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Departamento de Letras Moderna
Programa de Pós-Graduação em Estudos Linguísticos e Literários em Inglês

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**Publishing Research Articles in the International Context:
Supervisors as Literacy Brokers**

Oluwatosin Mariam Junaid

Dissertação de Mestrado apresentada de Pós-Graduação em Estudos Linguísticos e Literários em Inglês do Departamento de Letras Moderna da Faculdade de Filosofia, Letras e Ciências Humanas de Universidade de São Paulo, como parte dos requisitos para a obtenção do grau de título de Mestre

Orientadora: Profa. Dra. Marília Mendes Ferreira.

Versão corrigida.

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Oluwatosin Mariam Junaid

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Supervisors as Literacy Brokers**

**A Publicação de Artigos Acadêmicos em contextos internacionais:
orientadores como mediadores de letramento acadêmico**

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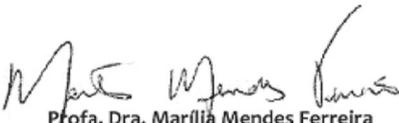
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Profa. Dra. Marília Mendes Ferreira

(Assinatura do (a) orientador (a))

DEDICATION

To my three amazing children, I have a unique feeling of gratitude for all your understanding. You are my cheerleaders. This is dedicated to you, and I believe having gone through this journey with me, you all have realized that you can achieve everything you set your mind to achieve regardless of what life throws at you. I love you my precious gifts.

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RESUMO

No Brasil, assim como em outros países, há atualmente a tendência de que pesquisas sejam publicadas em Inglês para aumentar as chances de que sejam notadas por uma comunidade científica geograficamente diversa (GEA-VALOR; REY-ROCHA; MORENO, 2014). Este fato colocou alunos da educação superior sob intensa pressão para publicar artigos em inglês. Além disso, alguns programas de pós-graduação vincularam a publicação de artigos em Inglês aos requerimentos mínimos exigidos para formatura (MARTINEZ; GRAF, 2016). Assim como a maioria dos países ao redor do mundo, a língua nativa no Brasil não é inglês, e os recursos para auxiliar alunos com o processo de escrita neste idioma são limitados. (FERREIRA; LOUSADA, 2016). Conseqüentemente, alunos de pós-graduação tendem a depender de seus orientadores para navegar em seus processos de escrita (HABIBIE; HYLAND, 2018). Portanto, este estudo teve como objetivo trazer à tona as atividades de Mediador de letramento de orientadores, examinando como estes buscam certificar-se que seus orientandos escrevam artigos com alta probabilidade de publicação. Mediador de letramento são indivíduos que contribuem com o desenvolvimento de um texto para publicação (LILLIS ; CURRY, 2006). Os dados foram coletados através de história de confecção de textos e entrevistas semiestruturadas. História de confecção de textos foram utilizados para investigar o foco do feedback dos orientadores quando os alunos escrevem em inglês com o intuito de publicarem seus textos. Também foram utilizados para acompanhar como o feedback dos orientadores resultou em mudanças progressivas no processo de escrita dos alunos. As entrevistas semiestruturadas foram utilizadas para compreender os desafios encontrados pelos orientadores durante o processo de feedback e para esclarecer quaisquer dúvidas que surgiram durante a análise de história de confecção de textos. Os dados foram analisados através de uma análise temática de dados. O estudo contou com dez participantes, dos quais sete eram alunos de pós-graduação e três eram orientadores. De forma geral, os resultados demonstraram que orientadores focam em aspectos dos textos de seus orientandos que eles consideram essenciais para o desenvolvimento do texto. O foco do feedback oferecido pelo orientador determinou o tipo de feedback dado (direto ou indireto). O feedback dos orientadores também possibilitou que os orientandos entendessem os diferentes aspectos positivos e negativos de seus textos, ajudando, desta forma, o processo de revisão. O estudo também revelou as dificuldades encontradas por orientadores durante o processo de feedback. O estudo mostrou que orientadores têm um papel essencial no processo de escrita dos orientandos, desde a concepção até a submissão para publicação, o que os categoriza como mediador de letramento. Suporte

pedagógico deve ser oferecido a orientadores para possibilitar que estes desafios sejam atenuados.

Palavras-chave: *ERPP; Mediador de letramento ; Orientadores; Orientandos; L2; Publicações em inglês; Processo de feedback.*

ABSTRACT

JUNAID, Mariam Oluwatosin. Publishing Research Articles in the international context: Supervisors as literacy brokers. Dissertações (mestrado). Faculdade de Filosofia Letras e Ciências Humanas, Universidade de Sao Paulo.

In Brazil, similarly to other countries, there is a current trend in academia that research should be communicated in English to increase the chances of it being noticed by a geographically diverse scientific community (GEA-VALOR; REY-ROCHA; MORENO, 2014). This has placed higher education students under immense pressure to publish articles in the English language. Additionally, some postgraduate programs have attached the publication of articles in English journals as a partial requirement for graduation (MARTINEZ; GRAF, 2016). Brazil's first language is not English, and there are limited resources available to assist students with their writing process in the English language (FERREIRA; LOUSADA, 2016). As a consequence, postgraduate students tend to depend on their supervisors to navigate their writing process (HABIBIE; HYLAND, 2018). Therefore, this study aimed to give insights and raise awareness on supervisors' literacy brokering activities by examining how they try to ensure that their supervisees write papers with a high probability of getting published. Literacy brokers are those who contribute to the development of a text intended for publication (LILLIS; CURRY, 2006). Data was collected through text histories and semi-structured interviews. Text histories were used to investigate the focus of supervisors' feedback when students write for publications in the English Language. It was also used to track how supervisors' feedback brought about textual progressions to students' writing process. The semi-structured interviews were used to understand the challenges encountered by supervisors during the feedback process. Semi structures interviews were also used to clarify issues that arose from the analysis of text histories. Data were analyzed using thematic data analysis. The study consisted of ten participants, which comprised seven postgraduate students and three supervisors. Overall, the results showed that supervisors focused on aspects of their supervisees' texts that they considered essential to develop their texts. The focus of supervisors' feedback determined the type of written feedback given (direct or indirect written feedback). Supervisors' feedback also enabled their supervisees to understand the strengths and weaknesses of their texts, therefore aiding the revision process. The study also brought the challenges encountered by supervisors during the feedback process to the fore. The study showed that supervisors play critical roles

in their supervisees' writing process from conception until submission, which categorizes them as literacy brokers. Pedagogical support should be provided to supervisors to enable them to mitigate their challenges.

Keywords: *ERPP; Literacy brokers; Supervisors; Supervisees; L2; Publications in English; Feedback. Process.*

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ABBREVIATIONS

EAP	English for Academic Purposes
ERPP	English for Research Publication Purposes
IMRAD	Introduction – Method – Results – and – Discussion
L1	First Language
L2	Second Language
LE	Language Education
SCI	Science Citation Index
SCT	Socio-Cultural Theory
SciELO	Scientific Electronic Library Online
TOEFL	Test of English as a Foreign Language
TOEIC	Test of English for International Communication
USP	Universidade de Sao Paulo
ZPD	Zone of Proximal Development

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1. Introduction.

In academia, the communication of research through the publication of articles written in the English language is recognized globally (MARTINEZ; GRAF, 2016). English hold a prominent position as the 'lingua franca in international scientific communication'. Similarly, there are many reasons postgraduate students publish their research in English (GEA-VALOR; REY-ROCHA; MORENO, 2014). Reasons such as the "publish or perish" phenomena in academia, receiving grants, the possibility of communication of research to a broader audience, getting postdoctoral jobs, increased scholarly worth within disciplinary fields, and peaceful coexistence amongst cross-cultural researchers who find themselves united in one language (HABIBIE, 2016; LILLIS; CURRY, 2006). These reasons may have implications for emerging scholars' academic recognition and career decisions.

This pressure to publish is not limited to English-speaking countries as researchers from non-English speaking countries also face the same demand (MARTÍN et al., 2014). Nevertheless, among non-English speaking scholars, more challenges are experienced because researchers are usually in a disadvantageous position learning a new language while at the same time navigating through the writing process (KHERADPARVAR; SHOKRPOUR; MIRZAEI, 2013). The challenges encountered may originate from the constant feeling of inadequacy of the English language use, lack of resources to assist writing, and confusing composition based on their first language (L1) (LI; FLOWERDEW; CARGILL, 2018). Other challenges include understanding the readership of different journals and incorporating their disciplinary field's values regarding constructing arguments and using academic discourse (FAHY, 2011). Therefore, the need to write effectively makes students seek help from professionals called literacy brokers who may help them mitigate their writing challenges. Literacy brokers are individuals who provide different kinds of direct interventions in texts' production, and they include editors, peers, reviewers, and translators (LILLIS; CURRY, 2006). Additionally, some L2 countries such as Spain, China, Japan, and Brazil have adopted the educational policy whereby postgraduate students, particularly doctoral students, must publish in English as partial fulfillment for completing their degrees (CHO, 2009; MARTINEZ; GRAF, 2016; MIKI, 2009). Lei and Chuang (2009 p.86) highlight scholarly publications' importance as a requirement for graduation for some postgraduate programs.

In today's academic climate, the adage "publish or perish" no longer applies solely to postdoctoral scholars, lecturers, visiting, and tenure-track faculty members. Many masters and doctoral (graduate) students nationwide are expected to publish their research results before graduation. Many leading academic departments have required their respective master's and doctoral students to publish at least one and two to three research articles in scholarly journals, respectively, as part of their graduation requirements.

To meet up this requirement, students may require interventions from more experienced individuals knowledgeable in writing. For postgraduate students, their supervisors may be the first pillar of support as supervisors socialize supervisees into disciplinary ways of conducting their activities such as writing and doing research (DUNCANSON; SCHMIDT; WEBSTER, 2020; LEE, 2018; LEI; HU, 2015). Postgraduate supervisors have been recognized as crucial sources of influence in the academic development of their supervisees, including writing for publication in English (MORTON; STORCH; THOMPSON, 2014). Supervisors may be regarded as essential agents of the publication process because they provide specialized writing guidance through written feedback (LEE, 2018). *Written feedback* is a tool used by supervisors to assist their supervisees' progress in their writing by providing information and guidance to facilitate improvements (HYLAND; HYLAND, 2001).

Feedback is usually in the form of comments, corrections, and suggestions indicating the strengths and weaknesses of a text. Feedback, which can be viewed as a tool for mediation, is one of the ways supervisors' direct students' academic writing (DIEZMANN, 2005). Through feedback, supervisors help supervisees learn writing ways in their discourse community (LENG, 2014). Although Lillis and Curry (2006) did not attribute literacy brokers' roles to supervisors, supervisors' knowledge explicated through feedback may reflect their ability to impact their supervisees' textual production, reflecting literacy brokering.

This study aims to investigate the focus of supervisors' feedback on their supervisee's publication drafts in English, the impact of this feedback on supervisees' texts, and the challenges encountered by supervisors during the feedback process. The study's results may help supervisors find better ways of mediating supervisees' text. Mediation through feedback can bring awareness to the supervisees about the communicative purposes of research articles. This knowledge might help students write better articles and consequently with the probability of being published.

Literacy brokering is a relatively new research field, particularly in countries outside Europe and Asia (MARTINEZ; GRAF, 2016). In Brazil, upon an extensive search on databases such as Portal Capes, Web of Science, Directory of Open Access Journals, and SciELO, there are no studies on the literacy brokering roles of supervisors regarding their supervisees writing for publication in English. The present research proves to be of great importance because some university programs in Brazil have recently begun to attach publication in international journals as a partial requirement for degree completion in their postgraduate programs (MARTINEZ; GRAF, 2016). Similarly, research shows that Brazil universities do not have appropriate writing instruction and resources that promotes the practice of writing. Whenever they exist, they are usually in isolation and not included in postgraduate students' curriculum implying that the socialization of academic writing in English is scarce in Brazilian Universities (FERREIRA; LOUSADA, 2016). The absence of these resources and the need to publish makes students rely on their supervisors to navigate their writing processes. It is against this background that the following research questions were formulated.

Research Questions.

- a) What is the focus of supervisors' written feedback on supervisees' drafts written for publications in English?
- b) To what extent does the feedback gotten by supervisees bring about the textual progression of research article manuscripts?
- c) What challenges do supervisors encounter when giving feedback on their supervisees' texts written for publication in English?

