability to fulfill the generic convention of argumentative essays in argument construction.”
				“Stance nouns”	“By foregrounding the event, discourse and cognition groups in the nominalized stance construction, L1 students get to highlight their demonstration of facts, propositions and standpoints to their advantages in building their argument and gaining claim plausibility, as seen in examples (13)e(16).”

Table 35 (cont'd)*Academic Literacies: Findings-Argument*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Discoursal level”	“When the concordance lines were expanded to larger stretches of discourse, it was interesting to note that L1 students frequently yoked together the event and discourse or the event and cognition groups of the Noun Complement construction. In this way, factual events provide argumentative grounds and support for the nearby discoursal statements or cognitive viewpoints.”
				“Discoursal level”	“In contrast, it is relatively rare to see L2 learners make evident the formulation of their arguments by integrating the stance nouns in the discourse and cognition groups and those in the event group but more common to see their texts like the examples below.”
				“Pre-modifications to stance nouns”	“Although their argumentation may make some sense, it would become more clear to the readers that factual grounds are underscored to certify the ideas or conclusions proposed if the L2 writers in these extracts had brought in the spotlight a bond of the “conclusion” and “idea” with stance nouns in the event group.”
				“Pre-modifications to stance nouns”	“As for the argumentative essays in this study, personal affect and persuasion are not typical and impersonal argumentation is generally favored (Nesi & Gardner, 2012; Zhang, 2004). We can see from the following examples that L2 students are more inclined to stamp their personal affect on the stance noun they have selected.”
				“Pre-modifications to stance nouns”	“Although this is a complex issue, it is possible that their frequent investment of attitudinal affect and their overrepresentation of self-visibility may deviate from readers' expectation for argumentative essays, leading potentially to readers' suspicion of the argument's credibility.”
				“Further Discussion”	“This comparative investigation shows that Chinese English majors used significantly less of the Noun Complement construction especially in the event, discourse and cognition types of stance nouns, which are bound up with the generic conventions of argumentative essays, while applying more attitudinally evaluative and personal possessive pre-modification to the stance nouns in the construction.”
Wette, Rosemary	2018	“Source-based writing in a health sciences essay: Year 1 students' perceptions, abilities and strategies”	Argument	“Source text use abilities of students in the interview group (n ¼ 13)” “Source text use abilities of students in the interview group (n ¼ 13)”	“Although citations of attribution and endorsement that suggest agreement with sources allow the writer's line of argument to continue uninterrupted, if these are the main function of citations, they can convey the impression that the writer is heavily reliant on sources for both opinions and factual information.” “This is to be expected in texts written by first-year students, especially in view of the task requirement to cite comprehensively, and for an assignment topic about which their disciplinary knowledge is likely to have been limited.”

Table 35 (cont'd)*Academic Literacies: Findings-Argument*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Source text use abilities of students in the interview group (n ¼ 13)”	“It is therefore unsurprising that personal perspectives and original arguments did not feature prominently in students' essays, since a limited ability to discuss or synthesise source information is a common feature of the work of inexperienced writers.”
				“Perceptions, strategies, and challenges of writing using sources”	“It was apparent that preparation they had received in lectures and tutorials, where a similar topic had been discussed had helped them to develop some ideas about the explanatory power of the social and biomedical models, particularly with regard to a number of currently problematic diseases. They were able to explain how particular sources fitted their main argument in statements such as: “I used this source because I wanted to...”; “I used it to make the point that...”; “That's why I put that in...”; “I knew I needed to include...” and “This one was to tie everything together I'd discussed so far”.
				“Guidance to help students understand disciplinary conventions and expectations”	“Disciplinary expectations were also conveyed through markers' comments, which appeared to place less emphasis on citation quality than on the quality of students' argument and understanding of key issues.”
				“Conclusion”	“Students used sources for attribution of factual information or to present ideas that they implicitly endorsed; however, they had not yet developed an awareness of how to, or even of the need to synthesise information across multiple sources, to recognise the fundamentally persuasive role of academic discourse by discussing source content and using it to promote their own arguments, or to convey an appropriate authorial self who interacts with source content and with the needs and
				“Position citation”	“More importantly, using position citations enables Sofie to show her ability to select authors and positions relevant to the topic. Selecting relevant positions from the literature, in turn, helps her show both her knowledge of the topic and her ability to construct a coherent argument.”
				“Discussion and conclusion”	“She also often cited for the same purposes, most notably to define terms and concepts and to support her ideas.”
Paxton, Moragh	2007	Tensions between textbook pedagogy and the literacy practices of the disciplinary community : A study of writing in first year economics	Argument		<p>“Students were provided with models of academic argument and they learnt how to draw on evidence from different sources to support an argument and how to position themselves in relation to other authoritative voices.”</p> <p>“The drafting and rewriting process allowed an opportunity for feedback and revision and a consolidation of some of these skills.”</p> <p>“The data from the third and final essay showed that the students' writing had developed steadily and slowly through the academic year. They had a better grasp of how to reference other sources and of how to establish their own voices in their texts.”</p>

Table 35 (cont'd)*Academic Literacies: Findings-Argument*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Zhao, Cecilia Guanfang	2019	“Writer background and voice construction in L2	Argument	<p>“Effect of writer background factors on overall and dimensional voice ratings”</p> <p>“Effect of writer background variables on the use of individual voice elements”</p> <p>“Discussion”</p>	<p>“And it was the time spent on learning English in schools, among all the writer background variables, that significantly predicted voice in the ideational dimension, $B = 0.17$, $t(160) = 2.65$, $p = 0.01$, suggesting again that L2 writers with more years of formal English instruction are better able to clearly articulate and properly develop a central point in short argumentative essays”</p> <p>“As shown, central point articulation (F1) was significantly and positively associated with the amount of time spent on learning English ($r = 0.17$, $p < 0.05$), which basically means that L2 writers who received more years of English education in schools tend to (re)articulate the central point more often when they write argumentative essays.”</p> <p>“Results showed a very limited influence of writer background variables on voice construction in L2 English argumentative essays”</p>

The studies of Çandarlı et al. (2015) and Jiang (2015) revealed that good use of rhetorical resources such as boosters and stance nouns helped students build their arguments in a more efficient way in their writing. Zhao (2019) also found that L2 writers' background had little effect in their argumentative writing. Instead, students wrote more successful arguments if they had had a good education in argumentation.

The participants in Wette's study (2018) admitted that they were not creating original arguments due to the fact that they did not know how to synthesize information and use sources as a basis to create their own arguments. The findings in the study by Paxton (2007) supported the previous study as the participants in these studies were considered successful in using the resources to support their ideas. As a result, they are also competent in developing original arguments.

Findings: Gender

The studies in this section focus on gender in two different perspectives (Table 36).