This Master's dissertation is organized into five chapters. Chapter 1 contextualized the research and showed its relevance, Chapter 2 showed the theoretical references on which this study is based. The methodology of data collection and analysis is discussed in Chapter 3. Chapter 4 presents the results and discussions that emerged from the study. Finally, Chapter 5, presents the final considerations of the study.

2. Literature Review.

In order to give a holistic literature review, the following aspects of the literature will be examined:

1. English for research publication.
2. The concept of literacy brokering.
3. Supervisors and their roles during the writing process of their supervisees.
4. Supervisors' challenges giving feedback on texts written in English.
5. Theoretical background.

2.1. *English for Research Publication.*

In academia, it is common knowledge that English language publications are now a norm that puts English as second language users in challenging positions irrespective of their disciplinary fields (FLOWERDEW, 2015). The need to mitigate these challenges has led to the expansion of English for Academic Purposes (EAP), which addresses academic English development for learners. EAP does not address the specific needs of L2 academics regarding English publications, which requires more complex procedures and mechanics. For this reason, the development of English for Research Publication Purposes (ERPP) has emerged (CARGILL; BURGESS, 2008). Several countries have researched ERPP, particularly in Europe, Asia, and Latin America, where its importance has become more prevalent. ERPP is defined "as a branch of EAP addressing the concerns of professional researchers and postgraduate students who need to publish in peer-reviewed international journals"(CARGILL; BURGESS, 2008, p. 76).

ERPP is essential because it gives insights into the mechanics and rhetoric needed for writing effectively within disciplinary communities. Hyland (2016) states that "Learning to write for a professional peer audience is the process by which novices are socialized into the academic community; it is the recognized route to insider status"(p. 88).An emerging field of ERPP that has come to the fore is literacy brokering. Literacy brokering focuses on the assistance given to those writing for publications. This study focuses mainly on the assistance

given to speakers of English as a second language (L2) writing for publications in English (CURRY; LILLIS, 2006).

2.2. *The Concept of Literacy Brokering*

Literacy brokering is the assistance given by specific individuals who influence successful texts. These individuals are described as "literacy brokers", and they include editors, reviewers, academic peers, and English-speaking friends and colleagues (CURRY; LILLIS, 2006). Literacy brokers participate in the publication process by providing unique and distinct forms of influencing research articles' outcomes through their feedback (MARTINEZ; GRAF, 2016). Similarly, Burrough and Boenisch (2003) reported that editors, reviewers, and language professionals shaped Dutch-speaking scientists' texts through their comments and involvement. The authors were able to write publishable manuscripts because the literacy brokers helped alleviate their writing challenges and pointed them in the direction through which they could improve their texts. The literacy brokers made amendments in the discussion section of the research article by focusing on hedging, since the inability to hedge affected the overall outcome of the article. The impart of the literacy brokers addressed how the cultural background and the writers' level of competence might have affected the ability to hedge. The activities of literacy brokers, in this instance, brought about a balance in the missing aspects of the articles to make them suitable for an English medium text aimed for publication.

Literacy brokers' input shows a difference in the quality of texts in which they are involved compared to those they do not influence. Wei (2008) reported in a study focused on improving manuscripts produced by Chinese authors that the authors' insufficient writing skills led to the rejection of many articles submitted for publication. These Chinese authors' experience differed from their counterparts in the United States, who employed freelance writing editors to edit their texts, which enabled them to produce texts that met the required standards of their disciplinary area. However, positive progress occurred in the Chinese writers' output when they began to utilize the services of freelance science editors. Additionally, Kheradparvar and Shokrpour and Mirzaee (2013) revealed that the absence of literacy brokers assisting Iranian researchers in their writing for publication in English resulted in a low output of publications of the Institute of Science Indexed Journals. The study emphasized the need for expert review of articles for publication, particularly in the L2 context. This is because L2

researchers are usually faced with several challenges when writing for publication in English, and the interventions of literacy brokers may help improve the quality of their texts.

Literacy brokers are known to improve texts through mediatory activities. Mediation can be described as providing tools adopted to solve a problem or reach a goal (VYGOTSKY, 1978). Mediation is the most significant role of literacy brokers because they enable people to interact with texts in various ways (LILLIS; CURRY, 2006). Literacy brokers mediate texts through written comments, corrections, suggestions, and reviews, which are forms of feedback. Caligiuri and Thomas (2013) explained that reviewers who are experts in their subject areas raised writers' awareness on aspects of their manuscripts that needed revision, through comments. These comments were means of mediation, enabling the writers to become aware of the strengths and weaknesses of their manuscripts, and guidance, enabling writers to improve and revise their manuscripts. The reviewers were literacy brokers who, through their comments, enabled writers to communicate effectively with their texts (MORTON; STORCH; THOMPSON, 2014). Similarly, Kindelan (2009) reported that English-speaking specialists' input on the texts of Finnish scholars was a means of mediation because they improved their texts through feedback. These scholars had earlier experienced challenges in the use of grammar. The English-speaking specialists shaped their texts to eliminate grammatical and wrong use of English rhetoric (KINDELAN, 2009). This may have occurred because grammatical flaws in texts could affect their quality and cause rejection by journals upon submission. Therefore, the revision of texts by literacy brokers provided inputs that show the opinions of others, which could give insights to writers on ways to improve their texts to increase the probability of successful publication.

Lillis and Curry (2006) did not consider postgraduate supervisors as literacy brokers despite their enormous contributions to the texts of their supervisees during the writing process for publications (MARTINEZ; GRAF, 2016). Li and Flowerdew (2007) described supervisors as pivotal in nurturing novice researchers to becoming published researchers. Supervisors do this through feedback, enabling their supervisees to become aware of disciplinary writing tenets and socializing them into discourse communities (DYSTHE, 2002a). Written feedback, which is used in this study, is defined as a process of "writing extensive comments on students' texts to provide a reader response to students' efforts and at the same time helping them improve and learn as writers"(HYLAND, 2003, p.8). Therefore, it is essential to discuss supervisors'

contributions compared to those listed as literacy brokers during the writing process. Lei and Hu (2015) emphasized that there are advantages for supervisees who receive feedback from their supervisors compared to their counterparts who do not receive it. Feedback may help the supervisees' adaptation to and functionality in their discourse community, since supervisors can share their cultural, institutional ideologies, and educational experiences of the workings of the disciplinary area when supervisees write for publications.

2.3. The roles of supervisors during the writing process of their supervisees writing for publication in English.

Dysthe (2002) described supervisors as custodians of disciplinary cultures, imparting supervisees into approaches, ways, and procedures accepted by their disciplinary community. Supervisors are responsible for mentoring their supervisees because, in most cases, novice postgraduate students may be unaware of the dynamics and expectations required of them; hence, the guidance from their supervisors enables socialization (DYSTHE, 2002). The socialization process includes writing for publication purposes because supervisors give top priority to ensuring that students' writings conform to the rules set out by specific fields of studies and meet up with required standards (DIEZMANN, 2005). Giving feedback is a means through which supervisors ensure that supervisees conform to the writing standards. This implies that written feedback is a tool used to teach and give students skills capable of helping them improve their writing.

The understanding of and adherence to feedback may ensure that students make minimum errors and write with clarity. Written feedback contains suggestions and comments that help improve students' texts (HYLAND; HYLAND, 2001). Feedback is vital because every field of study has unique approaches to writing, and it provides critical information to students about their writing performance. Therefore, learning to write involves appropriating a disciplinary community's writing practices, which often occurs during the feedback process (DYSTHE, 2002). Li and Flowerdew (2007) further emphasized this standpoint and suggested that supervisors were pivotal in nurturing novice researchers to become published researchers. This means that supervisors can influence their supervisees' writing success through comments on supervisees' texts, giving input that is similar to the forms of mediation used by literacy brokers.

Additionally, Caffarella and Barnett (2000), in a study consisting of 45 doctoral students, observed that students learned how to write through their professors' and peers' feedback on their writing. The feedback served as a means of learning through which the supervisees were able to develop their texts. They further explained that feedback could be in the form of comments made on drafts that enhance textual progression, which, over time, bestows on students the capacity to become independent writers. This shows that the central essence of feedback is to provide critical information to students about their writing performance. Hence, the absence of feedback might make learning to write in an L2 difficult. Hopkins and Dudley - Evans (1988) emphasized the importance of feedback on supervisees' writing, which may constitute supervisors' supervisory roles. The authors reported that supervisors were concerned with giving feedback regarding content of their supervisees' manuscripts. They were equally interested in the manuscript organization, genre conventions, and language mistakes made.

Similarly, Bitchener and Basturkmen and East (2010) supervisors gave feedback relating to almost every aspect of supervisees' texts. The study involved 35 supervisors across three disciplines in six New Zealand universities. The supervisors gave feedback on content knowledge, genre knowledge, rhetorical structure, argument development, and linguistic accuracy. This may signify that supervisors' feedback helped in the development of virtually every aspect of their supervisees' text. Martinez and Graf (2016) mentioned that supervisors possess the knowledge and understanding of structuring research articles in English. They are also aware that their supervisees need guidance on writing different sections of the research article manuscripts depending on their needs. Kwan (2010) pointed out that postgraduate students require the mastery of specific competencies to communicate research effectively through research articles. The knowledge includes genre, structure, vocabulary, and citations. Furthermore, there is a need to understand how arguments are developed and how coherent texts are constructed.

To further elaborate the contributions of supervisors to the writing process of their supervisees, Florence and Yore (2004) showed that supervisors enhance their supervisees' learning process of publishing research articles in English by co-authoring. Co-authorship is a means through which supervisors exert their influence on students' writing. This is becoming a common trend in which individuals publish articles together (MARTINEZ; GRAF, 2016).

Depending on an individual's abilities, they are assigned responsibilities to execute concerning the article. As an example of the trend, articles co-authored with supervisors recorded one-third of Quebec's scientific publications in English (FLORENCE; YORE, 2004). The co-authoring process ensures supervisors provide feedback in line with the recursive writing process that develops ideas negotiating the review process, dealing with rejections and harsh criticism (LEE, 2018). Through this exposure, supervisees gradually acquire critical thinking skills and are exposed to resources to enrich the content of their texts, scholarly references, and the formatting process (LEE, 2018). Inasmuch as the co-authoring process is beneficial to supervisees writing process, it is important to state that in reality co-authorship might reflect the negativity of unequal power relationships in writing. Despite the beneficial roles feedback plays in supervisees' writing for publication in English, it is essential to state that considerable concerns have come to the fore regarding the challenges supervisors encounter when giving feedback on students' writings.

2.4. Supervisors' challenges giving feedback on texts written in English.

Supervisors may encounter several challenges in giving feedback on supervisees' texts for publication in English. One is the absence of proper pedagogical training for teaching writing in English for publication, which might limit their ability to adequately impart knowledge in this area (MARTINEZ; GRAF, 2016). Most supervisors tend to learn writing for publication in English through trials and errors. Furthermore, the authors argued that, although some supervisors might have implicit knowledge of writing research articles in English, they might lack the explicit ability to teach others to write effectively (MARTINEZ; GRAF, 2016).

Another challenge is that supervisors may not see it as their responsibility to provide written feedback on students' texts. Li (2015) reported that ten doctoral students under the same supervisor could not obtain their degrees due to their inability to meet the institution's SCI (Science Citation Index) publication requirement. This could have resulted from the absence of their supervisors' feedback on their manuscripts written for publication in English. The supervisor in this study did not consider it to give feedback on texts written in the English language. However, he actively gave feedback when his supervisees wrote in the Chinese language.

Martinez and Graf (2016) further observed that another significant challenge encountered by supervisors is time pressure, which occurs because supervisees need to meet institutional requirements of publication. The absence of other support systems to reduce supervisors' burden might lead them to appropriate students' texts. Appropriation may occur when supervisees experience significant challenges during the writing process (MARTINEZ; GRAF, 2016). In situations where appropriation occurs, students might eventually lose the opportunity to learn the publishing process.