Table 36*Academic Literacies: Findings-Gender*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Tuck, Jackie	2018	"I'm nobody's Mum in this university": The gendering of work around student writing in UK higher education	Gender	<p>"Gendering work with student writing as emotional - not intellectual - labour"</p> <p>"Gendering work with student writing as emotional - not intellectual - labour"</p> <p>"Gendering work with student writing as emotional - not intellectual - labour"</p> <p>"Gendering work with student writing as emotional - not intellectual - labour"</p> <p>"Gendering work with student writing as emotional - not intellectual - Labour"</p> <p>"Work around writing as pastoral care in the personal curriculum"</p>	<p>"Writing work was often seen by participants as being done in their 'own time' as a 'voluntary' thing. For example, Martin, at RGU medical school, comments that he has to "harness" colleagues' "good will" in order to find staff willing to supervise dissertations. This low and 'voluntary' status for work around writing created conflicts of identity for participants, which were sometimes explicitly articulated in terms of gender."</p> <p>"I'm nobody's Mum in this University, so when the students are begging me for things I just think I really need to direct you on to somebody else who might have more time and patience and actually get paid for it. Here, perceptions of such work as unpaid, and of the difficulty of drawing boundaries around it because of its emotional/relational dimension, are expressed in clearly gendered terms."</p> <p>"These extracts suggest that, while Pam does not explicitly assert that work with student writers is gendered, the gendering discourse that she uses, associating work with student writers with patience, friendliness, caring and, significantly, mothering, serves as a means of discursively drawing a line between what should and should not be an academic teacher's job."</p> <p>"In practical terms, a gendering discourse of writing work is bound up with decisions about when to refer a student writer to someone else for help, and consequently constructs a feminised, emotionally supportive but non-academic space for student writers as lying outside disciplinary teaching responsibilities."</p> <p>"The gendering of work around student writing surfaced in subtle ways in the discourse of male participants as well as from women in the study. For example, during a part of an interview where we are talking about what Russell (DLU and P92U) sees as a decline in students' written skills, he refers to debates in his institution: Here at Post-1992 university... we really need to do something a bit more woomph to get them to know what it's like to be an undergraduate, with an ability to go out and have certain skills, not make it specialised "oh they're not that good, let's send off to Auntie Floss down the road and she'll sort them out" you know."</p> <p>"Gender was not necessarily an explicit framing for participants' notion of writing as a personal and pastoral, as opposed to academic, issue; however, analysis across the data as a whole supports the view that a gendered discourse of 'caring' in higher education is an active ingredient in the feminising of work around student writing."</p>

Table 36 (cont'd)*Academic Literacies: Findings-Gender*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Zhao, Cecilia Guanfang	2019	“Writer background and voice construction in L2 writing”	Gender	<p>“Discussion”</p> <p>“Discussion”</p> <p>“Discussion”</p> <p>“Discussion”</p>	<p>“In response to Tardy's (2012) call for more research on the impact of writer identity on authorial voice construction, this study empirically examined the extent to which key writer background variables, such as age, gender, L1 or cultural background, and exposure to the target language and culture, may influence L2 writers' voice construction in English argumentative essays.”</p> <p>“Results showed that, overall, these personal background variables had very limited, if any, impact on L2 writers' ability to construct voice in written texts.”</p> <p>“Of particular interest here is the influence (or lack thereof) of L2 writers' L1 or cultural background on their voice construction.”</p> <p>“Results again pointed to the lack of strong association between overall voice salience and writers' L1 or cultural background, which is in line with evidence from other studies that employed a more qualitative approach (e.g., Canagarajah, 2015; Matsuda, 2001).”</p>

The first study by Tuck (2018) revealed that the writing work in universities may create wrong perceptions in students in terms of gender. Especially women academicians who are also assisting students' dissertation writing are seen as caring, patient, and motherly figures. This perception may cause students to consult their female dissertation supervisors with irrelevant issues just because they are believed to be problem-solvers that are more approachable.

The next study by Zhao (2019) used gender as one of the variables for the writer background to see if it had any impact on their voice construction. The findings showed that gender, among the other background related variables, had no significant effect on voice construction.

Findings: Other

Four studies in the data covered topics that were distinct from the other 16 start list of codes. The findings of these studies will be shared in this section (Table 37).

Table 37*Academic Literacies: Findings-Other*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Perpignan, Hadara; Rubin, Bella; Katznelson, Helen	2007	“By-products’: The added value of academic writing instruction for higher education”	Other: Non-writing outcomes: Affective and social changes	<p>“The nature of the perceived outcomes”</p> <p>“The nature of the perceived outcomes”</p> <p>“The nature of the perceived outcomes”</p> <p>“Perception of by-products”</p> <p>“Nature of by-products”</p> <p>“Description of categories of by-products”</p> <p>“Description of categories of by-products”</p> <p>“Description of categories of by-products”</p> <p>“Description of categories of by-products”</p>	<p>“In fact, almost all the students (97%) reported progress (e.g., “improvement in writing style,” “vocabulary development,” “being able to develop an abstract idea into an organized paper,” “proper use of surface conventions”).”</p> <p>“Interestingly though, some responses to this question anticipated the next question about by-products, and included descriptions of outcomes which we had not yet meant to elicit (e.g., “reading better through understanding text structure,” “a change in reading strategy,” “learning to love English”); this showed that the</p> <p>“This is a meaningful finding, since our main claim is that there are outcomes other than learning to write, and some students seem to have discovered this on their own.”</p> <p>“To the question, <i>Are you aware of any other outcomes related to your participation in this course (aside from your development in writing in English)</i>, 84% of the total number of students answered “yes.””</p> <p>“Analysis of the responses given to the follow-up to question 2 in the SQ, <i>Whatever your response, please explain</i>, yielded a total of 294 response units representing non-writing outcomes ranging from other cognitive skills to social and affective changes.”</p> <p>“As expected, the largest category of perceived by-products was ‘Other Skills’ (72 response units—28% of the students), such as reading (see example a in Table 1), speaking (e.g., “Writing and speaking obviously go together!” and see example b) and listening comprehension (example c). Some students made note of somewhat less expected ‘other skills,’ such as coping with stressful situations.”</p> <p>“The category we named ‘Thinking Skills’ (55 response units—19% of the students) actually includes several aspects of this construct.”</p> <p>“The first is ‘Critical Thinking,’ an essential element in any educational enterprise (e.g., “I am more critical now about everything, especially things I read,” [example d] and see also example e).”</p> <p>“The second is ‘Thinking in English’ (e.g., “By learning to write in English I finally learned to think in English, which is for me my biggest achievement” [example f]); this is very meaningful in specific EFL settings where many students complain that their inability to think in English obliges them to perform several operations to produce even a first draft in English (see Section 4.2 below)”</p>

Table 37 (cont'd)*Academic Literacies: Findings-Other*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Description of categories of by-products”	“The third is ‘Organizing Thoughts’ or creating order in their initially vague emerging ideas (example g).”
				“Description of categories of by-products”	“We termed ‘Affective’ the outcomes perceived by 20% of the students (51 response units) which attested to the emotional factors in learning, particularly self-confidence and loss of it.”
				“Description of categories of by-products”	“Perhaps the most exciting category of all was defined as ‘Awareness of the Meaning of Writing’ (30 response units—12% of the students). Some responses in this category reflected students’ newly gained awareness of the importance of reader awareness (e.g., ‘The course emphasized how to say things as diplomatically as possible’” and see example l).
				“Description of categories of by-products”	“Others reflected not only awareness of the writing process but the enjoyment drawn from writing (e.g., ‘I learnt to be aware of how I write and compose ideas, and aware of the difficulties existing in writing and the enjoyment of producing texts,’ example m).”
				“Description of categories of by-products”	“Broadening of Knowledge Base’ (25 response units—10% of the students) was expected, since most writing syllabi include input from sources outside the students’ immediate knowledge base.”
				“Description of categories of by-products”	“‘Behavior in a Professional Context’ (20 response units—10% of the students) represented responses relating to, for example, gaining ‘behind the scenes’ information and skills valuable to students as future professionals.”
				“Description of categories of by-products”	“Another intriguing category was ‘Learning the Meaning of Learning’ (14 response units—6% of the students). By this heading we meant to refer to metacognitive awareness in learning: the students’ perceptions that not only are they ‘learning to learn’ but they are also undergoing a meaningful process of change in the way they see learning itself and its consequences (e.g., ‘Most of all I realized how much I have to learn on this subject’” [example q]).
				“Description of categories of by-products”	“‘Social Interaction’ (14 response units—4% of the students) is illustrated by responses such as ‘Learning to listen to others’ ideas’ or ‘We criticize each other’s work, write notes and evaluations and learn how to approach [other] students’ work with no means to offend’ (also see example s).”
				“Description of categories of by-products”	“Finally, the category ‘Creativity’ (13 response units—6% of the students) was expressed as both gain and loss. The gain was represented by very few responses, for example, ‘The writing course allowed me to explore my creativity without having the fear of having written the wrong answer’ (example t).”
				“Sources and links”	
				“Development of ways of thinking”	“Teachers interviewed seem intent on helping their students develop a critical attitude when reading all kinds of texts, including their own.”