Torrance and Thomas and Robinson (1994) observed that supervisors experience the challenges of students' inability to synthesize and think conceptually. Some postgraduate students in these studies had difficulties in structuring their writing or writing appropriately for their level. Despite the provision of feedback which these supervisors described as sufficient to enable the supervisees to progress with their writing, they continued to present the same problems, which indicates that they were not learning from the feedback given earlier. Furthermore, the lack of sufficient English language proficiency might affect the feedback supervisors can make on their supervisees' texts. Kamler and Thomson (2014) affirmed that a few supervisors do not feel responsible for giving feedback on issues regarding English skills to their students because of their own English language proficiency. They believe that students could source for such assistance from their peers or other literacy brokers. This attitude springs from the fact that supervisors do not feel comfortable using the language themselves. Although some supervisors efficiently mediate the production of supervisees' texts, it is essential to mention that there may be categories of supervisors who lack this ability, which may be due to insufficient experience participating in English publication processes. Li (2015) reported that regardless of supervisors' role as teachers, it is misleading to assume that supervisors are necessarily scholarly writers or write regularly in the English language themselves. Furthermore, the study showed that not all supervisors might be considered expert writers. They may also vary in their competence to make efficient corrections (LI, 2015). Thus, a supervisor's experience and knowledge determine how well they can assist their supervisees. These challenges encountered by supervisors need appropriate solutions to be provided to enable them to be well equipped to carry out their supervisory roles, which includes the provision of written feedback to their supervisees' writings.

2.5. *Theoretical Background*

Lev Vygotsky is one of the most significant contributors to education and psychology whose sociocultural theory has remained relevant. This study will focus only on aspects of sociocultural theory that suit its purpose and objectives.

2.5.1. *An Overview of Sociocultural Theory.*

Sociocultural Theory claims that human cognitive development occurs through social interactions. These social interactions occur between individuals and their environment through mediational means, resulting in “higher mental functions”(LANTOLF; THORNE, 2006). Higher mental functions are sophisticated cognitive processes such as “logical memory”, “voluntary attention,” and “logical thinking”. Individuals engage in their social environments and make meaningful transactions by internalizing culturally constructed tools (e.g. language)(LANTOLF; THORNE, 2006 p.59). These tools drive the interaction between individuals and their environment, resulting in dialectical interactions, which, in this context, mean that both individuals and their social environment influence each other. Vygotsky described dialectical interactions as “specific organizing functions that penetrate the process of tool use and produces fundamentally new forms of behavior” (VYGOTSKY, 1978 p. 24). A dialectical relationship can be exemplified by the act of using a hammer to nail the wall. Inserting the nail on the wall alters the state of the wall as, for instance, a picture frame can be hanged on the wall. The hammer in this context is a tool that has been culturally and historically created to assist humans in carrying out certain activities in the world. The hammer is a means of mediation in this dialectical relationship that we humans have with our environment.

2.5.2. *The Concept of Mediation and the Zone of Proximal Development in relation to writing for Publication in English.*

One of the most important concepts developed by Lev Vygotsky’s sociocultural theory is mediation. As highlighted earlier, mediation is a determinant factor in developing higher mental functions(DANIELS; COLE; WERTSCH, 2007). Mediation occurs through physical and psychological tools (i.e., signs), which are culturally and socially meaningful. These physical and psychological tools determine the in-depth transformation of the natural forms of cognitive behaviors (VYGOTSKY, 1978). Examples of these tools are notational systems,

writing symbols, instruments, and rules of thumb. Others include graphic organizers, text structures, grammar, spelling checkers, language guides, maps, schemas, diagrams, and mnemonics, printed and online materials (VYGOTSKY, 1978). The relevance of these tools is dependent on the meanings encoded in them. According to Vygotsky language is an essential mediational tool whose primary functions are communication, organization, and generalization of thinking”(VYGOTSKY, 1978). Thus, language serves as an auxiliary aid for the facilitation and deep reconstruction of activity performance.

Another essential concept of the social-cultural theory is the Zone of proximal development (ZPD). The ZPD is the distance between the actual developmental levels determined by independent problem solving and potential growth as determined through problem-solving under more knowledgeable individuals (VYGOTSKY, 1978, p. 86). In other words, ZPD is the distance between what an individual has already mastered and what he can achieve when provided with the necessary support. Therefore, the support should be dynamic, revolutionary, responsive, and guided by the supervisee’s needs (NASSAJI; SWAIN, 2000).

When relating social-cultural theory and the current study, writing for publication is a social activity that should be mediated and situated within a context. Learning to write in accordance to disciplinary areas’ expectations is embedded within social situations and occurs from people’s interaction with other individuals, objects, and events within a particular environment (ALJAAFREH, 1994). As discussed earlier, constant participation and communication relates to cognitive functions between a more knowledgeable individual and a less knowledgeable individual (ALJAAFREH, 1994). It is vital to provide mediation directed at an individual’s ZPD, which involves social interaction between more knowledgeable and less knowledgeable individuals (intermental plane). This interaction allows the latter to internalize the culturally constructed tools that foster the development of higher mental functions. In the context of this study, the supervisor is the more knowledgeable individual who, through written feedback, nurtures and enables the supervisee to reach a higher cognitive and independent level. The ultimate purpose of feedback is to encourage the supervisee to take charge of their learning and work independently. The help given in the form of feedback gradually decreases as the supervisee’s expertise grows. When this occurs, progress is deemed to have also occurred.

3. Methodology

The research in focus is a mixed research which is both quantitative and qualitative in nature. The methods section was divided into two parts: the methodology of data collection and methodology of data analysis. The methodology of data collection detailed the processes involved in collecting the respondents' data. While the methodology of data analysis focused on how data gathered was analyzed. These are discussed in the succeeding paragraphs.

3.1. The Methodology of Data Collection.

Under the methodology of data collection, the following sub-headings will be discussed:

- a. The research participants.
- b. The procedure of Data collection.
- c. Recruitment of the Participants.
- d. Collection of text histories.
- e. Semi-structured interviews.

The study took place in the Engineering Department at a public university in the southeast of Brazil. This institution offers undergraduate and postgraduate programs (master's and doctorate). The focus of the study was on postgraduate students. As a matter of policy, one of the criteria for getting into the institution's postgraduate program is passing either the TOEIC or TOFEL English proficiency test or the English test provided by the institution. The rationale behind students passing the English proficiency test is to ensure that they can fulfill the tasks they might encounter requiring English language use. Similarly, postgraduate students, particularly doctoral students, are required to publish their research results in an internationally recognized journal as a partial requirement for obtaining their degrees. This requirement mounts pressure on supervisors and supervisees, leading supervisors to take up diverse responsibilities during the writing process.

3.1.1. *The Research Participants.*

The participants of the research were divided in two categories, i.e., supervisors and postgraduate students. The criteria for supervisors to participate in the study were:

- a) The supervisor must publish an article in English yearly.
- b) The supervisor must have supervisees who have published or submitted articles for publications in an international journal.

Three professors met the criteria to participate in the research. These supervisors will hereafter be named as Supervisor 1, Supervisor 2, and Supervisor 3. The profile of the supervisors is highlighted in

Table 1

The second category of participants consisted of both masters and doctorate students. The criteria for selecting the students included:

- a) The participant must have submitted or published an article in an international journal.
- b) The participant must be the principal author of the research article.
- c) The participant has a minimum of three drafts showing the corrections made by the supervisor.
- d) The drafts must include an initial draft, an intermediate draft, and the final draft before submission to the journal.

Based on the criteria set above, a total of seven students emerged as the final participants in the study, from an initial total of eleven which subscribed to the research. All postgraduate students will, from now on, be referred to as student A, student B, student C, student D, student E, student F, and student G. The postgraduate students' profile is highlighted in

Table 2 while the relationship between the supervisors and the students is highlighted in Table 3.

Table 1: Profile of Supervisors who partook in the Study

	Supervisor A	Supervisor B	Supervisor C
1 Sex	Male	Male	Male
2 Year of experience as Supervisor	11	7	5
3 No of supervisees	10	7	3
4 Year of first publication in English	2002	2010	2011
5 Formal pedagogical training on supervising writing for publication in English.	None	None	None

Table 2: Profile of Postgraduate Students who partook in the Study

Participant Code	Level of Study	Number of publications in English.
A	3rd year doctoral student	Two (2) publications
B	2nd year Masters student	One (1) publication
C	4th year Doctoral student	Two (2) publications
D	3rd year Doctoral student	Two (2) publications
E	2nd year Masters student	One (1) publication
F	2nd year masters student	One (1) publication
G	3rd year Doctoral student	Two (2) publication

Table 3: Relationship between the Participants and Supervisors

Supervisors	Supervisees
Supervisor 1	Participant A, Participant B, and Participant C
Supervisor 2	Participant D, and Participant E
Supervisor 3	Participant F, and Participant G

3.1.2. The Procedure of Data Collection.

Data collection involved three stages. These stages were labeled as stages one, two, and three. Stage one involved setting up a meeting with the director and the research team. The second stage involved collecting the students' text histories, while the final stage involved conducting semi-structured interviews with the supervisors and the supervisees.

3.1.2.1. Stage 1 – Recruitment of the Participants.

A meeting was held with the laboratory director to discuss the study's aims, objectives, and benefits to the research group, which consisted of professors, masters, and doctorate students. The postgraduate students carried out their research activities, such as testing and experiments in the laboratory. The meeting also aimed at receiving institutional permission to carry out the research, which was granted. The director organized a subsequent meeting with all prospective participants to be informed about the study and the prospective contributions required from them. This meeting was vital because it offered the participants the opportunity to ask questions on aspects of the study on which they had questions and obtain their consent to participate. The criteria that would qualify an individual to become a participant were made known, and those who met the requirements became the final participants.

3.1.2.2. Stage 2 – The Collection of Text Histories.

As a result of the research's nature, one of the means of data collection was text histories. Lillis and Curry (2006) described text histories as means of data collection and analysis that show text trajectories towards publication impacted by literacy brokers. Text histories can indicate various aspects of research articles manuscripts that supervisors have given feedback on (GOSDEN, 1995). For uniformity, a consensus was reached on the number of drafts each supervisee needed to provide. This consensus was necessary because authors store drafts differently (LILLIS; CURRY, 2006). Each participant submitted three drafts resulting in a total of twenty-one manuscripts collected.

3.1.2.3. *Stage 3 – The Semi-Structured Interviews.*

Upon collecting the text histories, two separate semi-structured interviews were conducted for supervisors and supervisees. The use of semi-structured interviews and the questions asked had the purpose of:

- a) Understanding the experience of the participants in writing for publications in the English language.
- b) Getting subjective responses from the participants based on their knowledge concerning the study.
- c) Enabling the interviewer to control how questions are asked and giving the interviewee liberty to respond freely (KVALE, 1996). Semi-structured interviews allow informants the freedom to express their views on their terms, with the interviewer still in charge of the flow of questions (KVALE, 1996).

Before the interview commenced, the participants completed consent forms (See [Appendix A](#)) to ensure the privacy and confidentiality of their information. The two categories of participants underwent separate interviews using separate interview questions. The participants were given the interview guides by email before the interviews to go through them beforehand. The purpose of providing the interview guides ahead was to ensure a smooth interview process and limit language difficulties that might be encountered. The participants had the option of choosing the language (Portuguese or English) they felt more comfortable speaking. The interviews were audio-recorded to ensure the documentation of all conversations. The recordings were done with a recorder and two cellphones to provide proper documentation of all information and backup.

The Supervisors' Interviews.

The supervisors' interviews took place in the Conference Room of the Laboratory. The interviews were conducted within two weeks, with each interview lasting fifty minutes. The purpose of the interview was as follows:

- a) To understand the characteristics of an article for publication in English in their discourse community.
- b) To know how they bring these characteristics of an RA to their supervisees.
- c) To investigate the focus of feedback given by supervisors.
- d) To understand the challenges supervisors encounter when mediating the production of their supervisees' texts.

The interview questions were designed in line with the interview protocol used in Dysthe (2002). Adjustments were made to suit this particular study (see [Appendix B](#)). The time allotted to the interviews was sufficient for all questions on the interview protocol to be answered.

The Supervisees' Interviews.