Table 37 (cont'd)*Academic Literacies: Findings-Other*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Social interaction”	“Even though few students actually declared that ‘social interaction’ represents one of the by-products, the theme is worth considering because several respondents declared that their interaction with others in their courses affected their feelings about themselves and mainly their self-confidence—a very strongly represented by-product to be discussed below.”
				“Self-confidence”	“The theme of self-confidence, the main by-product related to affect, is a recurring one, among all groups of participants: English literature majors, English teacher trainees and graduate students in diverse fields alike.”
				“Learning of professional behavior”	“Another link of by-products to teaching approach is through what we have designated as the learning of behaviors fitting to professionals within their respective fields. Students in an English teacher training program seem to have taken their teacher as a model, and perceived their ‘professional behavior’ by-product as stemming from that source: ‘Now I can explain to my pupils in school how to write a good paper.’”
Riazantseva, Anastasia	2012	“I ain't changing anything”: A case-study of successful generation 1.5 immigrant college students' writing”	Other: Relationship between success in college and L2 academic writing	“Successful generation 1.5 students”	“Anna, a 21-year old junior majoring in political science, was born in Uzbekistan and raised in Moscow... Anna said that she enjoyed being a college student, liked to read academic “publishings”, the news, and 18–19th century novels, and that she did not enjoy writing. Her GPA was a 3.7 and her college instructors described her as “outspoken, intelligent, assertive, a great student, with a bright future”. Upon graduation, she planned to pursue a career as a diplomat and was in the process of applying for an internship with the United Nations as this study was closing to an end.”
				“Successful generation 1.5 students”	“Julia, a 21-year old junior, was pursuing a Liberal Arts degree... She received ESL support in school for a year and graduated from high school at age 17. Julia reported speaking Russian and English at home and was able to read and write in Russian. She said that her mother and her siblings often read to her as a child and that she enjoyed reading fiction and non-fiction. Her college GPA was a 3.6 and the instructors viewed her as “confident, eloquent, intelligent, persistent, and a great student.””
				“Successful generation 1.5 students”	“Alexander was a 25-year old senior with a double major in history and Eastern-European languages and literature... Alexander enjoyed reading nonfiction, newspapers at home, and “historical and analytical stuff” for school. He reported that he “won’t write unless I’m bothered”. At home he spoke Russian and English with his mother and English with his brother. His mother had taken a job as a medication supervisor in the U.S. while his stepfather was a cook. Alexander’s college GPA was a 3.8 and his instructors described him as “extremely bright, gregarious, outspoken, very intelligent, a great speaker, openly critical of others’ points of view, confident, and exceptional”. He was planning to continue his studies in graduate school and wanted to

Table 37 (cont'd)*Academic Literacies: Findings-Other*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Quality of writing”	“Overall, the analysis of the students’ realtime writing seemed to indicate that these students had developed the academic writing skills necessary to do college level work in English (a TWE score of 5 is considered a passing score for admission to the majority of U.S. colleges and universities).”
				“Quality of writing”	“It remained unclear why these students relied on copying to such a large extent and, more importantly, it seemed contradictory that these college students whose writing performance was uneven, and at times simply poor, were actually successful in college. This contradiction was addressed during the individual interviews that were conducted to elicit data on factors that could have contributed to the participants’ success in college and shaped the participants’ L2 academic writing.”
				“Home language and literacy”	“All three participants came from middle-class homes that valued and cultivated a variety of literacy practices. The participants’ primary caretakers, including their grandparents and parents, emphasized literacy skills by engaging the participants in reading and reciting poems at a very young age. Participants recalled rich home literacy traditions including regular family discussions of books and current affairs. Throughout their childhood and adolescence, participants reported taking regular family field trips to museums, libraries and the theater. Upon immigration, all three families tried to maintain the rich literacy traditions that they cultivated in their home country by taking an active role in the cultural celebrations of their local Russian-speaking community.”
				“Second language and literacy”	“Two of the three participants immigrated to the U.S. without any knowledge of English; Julia had one year of English instruction prior to her immigration. While Julia and Anna reported having received ESL support in school, they could not recall exactly what form it took. Alexander indicated that the support he received in high school was minimal because the ESL population at his school was very small: “all I know I learned from socializing with my friends at school, my African-American friends; they gave me this simple language to use in everyday life”. He spoke about his interest in listening to rap music and how it “definitely did boost my understanding of the language because it was simple version of this language” and his desire to blend in. He remembers, “I now had all these friends and I could speak their own language.”
				“Academic identity”	“The interview data illustrates that the participants perceived themselves as the brightest students in college by repeatedly referring to their high intellectual abilities and academic “talent”. They spoke of themselves as motivated, ambitious and intelligent individuals who would have successful professional careers ahead of them. Julia talked about her future in a prestigious medical school, Anna was preparing herself for a career in diplomacy and a United Nations ambassadorship, and Alexander had plans to enter graduate school at one of the top research universities in the country.”

Table 37 (cont'd)*Academic Literacies: Findings-Other*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
Hirvela, Alan; Du, Qian	2013	“Why am I paraphrasing?”: Undergraduate ESL writers' engagement with source-based academic writing and reading”	Other: Paraphrasing practices	“Discussion and conclusion”	<p>“The findings of this study revealed that for the three G1.5 immigrant college students who participated in this study success in college had little to do with their ability to write in English for academic purposes and much to do with an arsenal of linguistic, cognitive, and socio-academic behaviors, attitudes, strategies and skills that they utilized for dealing with the demands of academic work.”</p> <p>“Our analysis suggests that the following themes emerge from these cases, and that they shed valuable light on the knowledge telling/knowledge transforming dichotomy that we argued earlier can be a useful tool in understanding L2 writers' engagement with paraphrasing.”</p> <p>“First, instruction and related learning activities that foreground paraphrasing as a decontextualized mechanical process of rewording and grammatical rearrangement, i.e., as a type of knowledge telling, create a double-edged sword. On the one hand, our participants learned how to execute these moves and were comfortable doing so. On the other hand, they placed little value on this learning and consequently saw no real function for paraphrasing as an academically mediated action.”</p> <p>“Second, the transition from knowledge telling to knowledge transforming is a complex one that students cannot be expected to grasp on their own. Our results suggest that they are likely to lock onto a strictly knowledge telling oriented view of paraphrasing unless explicitly taught how to see paraphrasing as knowledge transforming as well. The emphasis on knowledge telling along not only leads to an impoverished view of paraphrasing and subsequent disinclination to try to learn more about it, but may also promote the kind patchwriting that many teachers see as unacceptable for one reason or another. In short, there is a need for L2 writing teachers to foreground knowledge transforming while teaching paraphrasing if they wish to see students employ it for deeper meaning-making purposes.”</p>
Millin, Tracey; Millin, Mark	2018	“English academic writing convergence for academically weaker senior secondary school students: Possibility or pipe-dream?”	Other: Impact of the Reading to Learn (RtL) literacy intervention on individual student performance	<p>“Descriptive statistics”</p> <p>“Descriptive statistics”</p>	<p>“The general improvement in students' (written) literacy performance across both genres as proxied by their scores for each piece of writing submitted is noteworthy. The improvement was not only exhibited by the comparison of pre- and postintervention scores for all three classes (N4 or N2 > N0; A4 > A0), but was also generally evidenced throughout the process of intervention (N3 > N2 > N1 > N0; A3 > A2 > A1 > A0).”</p> <p>“In other words, owing to the lack of evidence to the contrary (i.e., that we were aware of, no other literacy intervention was being run concurrently and none of the classes or students concerned were being subjected to any other academic literacy support intervention at the time), the data patterns exhibited could reasonably be attributed to the implementation of RtL.”</p>