The interviews were conducted individually to enable the participants express themselves freely. The interviews took place within three weeks, with a time duration of thirty minutes per person. The interview protocol adapted the Dysthe (2002) model with several adjustments (see [Appendix C](#)). The interview questions aimed at:

- a) Understanding the profile of postgraduate students concerning writing in English.
- b) Learning about their experience with writing for publications in English and the number of publications they have in English.
- c) Having a proper understanding of how supervisors' feedback brings about textual progression in their writing.
- d) Identifying how supervisees understand and implement feedback.
- e) Clarifying issues that arose during the analysis of supervisees text histories.

3.2. *The Methodology of Data Analysis.*

This study employed a thematic analytical framework for data analysis. Thematic analysis can be defined “as a method of systematically identifying, organizing and offering insights into patterns of meanings (themes) across a data set” (BRAUN; CLARKE, 2006, p . 57). Through thematic analysis, commonalities in meanings and experiences across the data set are identified. It also gives room for flexibility and accessibility, enabling researchers to report participants’ experiences and realities (BRAUN; CLARKE, 2006). This qualitative approach was used to analyze the text histories and semi-structured interviews.

3.2.1. *The Analysis of Text Histories.*

As defined earlier in the methodology of the data collection section, “text histories are key units of data collection and analysis that are used for exploring the trajectories of texts towards publication including the impact by literacy brokers” (LILLIS; CURRY, 2006, p. 5). For the analysis of the text histories, the methodology used by Lillis & Curry (2006) was adapted to suit the purpose of this study. Lillis and Curry (2006) collected data from the feedback given by literacy brokers in different types of academic texts, including research articles, book chapters, books, conference proceedings, and research reports. After the collection, data were analyzed by tracking textual progression across the drafts. After that, the authors created categories, namely deletion, addition, and reshuffling. Deletion was defined as removing certain text parts that are considered unimportant due to irrelevant information to the journal's scope, redundant information, and ineffectiveness to substantiate essential arguments. Addition was defined as providing more context to the texts, sentences, grammar, and vocabulary to improve texts. Reshuffling was defined as the reorganization/ redistribution of some aspects of the text to enhance meaning and placing text information in the appropriate location. Based on the generated categories, textual progression was tracked, focusing on the changes made due to their supervisors' feedback.

This approach by Lillis and Curry (2006) included more analysis to suit the purpose of this research. In addition to tracking how supervisors' feedback brought about textual progression, this study also sought to understand the focus of the feedback given by supervisors. The focus of feedback signified the function feedback was expected to play in the supervisees' texts (BITCHENER; BASTURKMEN; EAST, 2010). Written feedback was

defined as a process of “writing extensive comments on students’ texts to provide a reader response to students’ efforts and at the same time helping them improve and learn as writers”(HYLAND, 2003, p.8). Therefore, written feedback was used as a tool to teach and give instruction to students on skills that are capable of helping them improve their writing. Hyland and Hyland (2001) reported that adherence to feedback ensures that students make minimum errors and that their writing has clarity. Written feedback contains suggestions/comments/corrections that help improve students’ texts (BITCHENER; BASTURKMEN; EAST, 2010). The supervisors in this study made use of two types of written feedback, namely direct and indirect feedback. Indirect feedback in this context was a type of feedback given where indications are made through supervisors' written comments to show that an error exists or adjustments are required (GHANDI; MAGHSOUDI, 2014). Direct written feedback was a strategy used to help students correct their errors by providing the correct form or structure of what is required to be changed (FERRIS, 2006).

The analysis of text histories was conducted in four stages. Each of these stages is enumerated in the succeeding paragraphs.

3.2.1.1. Stage 1 – The Organization of Drafts

This stage involved the organization of the drafts. All the drafts collected from the participants were organized and categorized as Draft 1, Draft 2, and Draft 3. They were labeled according to the supervisee's name who wrote the manuscript and supervisor who gave feedback. The labeling was done for proper and easy identification and referral to data at every instance required. For example, three different manuscripts were collected from Supervisee A. Each of these manuscripts were labeled Draft 1, Draft 2, and Draft 3, respectively. This same method of labeling was applied to the manuscripts collected from the remaining supervisees.

3.2.1.2. Stage 2–The determination of the focus of supervisors’ written feedback.

This stage involved proper reading and making annotations across the drafts. The focus of the supervisor’s feedback was determined through open coding. Open coding involved identifying essential features in the data set to potentially answer the research question. Excerpts were allocated to each code to interpret data content (BRAUN; CLARKE, 2006). Boyatzis (1998) described a code as a crucial segment or element of the raw data or information

capable of being accessed in a meaningful way regarding a phenomenon. The codes were determined through the meaning and functions attributed to relevant words and phrases given as feedback. The importance and function attributed to the feedback led to the development of themes for the analysis. Themes represented patterned responses in meaning within the data set (BRAUN; CLARKE, 2006). Similar themes were grouped and categorized together to streamline data. Figures 1 and 2 show how the focus of feedback came to the fore. The supervisor's comment in the figure below is colored yellow. It is essential to state that some of the supervisor's feedback was translated from Portuguese to English. Simultaneously, Figure 1 shows an example of the focus of supervisors' feedback. The callout in blue summarizes the focus of feedback derived from the supervisor's suggestion/comment. Additionally, various themes were organized after the determination of the focus of feedback across the drafts. Table 4, which is drawn from Figures 1 and 2, shows how the themes emerged from the focus of supervisors' written feedback.

Figure 1: An example of the focus of feedback from supervisors' comments on content

14 specimen's geometry of this present work is square prismatic, however, both shapes result in
 15 similar high strain rate properties, as assessed by Pankow et. al. [8] and Woldesenbet and
 16 Vinson [9]. The square prismatic dimensions of the produced specimens for this work are
 17 10x10x5.5 mm. Panowicz et. al. [10], studied the effects of circular cylindrical cross-section
 18 samples' geometry imperfections on the results of a traditional SHPB experiment and found
 19 that the angle of specifying the size of the imperfection should be less than 0.3°, otherwise the
 20 stress-strain plots could not give reliable Young's Modulus values, depending on the type of
 21 the geometric imperfection. Nevertheless, a study of the imperfection along square prismatic
 22 geometry is still required. Despite the good quality of the used cutting machine, no
 23 parallelism nor detailed geometric imperfection analysis was made prior to the high strain-rate
 24 tests of this present work, thus, Young's Modulus evaluation and respective conclusions
 25 should be taken very cautiously.

Me nao chegou a medir os
 comorimentos em varios pontos
 para avaliar o paralelismo? Essa
 informacao importante de ser
 quantificada.

Se caso for o caso, vc precisa
 pelo menos citar a precisao de
 corte da maquina que vc usou!

if thumb for the L/D (length to diameter) ratio, there are
 Woldesenbet and Vinson [9], variation of the L/D ratio is
 high strain-rate properties are obtained, thus, it is not a
 however, as demonstrated by Berthoff and Karnes [11] and
 it be taken in order to prevent inertial – axially and radially
 to the wave propagation and cause multi-axial stress states
 -strain curves, hence, not guaranteeing a stress uniformity
 on effects, thin specimens (L/D < 4.5) should not be used,
 this is a result. Inertia effects may also strengthen the stress-

This is an example of comment requiring more content

3 The material used in this study is the Toray Cetex® TC1225 5-harness satin woven
 4 thermoplastic composite laminate, with a PAEK family matrix of semi-crystalline structure,
 5 of excellent mechanical performance. The Toray Cetex® TC1225 has superior processability
 6 over other-composites due to its Low-Melt viscosity and reduction in processing temperature.
 7 The Toray Cetex® TC1225 matrix is also known as Low-Melt PAEK, or just as LM-PAEK
 8 [6]. The composite laminate thickness is 5.63 mm with orthotropic lay-up sequence:
 9 [(0,90)₁₈. The resin volume fraction of the composite laminate is 50%].
 10 The received material was cut using the Metken SERVOCUT 301-AA cutting machine
 11 for the production of the SHPB specimens. Several authors, such as Liu et. al. [7], wares
 12 about the importance of the parallelism – or lack of – among the bar/specimen interfaces.
 13 cross-section is traditionally used in SHPB testing, the
 14 work is square prismatic, however, both shapes result in
 15 as assessed by Pankow et. al. [8] and Woldeesenbet and
 16 dimensions of the produced specimens for this work are
 17 [9]. [10], studied the effects of circular cylindrical cross-section
 18 in the results of a traditional SHPB experiment and found
 19 of the imperfection should be less than 0.3°, otherwise the
 20 liable Young's Modulus values, depending on the type of
 21 heless, a study of the imperfection along square prismatic
 22 geometry is still required. Despite the good quality of the used cutting machine, no
 23 parallelism nor detailed geometric imperfection analysis was made prior to the high strain-rate
 24 tests of this present work, thus, Young's Modulus evaluation and respective conclusions



Figure 2: An example of the focus of feedback from supervisors' comments on vocabulary/ technical words

Table 4: Table showing emerging themes on the focus of supervisors' written feedback

Serial Excerpts	Comments/corrections/suggestions by supervisors	Description of feedback	Codes	Emerging themes	
1	Despite the good quality of the used cutting machine, parallelism or detailed geometric imperfection analysis was made prior to the high strain-rate tests of this present work, thus, Young's Modulus evaluation and respective conclusions should be taken very cautiously.	Didn't you measure the lengths at several points to evaluate the parallelism? This is important information to be quantified, if this is the case you need to at least quote the cutting accuracy of the machine you used.	The need for more information to clarify the important points made.	CT	Content
2	The received material was cut using the Metken SERVOCUT cutting machine for the production of the SHPB specimens. Several authors, such as Liu et. al. wares about the importance of the parallelism	The supervisor suggested the word Emphasize	The need for proper vocabulary that shows formality.	V.B	Vocabulary

The themes that emerged from the analysis of the focus of supervisors' feedback were feedback on content and content organization, feedback on sentence-level changes, feedback on coherence and cohesion, feedback on vocabulary and technical words, and feedback on visuals and formatting. Feedback on content referred to the information provided in the research article on a subject (BITCHENER; BASTURKMEN; EAST, 2010). Additionally, content organization was the distribution of the text content in line with the IMRD format (SWALES, 1990). Technical words and vocabulary were related to the register of the field and the use of appropriate language (LILLIS; CURRY, 2006). Cohesion and coherence referred to intra-text connectedness and the contextual fitness of ideas essential in writing academic texts to make them more understandable (POUDEL; DHANKUTA, 2018). Sentence-level changes included the proper use of grammar and spelling (LILLIS; CURRY, 2006). Finally, feedback on diagrams and formatting consisted of the feedback given on graphs, images, and tables in the research articles. It also included feedback on aspects of text formatting, for example, font sizes and the numbering of sections of RA (LILLIS; CURRY, 2006).

Each theme was numbered across the drafts to show the frequency of supervisors giving feedback in each aspect. In circumstances where a supervisor's feedback suggested more than one theme, they were represented under each aspect they occurred. For instance, a comment could require supervisees' review on content and vocabulary at the same time.

3.2.1.3. Stage 3—The determination of the extent supervisors' feedback brought about textual progression.

Deletes, addition, and reshuffling were used in tracking textual progression. This was done by tracking changes made across the subsequent drafts of the supervisee as a result of feedback implementation or non-implementation. In this study, progress occurred when feedback was effectively input in the subsequent draft. The proper implementation of feedback signified successful change. On the other hand, no progress occurred when the supervisee had difficulty implementing feedback successfully or the text remained the same in the subsequent draft (LILLIS; CURRY, 2006). Supervisors made corrections, suggestions and comments on specific aspects of the text, and the subsequent draft was investigated to know if the supervisee implemented feedback. In situations where feedback was not implemented in the subsequent

drafts, clarifications were made to understand the possible reasons. Similarly, when feedback was implemented, it showed that the supervisee understood and agreed with the supervisor’s suggestions. This procedure continued until all drafts were thoroughly analyzed.

3.2.2. *The Analysis of Semi-Structured Interviews.*

The analysis of the semi-structured interviews was done in the following stages. The first stage involved the transcription of the recordings. The content of the recording was transcribed to suit the purpose of the study. The transcription was done based on two of the norms postulated by Marcuschi (1986) for transcription. The method used was from Nascimento and Steinbruch (2019), adapted from (MARCUSCHI, 2007), and it is shown in Table 5. The table shows the categories used, which were doubts and assumptions, and pauses and silences.

Table 5: Table adapted from (MARCUSCHI, 2007) showing how transcription was done

Occurrence	Description	Signs	Examples
questions and assumptions	It is common not to understand parts of speech. In this case, the place is marked with parentheses, having two options: (a) indicate them with the expression “incomprehensible” or (b) write in them what the transcriber think to have heard	()	Interviewee: () that can be amazing if you could do something like that in a more general way in a broader way you know? Yes. Not only at USP but also you know the universe
Pause and silence	The time duration suggested for pauses is (1.5) seconds In this study the timing was from 1.0 seconds	(1.5)	Interviewee /.../ I think the main () my main role is actually giving them or passing to them a bit about the experience () that I have on writing scientific paper because of course/.../

The second stage involved the proper familiarization with the information provided by the data. Coding commenced to bring similar ideas together, and the codes emerged by identifying features that are of importance to the study. The third stage involved the compilation of the results of the coding into themes. The last stage involved the categorization and alignment of themes with sufficient information from the data set. These final categories emerged to answer the research

questions, and the hierarchy in categories emerged depending on the frequency. Tables 6, 7 and 8 show a summary on how the research questions were answered.

Table 6: Table showing how Question 1 was answered

Question	Instrument	Feedback Pointer
What is the focus of supervisors' written feedback on supervisees' drafts written for publications in English?	Manuscripts	Text commentary function on word.
	Semi-structured interviews.	Text commentary function on google drive.
	Taxonomy of the focus of supervisors' feedback.	
	<ul style="list-style-type: none"> • <i>Feedback on content/ content organization</i> • <i>Feedback on sentence-level changes (examples: grammar, spellings, and prepositions)</i> • <i>Feedback on technical words and vocabulary.</i> • <i>Feedback on coherence and cohesion.</i> • <i>Feedback on diagrams and formatting.</i> 	

Table 7: Table showing how Question 2 was answered

Question	Instrument	Feedback Pointer
To what extent does the feedback gotten by supervisees bring about the textual progression of research article manuscripts?	<p>Manuscripts Taxonomy (delete, additions and reshuffling.</p> <p>Deletes</p> <ul style="list-style-type: none"> • <i>Deletion of irrelevant information from the text.</i> • <i>Deletion of inappropriate vocabulary/technical words.</i> • <i>Deletion of irrelevant diagrams.</i> • <i>Deletion of inappropriate grammatical constructions.</i> • <i>Deletion of misplaced content information.</i> <p>Addition</p> <ul style="list-style-type: none"> • <i>Addition of relevant information.</i> • <i>Addition of appropriate vocabulary / technical words.</i> • <i>Addition of important literature.</i> • <i>Addition of applicable methodology.</i> • <i>Addition of improved visuals.</i> <p>Reshuffling</p> <ul style="list-style-type: none"> • <i>Reorganizing information/content wrongly placed in the research article sections.</i> • <i>The reorganization of information intended to be communicated by the writer.</i> 	<p>Text commentary function on word</p> <p>Google drive access.</p>

Table 8: Table showing how Question 3 was answered

Question	Instrument
What challenges do supervisors encounter when giving feedback on their supervisees' texts written for publication in English?	Semi structured interviews. <ul style="list-style-type: none"><li data-bbox="852 506 1082 535">• <i>Time pressure.</i><li data-bbox="852 551 1267 618">• <i>Maintaining students' writing identities.</i><li data-bbox="852 633 1326 745">• <i>Absence of formal pedagogical training on the supervision of writing for publication in English.</i><li data-bbox="852 761 1294 790">• <i>Inadequate English proficiency.</i><li data-bbox="852 806 1337 873">• <i>Insufficient Institutional support in respect to writing for publications.</i>

4. Results and Discussion

This chapter will present and discuss the results obtained from the study. The results and discussion will be presented based on each research question in the following order.

- a) Question 1. What is the focus of supervisors' written feedback on supervisees' drafts written for publications in English?
- b) Question 2. To what extent does the feedback gotten by supervisees bring about the textual progression of research article manuscripts?
- c) Question 3. What challenges do supervisors encounter when giving feedback on their supervisees' texts written for publication in English?

4.1. *Question 1. What is the focus of supervisors' written feedback on supervisees' drafts written for publications in English?*

This section shows the focus of supervisors' feedback in the form of comments, suggestions, and corrections. This was analyzed using text histories and semi structured interviews. This is consistent with Lillis and Curry (2006), where text histories and semi-structured interviews were used to understand the aspects of academic texts literacy brokers impacted.

4.1.1. *Results of the focus of Supervisors feedback.*

Based on the analysis of text histories, several themes emerged as the focus of supervisors' written feedback. The themes include:

- a) Feedback on content/ content organization.
- b) Feedback on sentence-level changes (e.g.: grammar, spelling, and prepositions).
- c) Feedback on technical words and vocabulary.
- d) Feedback on coherence and cohesion.
- e) Feedback on diagrams and formatting.

These themes were numbered and counted to show the frequency in which supervisors gave feedback. Each number represents feedback given in the supervisees' text. Excerpts from the text histories were also entered into tables to show examples of the themes. Tables 9, 10, and 11 show the distribution of five themes of the focus of feedback given by each supervisor. The themes that emerged as the focus of feedback are subsequently discussed.

Table 9 : Focus of feedback given by Supervisor 1 on Supervisee A, B and C drafts.

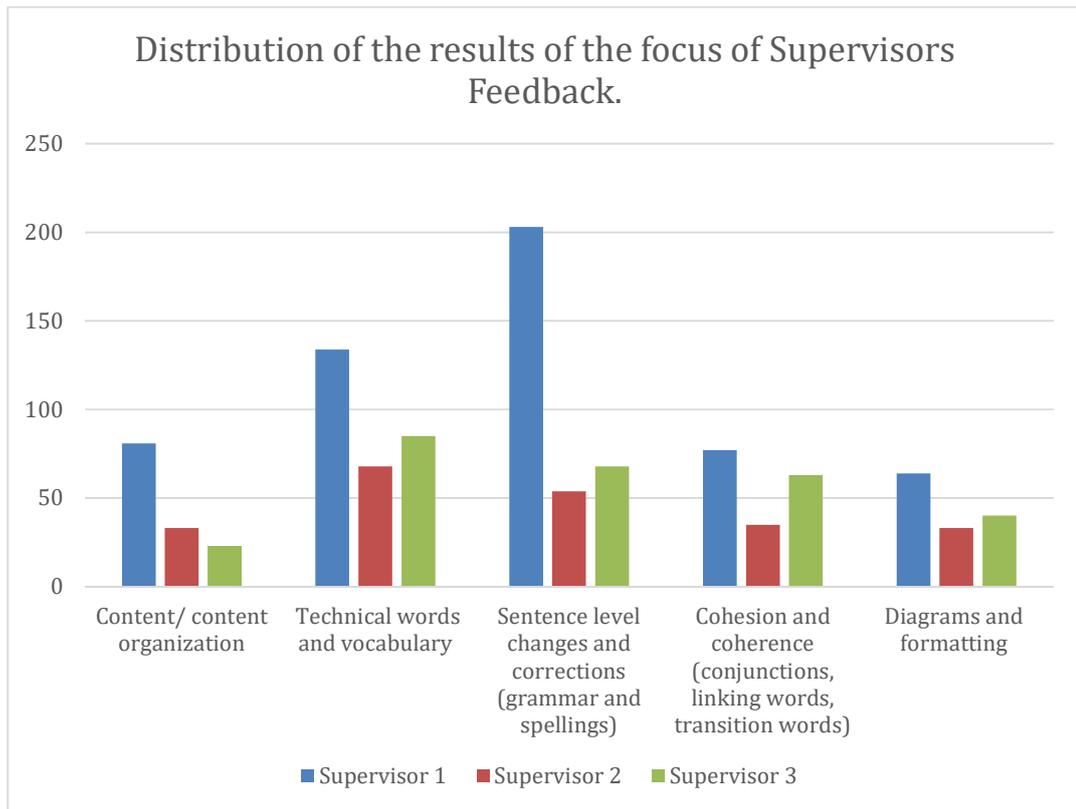
Nature of feedback	Content/ content organization	Technical words and vocabulary	Sentence level changes and corrections (grammar and spellings)	Cohesion and coherence (conjunctions, linking words, transition words)	Diagrams and formatting
<i>Supervisee A</i>					
Draft 1	18	33	40	14	11
Draft 2	7	16	23	9	5
Draft 3	5	6	11	6	1
Sub-Total	30	45	74	29	17
<i>Supervisee B</i>					
Draft 1	21	24	52	8	26
Draft 2	10	19	30	12	11
Draft 3	2	14	15	9	4
Sub-Total	33	52	97	29	41
<i>Supervisee C</i>					
Draft 1	12	13	19	10	5
Draft 2	4	21	7	6	0
Draft 3	2	3	6	3	1
Sub-Total	18	37	32	19	6
Total	81	134	203	77	64
Percentage	15%	24%	36%	14%	11%

Table 10: Focus of feedback given by Supervisor 2 on Supervisee D and E drafts.

Nature of feedback	Content/ content organization	Technical words and vocabulary	Sentence level changes and corrections (grammar and spellings)	Cohesion and coherence (conjunctions, linking words, transition words)	Diagrams and formatting
<i>Supervisee D</i>					
Draft 1	4	18	12	9	5
Draft 2	6	9	5	0	3
Draft 3	1	2	5	2	1
Sub-Total	11	29	22	11	9
<i>Supervisee E</i>					
Draft 1	17	20	28	15	14
Draft 2	3	13	8	6	9
Draft 3	2	6	2	3	1
Sub-Total	22	39	32	24	24
Total	33	68	54	35	33
Percentage	15%	30%	24%	16%	15%

Table 11: Focus of feedback given by Supervisor 3 on Supervisee F and G.

Nature of feedback	Content/ content organization	Technical words and vocabulary	Sentence level changes and corrections (grammar and spellings)	Cohesion and coherence (conjunctions, linking words, transition words)	Diagrams and formatting
<i>Supervisee F</i>					
Draft 1	6	39	21	24	9
Draft 2	4	17	15	16	6
Draft 3	1	11	9	8	14
Sub-Total	11	67	45	48	29
<i>Supervisee G</i>					
Draft 1	7	11	8	7	4
Draft 2	3	5	5	4	6
Draft 3	2	2	12	4	1
Sub-Total	12	18	23	15	11
Total	23	85	68	63	40
Percentage	14%	31%	24%	23%	8%



4.1.1.1. Feedback on Content and Content Organization.

Supervisors 1 and 2 gave 15% of feedback on content and content organization, and Supervisor three, 14%. None of the supervisors neglected the need to provide feedback on this aspect of their supervisees' text because they considered feedback on content and content organization crucial to their supervisees' text development. Content in this study is defined as the availability, relevance, completeness, and accuracy of the information available regarding the text (BITCHENER; BASTURKMEN; EAST, 2010). On the other hand, content organization means placing content under appropriate sections in line with the IMRD format (LILLIS; CURRY, 2006; SWALES, 1990). The IMRD format requires a research article to be divided into the introduction, methods, results, and discussion sections. Feedback on content and content organization is considered necessary because different disciplinary areas prescribe what is required and how certain information is systematically discussed under individual sections of the research article. For instance, the introduction tends to describe previous studies regarding the research being developed and the justification of the research (SWALES; FEAK, 2004). On the other hand, the methodology section details the procedures that were carried out in the research. Not placing the

correct content under specific sections will make the information distribution inappropriate (SWALES; FEAK, 2004). Therefore, the supervisors' feedback on content and content organization in this study ranged from the following categories:

- a) The availability of information in the text.
- b) The irrelevance of certain information in the text.
- c) The need for more information in the text.
- d) The misplacement of certain information in the text.

Table 12 shows examples of feedback on content and content organization on supervisees' draft.

Table 12: Examples of some feedback on content and content organization on supervisees' drafts.