Table 37 (cont'd)*Academic Literacies: Findings-Other*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Descriptive statistics”	“However, this judgement is made with caution, because one is never really able to control for all other extraneous variables, which might have had an intervening or confounding effect on students' writing performance.”
				“Inferential statistics”	“Of the three cohorts, the results for Class C, as shown in Table 7, were the most convincing (see the very low p-values). The results show that the sample distributions in all pairwise comparisons were statistically (meaningfully) different from one another, except for the comparison A4-A3. The most salient finding from Table 7 is that students from Class C showed strong, significant improvements throughout the process of intervention, which was exhibited across both genres of writing. Although only a partial intervention was administered for the narrative genre, there was still a similar strong, positive pattern of improvement throughout.”
				“Inferential statistics”	“A common finding, attributable to all three cohorts and seemingly against expectation, was that in pairwise comparisons (differences) N4-N3 and A4-A3, the common trend where the number of positive ranks outweighed the number of negative ranks was reversed (see Tables 5e7). However, this finding can be explained by the fact that the topic for the final piece of written assessment (the post-intervention essay assignment) was new and required a technically more complex demonstration of literacy skills.”
Sutherland-Smith, Wendy	2005	“Pandora's box: academic perceptions of student plagiarism in writing”	Other: Plagiarism	“Element 1: intention”	“Staff at South-Coast University are divided on the issue of intentional and unintentional plagiarism. Nine of the eleven teachers consider that some writing is plagiarism as defined under regulation 4.1, but lack of intentional wrongdoing by the student means plagiarism is not present. Two teachers maintain that all acts of plagiarism are, by definition, intentional, as students are well aware of the policy and know that copying texts is punishable under the regulations.”
				“Element 2: Unintentional plagiarism”	“Nine teachers feel that a distinction needs to be made in official policy between intentional and non-intentional plagiarism. These teachers characterize plagiarism as only deliberate or deceptive acts of copying, such as downloading papers from commercial websites. Other acts are unintentional plagiarism, which is not, in the teachers' eyes, a punishable offence.”
				“Element 3: poor academic image”	“One problem identified by the academics interviewed, and supported by comments from the literature, is that academics don't want to reveal any flaws in their teaching practice. Nine of the eleven academics interviewed felt that their colleagues would view detection of plagiarism in their classrooms as a failure on their part to ensure a suitably stringent learning environment”

Table 37 (cont'd)*Academic Literacies: Findings-Other*

Author	Year	Title	Start List of Codes	1 st Level Coding	Findings
				“Element 4: burdensome administration”	“All staff note that heavier workloads, larger classes, increased pressure to publish, lengthy grant application processes and dealing with overwhelming degrees of administration have encroached on teaching time. When academics balance immediate tasks such as entering exam grades against pursuing plagiarists, many simply do not have the time to invest in the often lengthy chase. Detection of plagiarism is only the starting point. Verifying plagiarism, collating student work and presenting evidence to the responsible committee takes an inordinate amount of time.”
				“Element 5: it is really worth it?”	“Nine of the eleven academics interviewed feel that the time, effort and “sleepless nights” utilized in deciding to take a case of student plagiarism through the correct channels is not worth the effort, Lyn (aged 45) elaborates. She said she was worried about a suspected case of plagiarism and sought advice from a senior academic, who advised her that she would ‘regret’ the decision as ‘the hassle involved’ was not worth the time taken. After “agonizing about it for a couple of days,” Lyn decided not to formally report the case, and said she “reluctantly let it go” (interview, 7 June 2002).”
				“Element 6: teachers as judge, jury and executioner”	“At interview, all teachers related stories about colleagues, from different departments, who had pressed for inquiry hearings in cases of student plagiarism. In all instances, the committee dismissed the case against the student as not sufficiently proven. This is not to suggest that the committee’s process or procedure was incorrect, but rather the staff perceived the committee’s decision as a “lack of professional support” and a “waste of time.””
				“Element 7: research versus plagiarism”	“One senior academic interviewed said that research was the key to promotion, not teaching. His view was that pursuit of research dollars was valued more by departments and promotion committees than pursuing plagiarists. He said, “There’s no point. On the scale of things, it just doesn’t count” (Ben, aged 62). Similar sentiments were echoed in Schneider’s (1999) study where one academic said, “Why bother when there’s no future in it, particularly from the standpoint of

In their study, Perpignan et al. (2007) revealed that writing had several other outcomes that benefited students and institutions to some extent. These outcomes included stress management, critical perspective, conduct of professionalism, and social interactions.

Riazantseva’s study (2012) investigated the success of three immigrant Russian students. The findings showed that students’ success come from a variety of

different aspects such as socio-academic behaviors and some strategies they used for the demanding academic work. On the other hand, EAP writing abilities had little effect in their success in college.

According to Hirvela and Du (2013), the paraphrasing practices of students indicated a lack of understanding of how paraphrasing works. The participants regarded it as simply rewording without actually getting into the deeper meaning behind the paraphrasing. Hirvela and Du (2013) recommended teachers to introduce knowledge transformation as well for students to learn how to make meaning in a deeper sense.

Millin & Millin (2018) investigated the impact of a specific type of reading activity named RtL on students' writing skills. The results have shown improvement in students' performances in general. Especially, students with lower level of English have progressed after the intervention.

In the study by Sutherland-Smith (2003), the issue of plagiarism was discussed. The instructors participated did not have a consensus about the concept of unintentional plagiarism since some thought plagiarism should be punished under any circumstances. This issue also brought up new concerns about teachers' teaching styles, since for some students' plagiarism is associated with how well a teacher teaches against it. The last issue was related to the aftermath of plagiarism cases since the committee generally decides in favor of students; hence, it is regarded as a waste of time for teachers who already have a lot of work to do.

Summary of the Key Variables

The researcher would like to conclude this chapter by depicting a summary (Figure 11)

Figure 11

Summary of the Key Variables and Constructs Derived from the Purposes and Findings of Some of the Studies



CHAPTER 5: DISCUSSION

Introduction

This chapter presents the overview of the study, limitations, and discussion of the major findings. It also includes implications for practice and implications for further research.

Overview of the Study

Many higher education institutions in Turkey have been using English Medium Instruction (EMI) to have access to, and foster, quality research and to attract successful students including international students. To these ends, such institutions have been using varied approaches from Content & Language Integrated Learning (CLIL) to English for Specific Purposes (ESP) which includes Teaching English for Academic Purposes (EAP). There are several research streams informing EAP knowledge base, and this study intends to explore one of the research streams, called Academic Literacies. To this end, this study intends to provide guidelines for developing writing instruction framework within the context of English for Academic Purposes (EAP) as informed by *Academic Literacies*, using critical interpretive synthesis (Noblit & Hare, 1998; Dixon-Woods et al., 2006).

Discussion and Conclusions

Writing Instruction: Principles and Guidelines

The analysis of the second-order interpretations that were derived from the purposes and findings of the studies selected were further interpreted using the themes of *Ac Lits* research, and third-order interpretations were generated in the form

of guidelines for developing writing instruction framework within the context of English for Academic Purposes (EAP) as informed by *Academic Literacies*.

Authorial Voice

- *Ac Lits based writing instruction must attach importance to students' authorial voice construction in writing.*

As Çandarlı et al. (2015) have shown in their study, L2 students refrain from using the first person pronoun “I” because of their prior education in writing. Moreover, Jiang (2015) corroborates that the use of stance nouns whose purpose is to express one’s opinion is not common among L2 writers. Students’ refrainment from using a confident language in expressing their opinions is an issue according to the *Ac Lits* approach. One example would be the participants in Magyar’s study (2012) who claim that they do not see their writing as academic since they are identified as non-native speakers. As a result, students end up failing to create an authorial voice of their own. Similarly, Starfield and Ravelli (2006) advise students to start using the first person pronoun as soon as the introductory chapter in their thesis for voice construction.

The writing instruction needs to activate the role of the student-writer by encouraging the use of “I” and active sentence structures (Lea, 1998; Ivanic, 1998). In addition, boosters such as ‘definitely’, ‘obviously’, and ‘in fact’ strengthen the assertiveness of the authorial voice. Another element that helps to take a stance in an argumentation by clarifying author’s emotions and views is attitude markers such as ‘surprisingly,’ ‘agree,’ and ‘suggest’ (Çandarlı et al., 2015).

In addition to using the stance markers in their writings, students’ exposure to an education that teaches the proper usage of sources adds to promoting their own arguments. Students might find the use of resources pointless when they are not

familiar with how to make use of them in the most efficient way. Students should learn from the findings of previous research before creating their own arguments. Also, they can increase the credibility of their own arguments showing that they are based on research. However, it is essential to avoid excessive use of sources to the extent that the author does not produce any original argument. The ideas selected must be used as a basis to build original ideas upon (Wette, 2018).

Students' backgrounds and identities are key factors in their meaning-making process as student-writers (Ivanic, 1998; Lea & Street, 1998). Van de Poel and Gasiorek (2012) accentuate the importance of instilling socialization and writing skills in writing instructions simultaneously to help students find their authorial voices.

Identity

- *Students need to be able to improve their technical writing skills without compromising from their agencies as writer in writing instruction.*

In ELF contexts, students with various cultural, academic, and linguistic backgrounds struggle to keep their identities as writers while trying to follow the requirements in writing (Lillis & Tuck, 2007; Piller & Ivanic, 1999). According to *Ac Lits* approach, having students follow strict rules and structure without adding their authorial selves might cause students to become voiceless authors in the academia (Lea & Street, 1998). The growing interest to publish in international journals makes the situation even more complex.

As a result, among the instructors and institutions, there is a concern about the strategies to follow while teaching L2 students coming from various backgrounds of EAP writing. Whether they should be expected to apply the rules and structures imposed by L1 context in their writing or they should be given the chance to use

their own agencies and identities is a serious issue (Lillis et al., 2015). Therefore, there must be a middle way to have students improve their technical skills without compromising from their agencies as writer in writing instruction.

Personal statement writing could be used to practice the involvement of students' identities as writers. In personal statement writing assignments, students reflect on their past, their interests, and future aspirations, which results in constructing a specific identity, even identities in some cases, for themselves. They can use these identity/ies in their writing for other genres and contexts as well (Li & Deng, 2019).

Focusing on skills development affects students' competence in writing and their perception as writers. Therefore, writing instructions should give place to skills development in order to boost self-confidence of students for encouraging them to create their own identities as writers (Van de Poel & Gasiorek, 2012; Zhao, 2019)

Similarly, genre-based approaches where students learn more about the technical aspect of the writing might be preferred by some students since they are more practical. Writing instruction should involve technical skills such as textual analysis and using proper grammar and spelling. When students feel confident enough in their writing, identity construction naturally takes place (Wingate, 2012).

Writing instruction for the *Ac Lits* approach does not necessarily have to get instructors to choose between technicality and immersing the identity of authors. As discussed above, instructors need to support students in two ways: by introducing skills and competencies to write efficiently and by giving them space to choose what is best for them to be able to construct their own identities as writers.

Process

- *Process-based approach is an indispensable part of writing instruction.*

In writing instruction, instructors should give more importance to the writing processes of students than the product to support student learning in the most efficient manner (Fernando, 2018; Melles, 2008). Language is not the only focus for the *Ac Lits* approach in the meaning-making processes of students (Lillis, 2003). *Ac Lits* puts emphasis on meaning-making processes involving the text, instructor, author, and the social context (Ding & Bruce, 2017; Lillis, 2003).

An *Ac Lits* based writing instruction should include a socio-cognitive process that involves different types of interactions such as textual and interpersonal. In the writing process, students need access to feedback from multiple resources including *peer feedback, assessment criteria, technology-based feedback, Turnitin, and tutor feedback* (Green, 2013). In order for teachers to give efficient feedback and students to make sense of the feedback, training on feedback should be given to the both parties (Eckstein, 2011).

The assessment in writing instruction should emphasize the importance of process with necessary scaffolding rather than product to engage students more in their learning (Seviour, 2015). The research suggests that multi-draft composing processes such as modular assignments and iterative model in which the writing instruction and assessment tasks are separated into smaller modules can be used to improve student writing and make the writing process more manageable and more efficient for both instructors and students. Pre-writing processes such as planning also should be taken into consideration in that students might feel more confident with a guide to follow throughout the process (Green, 2013; Eckstein, 2011).

Paraphrasing and summarizing practices need to be both contextualized and process-based. In the writing process, students may incline towards patch writing by using knowledge telling practice. The research suggests that knowing how to

paraphrase properly requires a multilayered process in which students learn the purposes and functions of paraphrasing first (Hirvela, 2013). Drawing on the research, writing instruction must teach paraphrasing in the process by explaining the purpose and then help students make sense of their knowledge in every stage of their writing processes. In doing so, key features of students' strategies to write from sources also can be observed, which would help understand the problems students might have with their strategies (Cumming et al., 2016).

Li (2013) also corroborates that writing instruction should have a social aspect. In other words, writing instruction should involve processes of interactions between instructor and student as well as students and peers in some cases. The comparison of writing activity to a "networked activity" made by Lillis and Tuck seem to be supporting this argument (2007, p.38).

Background

- *It is essential that student background is taken into consideration while planning instruction.*

Instructors should take student backgrounds and previous experiences into consideration when designing their writing instructions (Lillis, 2003). To Cumming et al. (2016) and Yang and Shi (2003), students' backgrounds and experiences are parts of students' writing. Students are encouraged to bring their identities and social backgrounds to the institution with the *Ac Lits* approach (Lillis & Tuck, 2007). However, mainstream approaches to teaching academic writing employ a more technical perspective, such as improving spelling and grammar knowledge, shaped by the demands of instructors or of disciplines, disregarding the writer's role and compelling the use of passive sentences (Ivanic, 1998; Lea & Street, 1998). The result of the study by Hynninen and Kuteeva (2017) puts emphasis on the existence

of this issue. The study highlights the discussion about the ‘goodness’ of the language in comparison to content clarity and knowledge in the studies of L2 researchers.

Postgraduate students, especially, bring their undergraduate experiences when writing their dissertations. In most cases, students might experience identity crisis because of the differences between their previous social contexts and their new social context (Ivanic, 1998). Especially, transferring their experiences into the new context might not always be appreciated by the members of the new context. However, transfer of experiences is inevitable since it is a part of their identities as the study by Kaufhold (2015) demonstrates. *Ac Lits* encourages taking students’ prior experiences into account for the sake of the universities’ diversity in that they bring value to the university culture (Lillis & Tuck, 2007).

In her study, Zhao (2019) claims that students’ backgrounds have little effect in their argumentation, however their prior experiences might affect students’ argumentations in a good way. The *Ac Lits* research has shown that students feel restricted when their prior experiences are deemed insufficient to use in their writing (Magyar, 2012). Hence, writing instruction should encourage students to include their prior experiences in their writing as Riazantseva (2012) asserts. In order to do so, instructors should hear the writing experiences of their students and how they aspire to build on this experience to write about a topic of their own interest. In other words, there should be a balanced communication between instructors and students by providing enough space and opportunities for students to employ their own writing experiences (Kaufhold, 2015).