Excerpts of students' text	Supervisors' comments/corrections/suggestions.	Category of content/ content organization.	Summary of feedback
The DIC results showed a reasonable correlation with the strains read by 12 the SHPB strain gauges, except for the 0° off-axis tested specimen.	I think this part is better in the conclusion section upon the conclusion of your work.	The misplacement of certain information in the text	Content organization
Despite the good quality of the used cutting machine, parallelism nor detailed geometric imperfection analysis was made prior to the high strain-rate tests of this present work, thus, Young's Modulus evaluation and respective conclusions should be taken very cautiously.	Didn't you measure the lengths at several points to evaluate the parallelism? This is important information to be quantified, if this is the case you need to at least quote the cutting accuracy of the machine you used.	The need for more information.	Content
In total, 108 tests were performed on an in-house SHPB equipment, varying strain rate: $\dot{\epsilon} = 800 \text{ s}^{-1}$ and 1200 s^{-1} , induced by 1.2 and 1.6 bar on the pressurized vessel; temperature: -54°C, RT (25°C) and 80°C; and off-axis angles: 0, 15, 30, 45, 60 and 75° on the Low-Melt PAEK thermoplastic composite Cetex® TC1225 5HS specimens, provided by Toray Advanced Composites	Is that all??? I think it's interesting for you to quantify the RT 25C.	More information on theory	Content
The proposed phenomenological approach failure criteria based on a two-part mosaic model for woven composites presented good correlation to the results.	Delete, it is irrelevant to your text	The irrelevance of certain information in the text.	Content organization.
...in line with material available in bibliography and previous work from others researchers. Furthermore, experimental results showed unstable crack propagation. Some authors observe the tendency of overestimate Mode I fracture toughness values when the DCB data outputs presents a strong pop-in event Invalid source specified.	It is not correct to make quotes in the conclusion of your work. Here you can only talk about the contribution of your work.	The misplacement of certain information in the text.	Irrelevant Content

From Table 12, it can be observed that the supervisors gave indirect written feedback regarding feedback on content and content organization. When indirect feedback is given, the correct version or adjustments required are not provided, thus leaving it to the student to find the answer. Indirect feedback ensures that supervisees are actively involved in the feedback process and learn what is required to achieve effective writing. This is consistent with Ghandi and Maghsoudi (2014), who reported that students who were given indirect feedback outpaced their counterparts who were given direct feedback during the writing process. In the study, fifty-six students were divided into two equally big groups, one group receiving direct feedback and the other receiving indirect feedback. The study found that the indirect feedback group significantly outperformed the direct feedback group. The success achieved by the indirect feedback made researchers suggest that students should be more involved in the feedback process and not just receive direct feedback where changes are made available to them.

The examples from Table 12 show that the provision of indirect feedback by the supervisors is aimed at ensuring that the supervisees are more involved in the feedback process. This can be deemed to be a means of bringing about socialization and improving the learning process. When supervisees are informed on what is needed to improve their text, they may be compelled to find resources to achieve these improvements. This is beneficial because supervisees become aware of the requirements of the content and may try to implement these requirements in their subsequent texts.

Furthermore, the importance supervisors in the present study may have attached to feedback on content and content organization of research articles is consistent with Bitchener and Basturkmen and East (2010). Supervisors needed to provide written feedback on content to ensure completeness, accuracy, and relevance of the information being communicated. Therefore, feedback on content and content organization can be deemed necessary to fill up gaps in the manuscripts due to insufficient information of concepts and constructs in texts. Similarly, feedback on content organization could ensure an even flow of information in different aspects of the texts. Having information in its appropriate place is fundamental to successfully writing a research article manuscript. Therefore, information on the various sections' was required to suit the purposes for these sections.

4.1.1.2. Feedback on Sentence-level Changes/Corrections.

Supervisor 1 gave 36% feedback on sentence-level changes, while both Supervisor 2 and 3 gave 24% each. Supervisor 1 gave the highest amount of feedback, while supervisors 2 and 3 gave the exact same percentages of feedback on sentence-level changes /corrections. In this study, feedback on sentence-level changes constitutes feedback on grammar (verb tense, prepositions, word order, and the use of modals) and spelling in supervisees' texts (BITCHENER; BASTURKMEN; EAST, 2010). The supervisors gave feedback on this aspect to ensure that their supervisees wrote an error-free text concerning grammar and grammatical constructions to achieve linguistic accuracy. Table 13 shows examples of supervisors' feedback on sentence-level changes and corrections.

Table 13: Examples of supervisors' corrections/comments/ suggestions on sentence-level changes and corrections.

Excerpts	Supervisors' comments, corrections and suggestions.	Comments, corrections/suggestions effected.	Summary of feedback.
<p>This feature is possible due to the intrinsic characteristic of the thermoplastic-based composite, which is being able to be heated and then molded almost independent the desired geometry</p>	<p>This feature is possible due to the intrinsic characteristic of the thermoplastic-based composite, which can be heated and then molded almost independent of the desired geometry</p>	<p>being able to was corrected to can.</p>	<p>The use of modal verb to express possibility and ability.</p>
<p>Experimental procedure and calculations to characterize Mode I interlaminar fracture toughness was performed according to</p>	<p>Experimental procedure and calculations to characterize Mode I interlaminar fracture toughness were performed according to</p>	<p>The supervisor corrected was to were</p>	<p>Correction of the verb tense</p>
<p>Accurate analysis of failure surface contributes to an appropriate interpretation of any data collected on static.....</p>	<p>Accurate analysis of failure surface contributes to an appropriate interpretation of any data collected from a static</p>	<p>The supervisor corrected on to from</p>	<p>Correction of the preposition.</p>
<p>Commonly, the elastic wave speed within the specimen is lower when compared to the bar's, due to mechanical impedance difference of the bar and specimen.</p>	<p>Commonly, the elastic wave speed within the specimen is lower when compared to the bar's, due to mechanical impedance difference between the bar and specimen</p>	<p>The supervisor corrected of to between</p>	<p>Correction of the preposition</p>
<p><i>Carbon fibre composites</i></p>	<p>Carbon Fiber composites</p>	<p>The supervisor corrected <i>Carbon fibre</i> to Fiber</p>	<p>Spelling's correction</p>
<p>It is of interest that the data obtained is independent of sample size and test technique. To do so, in were proposed energy-based procedures were an iterative technique is used.</p>	<p>Add h</p>	<p>It is of interest that the data obtained is independent of sample size and test technique. To do so, in where proposed energy-based procedures</p>	<p>Spelling's correction</p>

At slow crack speeds, ductile drawing?? or ductility ?? and large amount of plastic deformation of the matrix are find close to interstitial site between warp/weft tows and it is related to unstable propagation

ductile drawing??? Ou ductility??? warp/weft tows ???

where an iterative technique is used.
ductile drawing??? or ductility??? between warp/weft tows

Spelling's correction

Words/sentences in red signifies what was recommended to be changed. Words/sentences in green signifies what was recommended and changed from either the corrections or suggestions.

Table 13 shows that feedback is essential to achieve linguistic accuracy for supervisees' writing. The examples above show that supervisors gave direct written feedback on prepositions, verb tenses, spellings, and the use of modals. Direct written feedback is a strategy used for providing feedback to students to help them correct their errors by providing the correct linguistic form or linguistic structure of the target language (FERRIS, 2006). Direct written feedback is given to ensure that the supervisees wrote what is accepted grammatically. Ghandi and Maghsoudi (2014) observed that direct written feedback effectively affects students' spelling and linguistic accuracy. Similarly, Bitchener and Knoch (2008) reported that direct written feedback improved students' texts when focused on grammatical constructions. The importance attributed to feedback given on sentence level change is illustrated in Table 14. The table is categorized into supervisees, the total number of feedback given regarding sentence level changes and whether feedback was input or not.

Table 14: Total amount of feedback on sentence-level changes/corrections on each supervisees' drafts.

Supervisees	Number of feedbacks on sentence level changes/corrections	Input/not input
A	74	Input
B	97	Input
C	32	Input
D	22	Input
E	32	Input
F	45	Input
G	23	Input

Table 14 shows that all supervisees implemented all feedback on sentence-level changes, notably since the supervisors used the direct feedback strategy in this regard and in linguistic accuracy. The number of errors observed on sentence-level changes raises the question regarding the students' English proficiency. The students were required to have passed an English language proficiency exam before being admitted into the program. This may mean that passing English proficiency exams might not translate into practical writing proficiency to write academically viable texts.

Additionally, the need for linguistic accuracy required an understanding of the supervisees' conceptions of writing. Conception in this sense signifies beliefs of what a text for publication should constitute. Conception means an individual's knowledge, beliefs, and attitudes of a particular practice (LONKA et al., 2014). Therefore, supervisees writing conceptions means their interpretation of writing, understanding of how writing develops, and knowledge of writing.

Table 15: Various conceptions of what constitutes writing an article for publication in English.

Supervisee	Conceptions of Writing for Publications in English.
A	Writing is figuring your ideas in words using the appropriate vocabulary and grammatical structures.
B	Writing is the use of advanced English that requires the complex use of vocabulary, grammar, citations and text structure.
C	Writing is a process of meaning making through the use of correct grammar and vocabulary.
D	Writing is conceived as expressing oneself with the use of academic words or advanced words and technical terms"
E	Writing is viewed as a process of knowing words within disciplinary areas and using them effectively. As well as the proper use of grammar
F	Writing is the ability to put down your thoughts in your research in a way that other people can read and understand.
G	Writing is the formation of sentences in a logical manner that makes sense and using good vocabulary and grammar. Writing for publication is more complicated than using English to write every day.

From Table 15, the supervisees' conceptions of writing can be summarized into two categories. Firstly, writing for publication is conceived as advanced written English. Secondly, writing for publication is seen as the use of a distinct register to write. It is noteworthy that both categorizations of supervisee conceptions of writings can be interwoven. This is because some supervisees viewed writing from both perspectives. This is consistent with Ma (2018), where postgraduate students conceived writing for academic purposes as requiring the use of advanced general English and register. Additionally, Table 15 shows that the supervisees had a limited view of what writing for publication in English should entail. They believed that improving their English

skills was sufficient to help their writing development rather than viewing writing as a social practice in which individuals advanced through interactions with other individuals. Viewing writing for publication as adherence and understanding of certain rules shows an understanding of writing that is limited and restrictive. To better understand writing it is thereby important to view writing for publication as all-encompassing, including influences from the social context that shapes an individual.

4.1.1.3. *Feedback on Technical Words and Vocabulary.*

Supervisor 1 gave 24% of feedback on technical words and vocabulary, Supervisor 2 gave 30%, and Supervisor 3 gave 32%. All three supervisors gave significant feedback on this aspect of their supervisees' text. The draft analysis showed that supervisors needed to provide feedback on technical words and vocabulary to ensure that supervisees wrote in ways acceptable by their discourse communities. Table 16 shows each supervisee and the total amount of feedback on technical words /vocabulary given by their supervisors. The table also shows the level of the supervisees in academia.

Table 16: Total amount of feedback on Technical words and Vocabulary used by the supervisors on each supervisee's draft.

Supervisee	Total amount of feedback on technical words and vocabulary	Level in the Academia
Supervisor 1		
A	45	3 rd year Doctoral student
B	52	2 nd year Masters student
C	37	4 th year Doctoral student
Supervisor 2		
D	29	3 rd year Doctoral student
E	39	2 nd year Masters student
Supervisor 3		
F	67	2 nd year Masters student
G	18	3 rd year Doctoral student

From Table 16, supervisees B, E, and F received the highest amount of feedback. They were novices in writing because they were writing their first article in English. On the other hand,

Supervisees A, C, D, and G had more experience in academia than supervisees B, E, and F and had previously published in English (see methodology section). Supervisees B, E, and F may also have received the most feedback on technical words and vocabulary because they were new in the area and needed to communicate through specific terms effectively, thereby acquiring the register of the discourse community. Table 17 shows examples of feedback made by supervisors on technical words and vocabulary.

Table 17: Examples of some feedback made by supervisors on technical words and vocabulary.