Feedback

- *It is imperative that explicit emphasis is placed on feedback.*

Writing instruction should adopt an approach to feedback in which students are subject to feedback from multiple sources, instead of instructors imposing on their knowledge as the absolute truth (Lea & Street, 2006). Feedback has utmost importance in the learning processes of students. The *Ac Lits* approach puts emphasis on the importance of interactional feedback in EAP writing (Jacobs, 2005; Sutton & Gill, 2010, Woodward-Kron, 2004). Interaction can involve textual where students use rubrics and interpersonal where students get feedback from their peers and tutors in the form of a two-way communication instead of lectures from tutors. In addition, feedback can be more efficient if done with a social aspect, which suggests that students are exposed to different people including different peers and multiple tutors/markers. Moreover, face-to-face feedback can increase the effectiveness of student learning in that nonverbal communication has an impact on students' understanding of the feedback (Liu & Sadler, 2003).

Monologic feedback might easily create dysfunctional power relations between instructors and students, which in the end disrupt the authorial voice of students (Lea & Street, 1998). The studies by Ho (2017) and Huang (2010) prove that instructors even may interfere with students' autonomy in writing with their expectations. In order to avoid this situation, a dialogic approach should be implemented during the feedback process instead of a monologic one. Lillis' (2003) suggestion for a healthier communication can be a good method to change institutions and instructors' perspective of feedback by transforming it into a method named "talkback."

Talkback, in contrast, would involve focusing on the student's text in process, an acknowledgement of the partial nature of any text and hence the range of

potential meanings, an attempt to open up space where the student-writer can say what she likes and doesn't like about her writing (p. 204).

This method gives opportunity to students to be more reflective and aware during the process of writing. Writing instruction must include this type of healthy communication method for the feedback purposes.

Also, Seviour (2015) emphasizes the importance of diversifying the sources of feedback, namely adopting a multimodal feedback approach. As discussed previously, writing instruction should give opportunities to students to get feedback from different resources such as *peer feedback*, *Turnitin*, and *tutors* in variety of forms such as *rubric*, *written commentary*, *correction using codes*, and *oral comments*. Being open to different constructive feedback will support students to choose the most helpful ones without depending on merely one of them.

- *Writing instruction should find the balance between insufficient help and excessive help coming from advisors.*

In addition, writing instruction for postgraduate students necessitates a balanced relationship between the student and advisor. This principle could be based on "Norman Fairclough's (1989) three level characterization of the mutual dependencies between texts and processes and social conditions of interpretation and production" (Melles, 2008, p. 264). In other words, a postgraduate student needs to involve more components in the meaning-making process of their dissertation writing such as conventions, perspectives of writers, and their experiences (Lillis and Scott, 2007). Ho's study (2017) shows that this is not the case for the participants of the study because their advisors hold more power than students do in the thesis writing process. As a result, excessive amount of advisor involvement may cause the loss of autonomy in students San Miguel and Nelson's study (2007), on the other

hand, admits that instructors might not be familiar with some new genres either, so they are not the ultimate source of power. In the end, students and instructors are recommended to work together to figure out how to approach to different genres and conventions of writing.

Discourse

- *Exposure to various forms is one of the essential building blocks of writing instruction.*

Writing instruction should not impose certain discourses on students; instead, it should create spaces for various discourses for students to get familiar with and contribute to (Lillis & Tuck, 2007). Having discourse practices implies that there is a culture in each discipline and each institution (Jacobs, 2005). The studies in the data that are related to discourse have shown that students' perceptions of discourses and how they interpret them change to a great extent. In general, students might feel overwhelmed to enter new academic discourses in which other members are already familiar with the rules and customs of the discourse (Jacobs, 2005). As a result, students who come into these discourses of disciplines and institutions are expected to comply with them (Hyland, 2006).

In the study of Woodward-Kron (2004), the results suggested a disagreement between the discursive practices in markers feedback and students' perceptions of the discursal practices. For instance, the verb "prove" in the paper of one of the students was found to be too assertive by one of the markers in the study while students found the expectations of the discourse communities prescriptive and restrictive. The idea suggests that student-writers need to stay in the boundaries of their disciplinary discourse. However, *Ac Lits* based instruction lets students use strategies, syntaxes, and conventions that may be outside the discursal conventions.

For instance, an engineering student should be able to use the linguistic conventions of a literary work and create a brand new discourse inside the discipline.

The notion of discourse was introduced with “academic socialization” model (Lea & Street, 1998). With this model, it is inevitable that students who bring their experiences to these contexts will not be appreciated. In contrast, *Ac Lits* supports the openness to change and appreciation of these new cultures and identities into the university culture. Therefore, every discipline needs to be ready for changes in their discourses with every single student. For instance, students with a different cultural background than the rest of the class might be able to analyze a text with a brand new perspective.

Context

- *Students need to be prepared for varied contexts.*

Based on the findings, it is safe to say that writing instruction needs to be adaptable to the contexts as well as offering the most relevant writing practices (Lillis, 2003). Gimenez (2008) reveals that each discipline requires a different type of writing approach. Therefore, one-size-fits-all writing instructions will fall short in the cases where students have the potential to achieve more. Especially, practice-based ones such as nursing are good candidates for an *Ac Lits* approach since they require more creativity and they put emphasis on social contexts (Melles, 2008). For instance, in nursing discipline students are exposed to different writing genres such as discharge summaries. While it is a very useful genre in their practice, they still need to practice other genres to be able to have enough experience to switch between writing styles when necessary. An education that exposes students to different genres will help them to adapt to new contexts more easily.

Standardized writing instruction to address the needs of student-writers who need to write/practice for both local and international institutions such as exams and publishing houses is concerning (Li & Flowerdew, 2009; Bruce & Hamp-Lyons, 2015). As discussed above, the solution to the problem might suggest not looking for a standardized way. Each context necessitates a different approach. Therefore, instructors should introduce as many different contexts as possible to improve students' adaptation to whatever contexts they may encounter in the future.

Ways of Meaning Making

- *There is a need to balance ensuring clarity of the assignments and allowing room for meaning making process.*

Writing instruction should offer enough clarity while still creating spaces for meaning making and interpretations (Lillis, 2003). The studies by Yang and Shi (2003) and Bitchener and Basturkmen (2006) have shown that unclear writing instructions cause students to struggle more while writing. In addition, Lillis and Tuck (2007) suggest that demands and expectations of instructors are regarded as vague by students in general. Each student, then, has to develop their own strategies to cope with the writing assignment and this might encourage them to use more of their autonomy instead of requirements of disciplines or instructors. However, in some cases, lack of clarity might distract students from working on their writing skills and themselves as authors (Lea & Street, 1998). In that case, this problem calls for an emphasis on clarity of instructions in students' assignments. In writing instruction, each writing assignment needs to be carefully put to encourage students to develop their writing skills as well as their identities along the way. Instructors might use detailed rubrics to lead the way for students.

On the other hand, the studies by Starfield and Ravelli (2006), Belcher and Hirvela (2013), and Bitchener and Basturk (2006) reveal that students might have difficulties in fulfilling the requirements of some genres and they generally do not prefer to be challenged. This situation is alarming in the sense that overdoing the guidance on how to produce an assignment might scare students away. Writing instruction should be able to challenge students enough to help them find their autonomy while still providing clarity. Therefore, instructors must make sure to give enough spaces for students' meaning making in the rubrics or must show some samples for them to understand the gist of the assignment; however, how students interpret the assignment and make meanings should be an important part where they are allowed to show their preferences as writers.

Individualities of Students

- *Approach to writing may change from one student to another.*

Writing instruction should acknowledge the fact that each individual student has a different way of responding to the writing experience (Ivanic, 1998).). Another issue is the English L2 postgraduate students use in their thesis, which might be regarded as a problem by their readers in terms of quality as seen in the study by Huang (2010). The readers might expect more sophisticated language as well as clear content. On the other hand, Cooper and Bikowski (2007) claim that the international postgraduate students' English levels are proficient enough to handle any writing genres. It can be said that they are assuming the existence of a homogenous body of students, which is detrimental to the individualities of students, because even students from the same culture might respond to the writing conventions in a different way (Ivanic, 1998). Moreover, Kwan (2009) suggests the opposite saying how hard it is for them to get prepared for writing.

Therefore, in writing instruction, students should be regarded as individuals whose needs and rights are distinct from each other. Instead of how they fulfill the requirement of writing a certain genre, how they bring unique interpretations into each writing experience should be taken into consideration.

Texts, Use of Sources, and Text Types

- *Writing instruction should embody paraphrasing, citation, and referencing skills without deterring the student-writer from producing original ideas.*

Ac Lits research claims that students' voice construction is affected by their citation practices. In the data, one study by Wette (2018) finds a correlation between voice construction and the fear of unintentional plagiarism. Apparently, students are intimidated by the idea of committing plagiarism unintentionally (Lea & Street, 1998). The fear of plagiarism may restrict them to produce any original ideas in the long term if not addressed (Magyar, 2012). In this case, writing instruction should include an education on how to do citation, paraphrasing, and referencing. A clear understanding of these skills will benefit students to become more motivated and confident to employ a voice of their own without the fear of plagiarism.

Similarly, Wette's study (2018) suggests that a good education in paraphrasing skills may improve argumentation as shown in the study by Paxton (2007). In addition, the studies by Hirvela and Du (2013) and Sutherland-Smith (2003) claim that writing instruction should teach paraphrasing techniques to avoid plagiarism while making use of outside sources.

In addition to the prior knowledge about citation, the text types and factors such as density and readability influence students' success in their uses of sources. Students may feel discouraged while making sense of these resources (Cumming et al., 2016). At this stage, instructors play an important role in that they should

progressively teach how to read and comprehend a variety of texts. It is significant to have students get out of their comfort zone by reading texts with unfamiliar topics or forms. They will eventually develop experience and get better at comprehension in the process (Cumming et al., 2016).

Language

- *According to the findings of the studies and the Ac Lits research, it is possible to claim that writing instruction should allow for more than one type of English, depending on the social context of students.*

In terms of publishing, *Ac Lits* recognizes that there is the “growing monopoly of English,” namely the notion of a Standard English to be accepted as the language of research (Blommaert et al., 2015, p. 147). The *Ac Lits* approach challenges the notion that excludes the multinationality of studies published in the journals (Lillis & Tuck, 2007). Similarly, the study by Schuler (2014) calls for more multinationality in journals, which will benefit international students at universities. In other words, L2 researchers aspire to overcome the expectations to fit into writing conventions designed by L1 researchers and they struggle most of the time. Writing instruction should not “assimilate” multinational authors into the research world. Instead, the writing instruction can appreciate the differences in language by introducing a variety of dialects as well as literary texts created with those dialects (Sato, 1989, p. 260-275).

In addition, the notion of “international journals” has the tendency to favor the standardization of English (Blommaert et al., 2015, p. 146). The studies by Li and Flowerdew (2009) and Hynninen and Kuteeva (2017) claim that writing in international journals is regarded as a privilege. The output from the participants in Li and Flowerdew’s study (2009) has shown that some of the ambitious students

prefer to write in English to get their papers published in these international journals. Nonetheless, the findings of the study by Huang (2010) reveal a general lack of self-confidence in L2 writers in writing for publication. The main difference between the attitudes of the participants in these two different studies might stem from the differences in students' level of English. While the participants in Li and Flowerdew's study (2009) have high levels of English in addition to the content knowledge, those of Huang's study (2010) lack the language capability to produce papers with good level of English. Their preferences of journals and aspirations for publication might differ to a great extent in the sense that the latter would always go for the low quality journal regardless of their knowledge of the content.

In his study, Jiang (2015) asserts that L2 students might struggle with writing in English even when they are majoring in English. This overwhelming expectation of a Standard English causes promising L2 authors to be excluded from the international research world or to publish in mediocre journals due to their struggles to comply with one type of English writing (Blommaert et al., 2015). In an *Ac Lits* based writing instruction, instructors' support on students' language is crucial. Instructors should aim for getting students to acquire better writing skills with their constructive feedback especially to help them construct their confidence in their writing. In addition, instructors should build on the questioning aspect of *Ac Lits* in their writing instruction. Students need to be prepared for the challenges that they might face because of their non-native speaker identities and question the attitude of the international journals to make them acknowledged (Huang, 2010).

Furthermore, the *Ac Lits* research shows that the expectation of instructors and departments vary to a great extent, which makes the idea of one type of English even more impossible to achieve (Abasi & Graves, 2008; Jacobs, 2005; Lillis &

Scott, 2007; Lillis & Tuck, 2007). Overall, the findings and the research urges for instructors and students to question the concept of standard language (Lillis & Tuck, 2007). Hence, writing instruction should challenge the requirements of language for writing to support students from various backgrounds (Piller & Ivanic, 1999). In doing so, instructors should give the freedom to their students to experiment with their language by learning about how English speakers from different parts of the world use the language and inspire the community to do the same in their practice as well.

Genre

- *Writing instruction should get students to familiarize with different genres, strategies, and processes in the meaning-making processes.*

Because of the fact that genres have different writing requirements, meaning-making processes, and difficulty levels, writing instruction should get students to familiarize with different genres and meaning-making processes. This approach provides opportunities for their development as student-writers, and helps them adapt to different contexts more easily (Lea & Street, 2006).

On the other hand, Gimenez (2008) suggests that every discipline should only employ genres that will be useful for students in that discipline. Given that it will lead students to focus solely on the practicality and technicality, writing instruction should not favor specific genre types. When exposed to different genres and writing styles, students tend to be challenged to change their perspectives to look at an issue. For instance, nursing students in the study by Gimenez (2008) experience with different genres such as essays, response papers, and discharge reports. Writing an essay might not be useful for their future jobs; however, it will give them criticizing

and questioning perspective, which might be beneficial to observe whether a diagnosis is given properly or not.

Motivating students can be a serious problem during writing assignments. Most of the time, instructors resort to using grades to extrinsically motivate students (Belcher & Hirvela, 2013). However, strictly controlled writing instructions will not benefit students' learning in the long run in that they will decrease the performance of the unwilling students. In addition, it is possible to turn this situation around with a careful plan that involves students in the decision process. According to the study by Altınmakas and Bayyurt (2019), when students are given the freedom to choose a subject of their own interests to write on, they tend to perform better on that task. Especially, research genre might be used to give more autonomy to students to get involved in the learning process.

The type of research (qualitative or quantitative) that students conduct also matters as shown in the study by Starfield and Ravelli (2006). When students employ one of the qualitative research types as their methods in their studies, they realize that it gives more space for self-expression and interpretation. Also, recently more narrative-like qualities can be seen in qualitative theses "through the construction of reflexive, autobiographical non-positivistic self" (Starfield & Ravelli, 2006, p. 235). Some students find it challenging and this fact decreases their motivation whereas others enjoy the freedom in writing (Belcher & Hirvela, 2013). In the end, when the writing instruction encourages qualitative research methods and gives students the option to choose their own topics to focus on in their research, students will have more opportunities to discover themselves as authors.

As well as genres, some strategies related to writing might also contribute to students' meaning-making processes. These strategies involve reading strategies

(Lea & Street, 2006). Reading plays a big part especially in the preparation for the writing process. In order for students to comprehend the sources to be used in the prewriting process, they might make use of a few strategies such as mining and goal-setting for their reading (Kwan, 2009).

In addition, Çandarlı et al. (2015) recommend writing instruction to include a corpus as material to explore the writing practices of students. Wingate's study (2012) as well as that of Green (2013) suggest that using a variety of conventional and unconventional texts might enhance students' writing skills. Therefore, writing instruction should diversify the types of texts and materials to get students experience ideas and writing styles that differ from those of their own. These text types might include formal and non-formal ones such as newspapers, student papers, and blog entries.