Excerpts	Supervisors' comments, corrections and suggestions.	Changed version	Summary of the changes showing the nature of feedback
To avoid the unwanted friction effects, thin specimens ($L/D < 0.3$) should not be used, besides, the lubrication of the bar ends is a must?//. Inertia effects may also strengthen??the stress- 5 1 strain curves that can be misconstrued as a high strain rate dependency effect.??	recommended affect of specimens tested at high strain rates	To avoid the unwanted friction effects, thin specimens ($L/D < 0.3$) should not be used, besides, the lubrication of the bar ends is recommended. Inertia effects may also affect the stress- 5 1 strain curves of specimens tested at high strain rates.	The use of formal vocabulary and technical words.
it is told that the degree of stress uniformity in a specimen can be given by the parameter....	quantified by the parameter	it is told that the degree of stress uniformity in a specimen can be quantified by the parameter	The use of vocabulary Technical words
These aspects are more scrutinized	Detailed and explained.		Use of appropriate language
Given the varied possibilities of SHPB equipment design, this paper also has as an objective an assessment of the important context that provides reliability to the achieved data, such as input wave analysis, specimen geometry specification, specimen preparation and cutting, and stress uniformity analysis	preparation and, and stress analysis	Given the varied possibilities of SHPB equipment design, this paper also has as an to evaluate the reliability to the acquired data, such as input wave analysis, specimen geometry specification, specimen preparation and, and stress analysis	Use of technical words.

Words/phrases in red signifies what was recommended to be changed. Words/phrases in green show what was recommended and changed from the comments, corrections or suggestions.

From Table 17, feedback on technical words and vocabulary enables the supervisees to correct their errors and write in ways acceptable by their disciplinary community. Dysthe (2002) emphasized that every disciplinary field has unique ways of communicating information, and possesses a register of unique words. The inability to use these terminologies could lead to misinformation and ambiguities. Therefore, written feedback helps the supervisees write clearly and more intelligibly. The examples show that the supervisors gave direct written feedback on this aspect of the supervisees' manuscript (FERRIS, 2006). The corrected version was provided to the supervisees, which was implemented in their subsequent drafts.

4.1.1.4. Feedback on Coherence and Cohesion.

Supervisor 1 gave 14% feedback on coherence and cohesion, Supervisor 2 gave 16%, and Supervisor 3 gave 23%. Supervisor 3 provided the most feedback on this aspect. Table 18 shows the total amount of feedback received on coherence and cohesion by each supervisee.

Table 18: Total amount of feedback on Coherence and Cohesion received by each supervisees from their supervisors.

Supervisee	Total amount of feedback on coherence and cohesion
Supervisor 1	
A	29
B	29
C	19
Supervisor 2	
D	11
E	24
Supervisor 3	
F	43
G	15

Feedback on coherence and cohesion was categorized into the following:

- a) Linking words/transition words.

b) Conjunctions.

c) Reformulation.

Table 19: Breakdown of feedback given on coherence and cohesion on all supervisees texts by their supervisors.

Supervisee	No. of .linking words	No. of Conjunctions	No. of Reformations
A	9	16	4
B	11	11	7
C	7	10	2
D	5	6	0
E	6	18	0
F	12	23	8
G	0	14	1

Coherence and cohesion are used to ensure an easy flow of ideas, and the texts can be understood wholly (LILLIS; CURRY, 2006). Table 20 shows examples of supervisors' comments, corrections/suggestions on cohesion and coherence given on supervisees' texts, and their categorization (summary of feedback).

Table 20: Examples of supervisors' comments, corrections/suggestions on cohesion and coherence given on supervisees' texts.

Excerpt	Supervisors' comments, corrections and suggestions.	Summary of feedback
Inertia effects may also strengthen the stress-strain curves that can be misconstrued as a high strain rate dependency effect.	Inertia effects may also affect the stress strain curves of the specimen tested at high temperature.	Reorganization to bring Clarity (reformulation)
More adequate to high-volume production than thermoset laminates mainly because no chemical reaction is needed.	Furthermore, these materials are more adequate to high-volume production than thermoset laminates mainly because no chemical reaction is needed.	Addition of linking words
Besides manufacturing process advantages, thermoplastic composites demonstrate better fracture toughness, impact strength and chemical resistance than thermoset-based composites (Muzzy and Kays, 1988)	Besides manufacturing process advantages, thermoplastic composites also demonstrate better fracture toughness, impact strength and chemical resistance than thermoset-based composites (Muzzy and Kays, 1988)	Addition of linking words
A least squares linear fit to a plot of the visual crack length recorded a versus the cube root of compliance C1/3 was employed to determine compliance parameters, the correction Δ and the slope m. Plot of a vs. C1/3 for all the DCB specimens	A linear least squares regression analysis for the cube root of compliance (C1/3) versus the crack length (a) was used to obtain compliance parameters such as the correction Δ and the slope m. Figure 6 shows the results of all the DCB specimens	Reformulation

Words/phrases in red signifies what was recommended to be changed. Words/phrases in green show what was recommended and changed from the comments, corrections or suggestions.

Table 20 shows how supervisors' feedback connected different aspects of supervisees' texts to simplify understanding and aid the easy flow of ideas. Cohesion and coherence from the examples above ensured readability and logical flow between the sentences, paragraphs, and sections. These findings are consistent with Casanave and Hubbard (1992), showing that postgraduate students encountered challenges in logically organizing their ideas in ways that will be easily understandable. Hence, supervisors tried to ensure that the supervisees wrote meaningful sentences that conveyed the intended information.

Another critical point observed from the examples above is that the paragraphs used in the text require cohesion, and the use of linking words such as “*furthermore*” served as a logical connector to link sentences. Linking words are shown to connect meanings. Similarly, conjunctions also link the grammatical flow of the text. Furthermore, in ensuring that texts made up of paragraphs are coherent, the examples above show that the supervisor reformulated aspects of the texts to ensure that the sections of the texts are linked together logically to enable the reader to follow the development of ideas more easily. This is done to avoid the supervisees writing out of context and confusing readers. This is consistent with Enquist and Oates and Francis (2017). In summary, the examples show that written feedback on coherence and cohesion is given to ensure arguments are logically structured and organized. It also ensures that ideas are developed logically and that paragraphs are conceptually linked.

4.1.1.5. Feedback on diagrams and formatting.

Feedback on diagrams and formatting tended to receive the least feedback from all the supervisors. Supervisor 1 gave 11% feedback on diagrams and formatting while Supervisor 2 gave 15% and Supervisor 3 gave 8% feedback. Feedback in this respect includes proper use of graphs, high picture quality, bar charts, and figures. On the other hand, formatting consists on the proper numbering of text sections, appropriate referencing styles, font style, and size. Table 21 shows examples of the feedback given on diagrams and the formatting of text.

Table 21: Examples of feedback made by supervisors on diagrams and formatting.

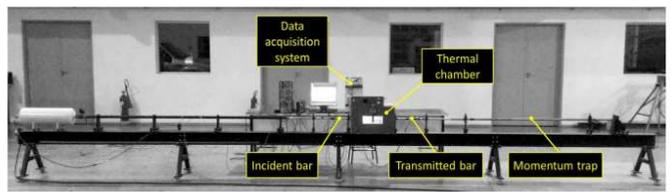
Excerpts	Supervisors' comments, suggestions and corrections.	Summary of feedback
<p>18 the fractography images, the Scanning Electron Microscope (SEM) TESCAN VEGA 3 XMU 19 was used.</p>  <p>20 21 Figure 1 – Split Hopkinson Pressure Bar setup.</p>	<p>Image resolution is very bad. I think the original image is with X, if I don't have it with me, I suggest you take it with him ok?</p>	<p>The need to improve picture quality.</p>
<p>Where P = load, δ = load point displacement, b = specimen width and a = delamination length Single space line, size 10)</p>	<p>Format, put in italics</p>	<p>Proper presentation of the equation in proper font type.</p>
<p>"Thermoplastic Matrix Sheet Composites." Polymer Composites, 1988: 222-228. Bigg, D. M., D. F. Hiscock, J. R. Preston, and E. J. Bradbury.</p>	<p>Review your referencing style to what is required by the journal.</p>	<p>Proper referencing based on journal standards.</p>
<p>Materials and methods</p>	<p>Number all sections and subsections of the article.</p>	<p>Proper numbering of the sections of a research article.</p>

Table 21 shows that the given feedback tends to ensure that supervisees' research effectively represents and complies with the required standard of the journals the article is to be submitted to. This may be considered essential to avoid readers from being distracted by complex formatting and raising doubts concerning the researcher's credibility. Additionally, photographs clarify what is being discussed; hence, high-quality pictures are required to communicate the correct information. Similarly, graphical devices illustrate the relationship between two or more variables using points, lines, or differentiated parts of a whole (e.g., pie graph, line graph, bar graph), signifying the need for good image resolution. The provision of feedback by supervisors on references, tables, and diagrams ensures clarity and compliance with laid down institutional standards (BITCHENER; BASTURKMEN; EAST, 2010). Therefore, the focus of supervisors' feedback regarding images and formatting enables supervisees to know what they are doing is right. It is also productive to supervisees' learning when they are provided with an explanation of what is accurate and inaccurate about their work.

4.1.2. Factors that determine the frequency of the focus of Supervisors' feedback.

The focus of the supervisors' feedback showed that the frequency in which supervisors provided feedback on the various themes was based on:

- a) The supervisors' style of giving feedback.
- b) The supervisees' level of study in the postgraduate program (masters/doctorate).

4.1.2.1. The style of giving feedback.

Supervisors 2 and 3 had a similar pattern of giving feedback, while Supervisor 1 slightly differed. This might have occurred as a result of the supervisor's style of providing feedback. The two styles that emerged were the repetitive feedback strategy and giving feedback once on an issue. Supervisor 1 provided the most feedback compared to the other supervisors. This is because Supervisor 1 used the repetitive feedback strategy on issues that emerged from supervisees' drafts. Supervisor 1 used the repetitive feedback strategy in a manner where if an issue occurred in an earlier aspect of the supervisees' text, this feedback would be repeated if the issue arose again in a subsequent section of the same text. Table 22 shows examples of repetitive feedback given by Supervisor 1 in his supervisees' texts.

Table 22: Examples of repetitive feedback by Supervisor 1 regarding sentence level changes and technical words/ vocabulary in supervisees A, B, and C drafts.

Excerpts	Feedback in form of comments, suggestions and corrections.	No of times Feedback occurred in the draft	Summary of Feedback
Commonly, the elastic wave speed within the specimen is lower when compared to the bar's, due to mechanical impedance difference of the bar and specimen.	Between? Be careful with the use of the preposition of and between.	4x	Sentence level changes and corrections. (grammar)
The test consists in apply an opening load to the specimen as presented in Fig. Error! Reference source not found. Delamination tests was performed under displacement control in a rate of 1mm/min.	Were with plural use were and singular use was.	5x	Sentence level changes and corrections. (grammar)
Specimen material and design	Specimen material and design??? Is that the correct name?	3x	Discipline specific vocabulary.
Should not be used, besides, the lubrication of the bar ends is a must.	Recommended	2x	Appropriate vocabulary
Split Hopkinson Pressure Bar Apparatus	Testing Apparatus	5x	Discipline specific vocabulary.
– Horizontal in plane strain development until peak stress is reached, in respect of time for the 0, 30 and 45° off-axis specimens tested at 1200s-1 3.	Distributions	2x	Appropriate vocabulary

The words/ phrases in red are feedback given by the supervisor. The words/phrases in blue are suggestions/corrections made to replace what is in red. The supervisor's comments are in black. X means the number of times something occurs.

Supervisor 1 gave feedback more than once, not assuming that the supervisee learned from the earlier feedback given on the same issue. The supervisor used repetitive feedback to avoid all levels of ambiguity and to reinforce feedback. Meanwhile, supervisors 2 and 3 did not use the repetitive feedback strategy. They gave feedback once, even if the same issue occurred repeatedly on the same text. They referred their supervisees to the earlier feedback given on the subject, or made no further comment on the issue after feedback had been given earlier. We can assume that these supervisors expected their supervisees to learn from the previous feedback given. Table 23 shows examples of the feedback strategy used by supervisors 2 and 3 on their supervisees' drafts.

Table 23: Examples of comments/corrections/suggestions made by the supervisors once.