Gender

- *Since it is a part of the identity construction, gender should be an aspect of writing instruction and should be a topic open to discussion.*

Gender is considered a variable in students' backgrounds and identities. However, the study by Zhao (2019) has not found any significant effect of gender in student writing. Whether it should be a part of the *Ac Lits* writing instruction is not determined for sure. Still, it is considered an element that students writers possess as a part of their identities, which suggests that it may be included in some forms. For instance, gender can be used as a perspective for some argumentative essays. Students can reflect upon their gender and its impact on their identities.

As in the study by Tuck (2018), gender may also be one of the issues that can be discussed in terms of power relations in academia. The problem mentioned in the study that is about gendering of work, can create a bias towards the women in

academia. Therefore, it should be a topic open to discussion in writing instruction for especially argumentative essays since *Ac Lits* encourages questioning and criticism (Lea & Street, 2006; Lillis & Tuck, 2007).

Practicality and Criticality

- *Writing instruction nurtures both practicality and criticality.*

Writing instruction must include practicality such as textual analysis as a part of the writing process as well as criticism and social contexts (Lillis and Scott, 2007). The studies have shown that *Ac Lits* approach may not be preferred because of practical reasons. For instance, the participants in Wingate's study (2012) show that they value genre-based instruction more than *Ac Lits* based one because criticality is not their primary goal. They might regard criticism as unnecessary distraction from learning the writing skills that their academic discourse requires (Lillis and Tuck, 2007). If merely one aspect of *Ac Lits* is overemphasized, it might not work in these types of contexts where students are more concerned about the practical matters. Hence, instructors should add both aspects to their instruction. The most efficient way would be merging these two together, namely have students practice their writing skills in terms of technicality with activities that encourage questioning and critical perspectives. Writing argumentative essays might be a good practice that employs both of the desired elements.

Van de Poel and Gasiorek's (2012) claims for an effective writing program include the skills and socialization of students as well as contributing to their perception of themselves as writers. These findings align with the three approaches in student writing that necessitate "study skills," "academic socialization," and "academic literacies" in writing instruction (Lea & Street, 1998, p. 158). In the light of this knowledge, it can be said that students first need to get familiar with the

academic writing skills such as argumentation and referencing skills through the constructive feedback of instructors. Then, instructors could help them get familiar with the discourse of the institutions such as expectations and requirements of the department for them to feel connected. Lastly, students need to be flexible enough in their writing to discover their own authorial identities with various activities where they experiment with different dialects and conventions (Lea & Street, 1998; Van de Poel & Gasiorek, 2012). When these three factors are added to the instruction, the efficiency will increase to a great extent.

Huang's findings (2017) suggest that a writing program should both focus on the content and writing styles, which is complementary to the issue discussed in the previous paragraph. Writing instruction is even more efficient when extra factors such as providing unexpected outcomes such as stress management and time management are introduced to help develop students (Perpignan et al., 2007).

Multimodality

- *Following multimodality approach while choosing materials for the writing instruction might enhance students' meaning making opportunities.*

Multimodality approach to texts implies more opportunities for meaning making. It is not restricted to the spoken and written language only. It involves different modes of meaning as well as addressing to different senses such as auditory and kinesthetic (Gee & Handford, 2013). Through multimodal texts, instructors can draw students' attention to the more unconventional texts as well as conventional ones (Green, 2013). By doing so, they manage to involve different types of learners in the class; for instance, a visual learner might enjoy having a graphic novel as a text to write on. It would be a basis for students to bring their identities into the writing experience.

Multimodality incorporates the ways feedback is given as well. Liu and Sadler (2003) suggest combining conventional feedback techniques in giving peer feedback such as face-to-face feedback with technology-enhanced feedback such as the usage of Microsoft Word commenting. They believe that this combination might increase students' motivation and participation as well as strengthen the relationship between students.

Argumentation

- *Source-based argumentation needs to allow more room for exposing students to a variety of core arguments that enhance critical thinking skills than putting emphasis on citation quality.*

An *Ac Lits* based writing instruction should include being able to build original arguments (Lea & Street, 2006). Students need to learn how to argue with determine their stance about an issue with debate-like activities. The quality and originality of argumentation in students' works depend on whether they are comfortable enough to use the language and they have the necessary education for argumentation including citations and referencing. Wette (2018) also associates it with the level of experience students have. In other words, students get better at argumentation as they practice it. Therefore, *Ac Lits* based writing instruction should explore text types and genres that will improve students' argumentation skills. In addition to have students write argumentative essay, they can also make use of activities such as debates and discussions during class time.

Another way to contribute to students' argumentation skills is expose them to the language of argumentation. Students can express their arguments in a more efficient way with specific linguistic devices such as stance nouns, boosters, and the use of first person pronoun (Çandarlı et al., 2015)

In order for students to be able to support their arguments using their own authorial voices, they need to have an education about the how to find evidence from sources. As discussed previously, learning how to use sources will enhance students' confidence as writers. In writing instruction, students also must be given models of how an academic argumentation should be built. Unconventional texts such as successful student papers or conventional ones such as journal articles can be utilized (Paxton, 2007).

Assessment

- *Engaging with a process-based writing task at an early stage in a meaningful way enhances confidence and increases control resulting in viewing assessment as a means to learning.*

Assessment in an *Ac Lits* based writing instruction should be process-based instead of product-based since the meaning-making processes of students are emphasized (Lillis & Scott, 2007). In that case, an ideal assessment in writing instruction should put emphasis on engaging students early in the assessment process. The process involves multiple drafting and constructive feedback. In the end, some improvement on student writing as well as students' confidence as writers can be observed. In addition, when summative tasks are supported with formative tasks in the process, it might lead to "earlier and more meaningful engagement in the assignment" which will support student learning in a more efficient way (Seviour, 2015, p. 88).

Implications for Practice

To begin with, English Language Support Programs in higher education contexts (both pre-sessional and in-sessional) may consider incorporating principles of *Ac Lits* into their curricular and/or instructional frameworks concerning writing.

This would be especially useful in contexts where students are faced with the demands of more than one discipline.

Additionally, this study might guide universities that adopt EMI and aim for internalization by accepting international students. They could be familiarized with the notion of appreciating different identities and backgrounds.

Any such consideration would certainly entail making adjustments in their in-service training programs accordingly to make sure all instructors are all on the same page. Some institutions require their instructors to conduct action research as part of their in-service training programs, and, therefore, *Ac Lits* would provide more avenues for such endeavors.

Secondary schools providing international curricula might also benefit from this in that they may adopt the principles of academic writing as informed by Academic literacies. Therefore, for example, student who find it difficult to form their authorial voice while still following the technical aspect of writing may regard this beneficial, and they may feel more prepared for education in higher education context.

Implications for Further Research

This study focuses on the *writing* aspect of *Ac Lits* only. Another critical interpretive study which focuses on *reading* could be conducted.

Stakeholders in higher education could be surveyed to examine what they think about, and how they perceives, the principles of Academic Literacies in an EAP context.

A similar study might be conducted using one of the other research streams that inform the knowledge base of EAP including *Critical EAP*, *Genre Theory*, *SFL*, and *Corpus Linguistics*.

Limitations

This study is limited to the *writing* aspect of *Ac Lits* only. Another limitation this study has is that the research articles were selected from one academic journal only.

This study uses critical interpretive synthesis but case studies in the form of classroom research can open up further discussions on the actual instruction, and inform design and policy-making further.

This study examines the second-order interpretations on CML education, combining the aims of the study, and the tasks included; therefore, the process of the practices, and the challenges encountered are not part of the scope of this study.

Another limitation of the study is under-emphasis on the nature of the tasks and their detailed explanations due to the large scope of the study. Further research into various tasks included in CML instruction would provide more insight into actual practice and instruction to inform design.

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APPENDIX A**The JEAP Research Articles Initially Selected**

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