Excerpts	Feedback in form of comments, suggestions and corrections.	No of times the issue occurred	No of times feedback was given	Feedback strategy employed subsequently by the supervisor	Theme
$F_{sh} = \frac{F_{Instron}}{2\sqrt{2}W \cos(\pi/4 - \lambda/2)}$ <p>Where λ is the engineering shear angle, W is the specimen's width and $F_{Instron}$ the axial force performed by the universal testing machine. Since the normalized force F_{sh} is already defined as shear per unit length in a rhomboid shape, the normalized tension is obtained by simply dividing F_{sh} by the laminate's thickness. Further details can be obtained in the authors' original work</p>	<p>You must decide if you are using italics for <i>m</i>, <i>m</i>,_w, <i>T</i>, <i>M</i>, <i>M</i>, <i>F</i>, <i>R</i>, <i>U</i>, <i>N</i>, <i>N</i>, <i>n</i>, <i>n</i> or not. Some of your equations are in italics and some are not.</p>	4x	1x	See my earlier feedback.	Formatting
<p>In the present work the calculation of homogenized constants by Eq. 12 was implemented on ABAQUS^R 125</p>	<p>in ABAQUS 125</p>	4x	1x	No subsequent feedback	Sentence level changes(use of preposition)
<p>this ABAQUS 125 feature leads to a set of seven main equations to describe the displacements of the vertices</p>	<p>vertex</p>	6x	1x	???	Technical word

The words/ phrases in red are feedback given by the supervisor. The words/phrases in blue are suggestions/corrections made to replace what is in red. The supervisor's comments are in black. X means the number of times something occurs.

Duncanson and Schmidt and Webster (2020) asserted that different supervisors have different styles of giving written feedback depending on what is deemed best for their practice. To illustrate the effects of the different styles of giving feedback, Table 24 shows examples of the difference between texts that received repetitive feedback and texts that either feedback only once or a referral to earlier feedback on supervisees' drafts.

Table 24: Examples of the difference between texts given repetitive feedback and texts given feedback once.

Draft 1	Supervisors feedback	No of occurrence	Draft 2	Supervisors feedback
Supervisor 1				
Split Hopkinson Pressure Bar Apparatus	Testing Apparatus	5x	x	x
Supervisor 2				
$F_{sh} = \frac{F_{instron}}{2\sqrt{2}W \cos(\pi/4 - \lambda/2)}$	You must decide if you are using italics for <i>m</i> , <i>m</i> , _w , <i>T</i> , <i>M</i> , <i>M</i> , ₂ , <i>F</i> , <i>R</i> , <i>U</i> , <i>N</i> , <i>N</i> , <i>n</i> , <i>n</i> , or not. Some of your equations are in italics and some are not.	4x	$F_{sh} = \frac{F_{instron}}{2\sqrt{2}W \cos(\pi/4 - \lambda/2)}$	Format this equation.

The effect of the two feedback strategies employed by the supervisors is shown in Table 24. In the table, Supervisor 1 gave feedback on the use of "Split Hopkinson Pressure Bar Apparatus." The supervisee continuously omitted the word "testing" (Split Hopkinson Pressure Bar Testing Apparatus). Supervisor 1 gave feedback on this issue five times. However, in the subsequent draft, it was observed that testing was not omitted anymore. This means that the use of repetitive feedback by the supervisor gradually aided the learning process through emphasis. The use of repetitive feedback is a mediatory strategy that enables constant interaction with what the supervisee is intended to learn to foster the development of higher mental functions (VYGOTSKY, 1978). In this instance, the supervisor is the more knowledgeable individual who, through written feedback, nurtures and enables the supervisee to reach a higher cognitive and independent level.

This is because the ultimate purpose of feedback is to encourage the supervisee to take charge of their learning and work independently. The help given in the form of feedback gradually decreases as the supervisee's expertise grows. Where this occurs, progress is deemed to have occurred (MORTON; STORCH; THOMPSON, 2014).

Additionally, repetitive feedback is a means through which the supervisee practiced and rehearsed over time until he became aware of the need to use the technical word correctly. Whereas in the case of Supervisor 2, feedback was given only once where an issue occurred about 4 times. The supervisee repeated this error in the subsequent draft, requiring the supervisor to provide the same feedback again. Therefore, a supervisor's feedback style may affect the quality of feedback given on their supervisees' texts. This in turn affects the effect of the feedback on the supervisees' texts.

4.1.2.2. *The supervisees level of study in the postgraduate program (Masters/Doctorate):*

There is a similarity among all the supervisors regarding the amount of feedback given to supervisees based on their level of study in academia (see tables 9-11). It is clear that more feedback was given to the novices in international publications. Table 25 shows the total amount of feedback given to each supervisee and their level in academia.

Table 25: Total number of feedback received by each supervisee from their supervisors.

Supervisee	Total amount of feedback	Level in the Academia
Supervisor 1		
A	195	3 rd year Doctoral student
B	252	2 nd year Master's student
C	112	4 th year Doctoral student
Supervisor 2		
D	82	3 rd year Doctoral student
E	141	2 nd year Master's student
Supervisor 3		
F	200	2 nd year Master's student
G	79	3 rd year Doctoral student

As shown in Table 25, some students received more feedback than others. Supervisees B, E, and F were master's students writing their first article for publications in English. On the other hand, supervisees A, C, D, G were doctoral students who had previously written for publication in English (see methodology section). Providing feedback was a means through which the supervisors enabled the supervisees to be aware of disciplinary conventions in writing. This is consistent with Kamler and Thomson (2014), where it was suggested that postgraduate students imbibed disciplinary cultures by their supervisors constantly giving feedback. Martinez and Graf (2016) further reported that postgraduate supervisors were capable of transforming a novice researcher into a published researcher through the provision of feedback. The provision of feedback can be understood as a means of mediation through which individuals can effectively interact with their texts (LILLIS; CURRY, 2006). Therefore, providing feedback to novice writers' texts where needed can be deemed a means to ensure that these novices constantly interact with different aspects of their texts and understand their strengths and weaknesses. This interaction aims at eventually enabling the supervisee to become an independent writer. Table 26 shows an example of a supervisee interacting with texts through feedback.

Table 26: An example of a supervisee interacting with text through feedback.

Draft 1	Supervisors' comments, suggestions and corrections	Nature of feedback	Draft 2	Supervisors' comments, suggestions and corrections.	Draft 3
<p>Since there are still no proper and widely used failure criteria for woven composites, this paper tries to provoke the academic community by starting a new kind of analysis and development of failure criterias for woven composites based on the conception of a mosaic 21 model applied to a plain weave, 5HS, 8HS and other types of woven laminates</p>	<p>This is not clear, what do you intend to say???</p>	<p>Content (the irrelevance of certain information in the text)</p>	<p>Deleted</p> <p>Since there are still no currently available physically based woven components, this paper attempts to propose a new rate and temperature dependent failure criterion for thermoplastic composites fabrics. The failure criterion formulation is based on a phenomenological approach and experimental evidences ,where the fabric architecture at ply level is idealized as a two parts mosaic models</p>	<p>Reference from literature???</p>	<p>Deleted</p> <p>This paper provides an attempt to propose a new rate and temperature dependent failure criterion for PAEK woven thermoplastic composites, as there are still no currently available physically based failure criteria for woven composites account for such effects in the open literature. Lifshitz and Leber [15] and Reis et. al, for example, had drawn failure envelopes considering strain rate effects for plain weave thermoset composites, however, none of them have proposed a failure criterion for fabric laminates. The proposed failure criterion is based on a phenomenological approach and experimental evidence, where the fabric architecture at ply level is idealized as a two-part mosaic model.</p>

In Table 26, the supervisor gave feedback in the first draft suggesting more content in the subsequent draft. Through the feedback, the supervisee rewrote the aim of the study in the subsequent draft. Additional feedback was given in the second draft suggesting that additional references should be added to the text. The supervisee added more references in the third draft. This is consistent with Truscott and Hsu (2008), who asserted that there are positive effects of using feedback for rewriting in respect to content because students can successfully edit errors marked in their subsequent drafts. Through feedback, the supervisee could identify at every point what was necessary to improve the text. Therefore, providing adequate feedback enabled these supervisees to gradually understand how their discourse community works and gradually transform them into knowledgeable individuals who can stand independently.

In summarizing Question 1, it was observed that supervisors focused on five aspects of their supervisees texts when giving feedback: content/ content organization, sentence-level changes (examples: grammar, spellings, and prepositions), technical words and vocabulary, coherence and cohesion, and diagrams and formatting. Two aspects, however, received the most amount of feedback: sentence level changes and technical words and vocabulary. It was also observed that in these aspects, supervisees implemented all the feedback given by their supervisors. Two types of written feedback were used by the supervisors, namely direct and indirect written feedback. The supervisors gave direct written feedback by providing the correct form of the issue raised through feedback, while indirect feedback indicated issues in the text. The focus of feedback determined the type of written feedback provided. For instance, concerning feedback on content, the supervisors provided indirect feedback. In contrast, the supervisors gave direct feedback on sentence-level changes and vocabulary. The supervisors' frequency of giving feedback under each category depended on the supervisors' style of providing feedback. Style, in this context, referred to the use of the repetitive feedback strategy and giving feedback once where an issue occurs more than once. The supervisees' level of experience in academia was another factor that influenced the supervisors' frequency of giving feedback. It was observed that the supervisees in the doctorate program who had published articles in English tended to require less feedback compared to master's students who were writing their first articles in English. It could be assumed that these doctoral students had learned the rudiments of writing articles for publications in English over time. Furthermore, in respect to the implementation of feedback, it was observed that the supervisees' conceptions of writing influenced the implementation of feedback. The supervisor in this regard took up the role of literacy broker similar to editors and reviewers as they

sought to improve supervisees' texts to achieve a level of performance required by their disciplinary community.

4.2. *Question 2. To what extent does the feedback gotten by supervisees bring about the textual progression of research article manuscripts?*

In this section, the extent to which supervisor's written feedback brought about textual progression is shown and discussed. The analysis of this question was conducted using text histories and semi-structured interviews. The text histories provided data showing supervisors written feedback and its effect on supervisees' texts while the semi-structured interviews were used to get first-hand information on the participants' experience writing for publication in English, and obtain clarifications. For instance, supervisees' semi-structured interviews explained their perspectives on how feedback brought about their writing progression. In addition, the supervisors' semi-structured interviews clarified questions on the purpose and essence of feedback in supervisees' texts.

In the analysis, the focus of supervisors' feedback obtained from question 1 was considered alongside the purpose feedback was required to serve in the context given. Additionally, it was essential to consider the supervisees' interaction with feedback through implementation or non-implementation in the subsequent drafts. In understanding the extent to which feedback brought about textual progression within the context provided, the purpose of feedback was categorized into three subheadings:

- a) Deletion.
- b) Addition.
- c) Reshuffling

These three categorizations were defined by Lillis and Curry (2006). Tables 27, 28 and 29 show a breakdown of the total number of comments relating to deletions, additions, and reshuffling made by all the supervisors on all their supervisees' drafts. Also, figures 3 - 6 are charts which show the frequency of distribution of deletions, additions and reshuffling of the feedback given by the supervisors for each draft. Table 27 and Figure 3 show the distribution of feedback given to supervisees A, B and C. For Supervisee A and B, the number of feedback were in the order of Addition, Deletes and then reshuffling. For Supervisee C, the number of feedback were equal for both addition and deletes, while reshuffling was low. Similarly, Table 28 and Figure 4 show the distribution of feedback given to supervisees D and

E. For these supervisees, the order of the distribution of feedback was addition, deletes and reshuffling. The same can also be said of supervisees F and G in table 29 and Figure 5. Based on this distribution of feedback, it is clear that the supervisors focused more on addition and deletes and less on reshuffling. This is consistent with Lillis & Curry (2006), where feedback was given in a similar order.

Table 27: Breakdown of feedback into deletes, additions and reshuffling of supervisees A, B, and Cs' drafts by Supervisor 1.

Drafts	Deletes	Addition	Reshuffling	Total
Supervisee A				
Draft 1	48	64	4	116
Draft 2	23	37	0	60
Draft 3	11	17	1	29
Supervisee B				
Draft 1	43	71	17	131
Draft 2	32	41	9	82
Draft 3	17	22	5	44
Supervisee C				
Draft 1	24	27	8	59
Draft 2	20	15	3	38
Draft 3	6	9	0	15

Table 28: Breakdown of feedback into deletes, additions and reshuffling of supervisees D, and Es' drafts by Supervisor 2.

Drafts	Deletes	Addition	Reshuffling	Total
Supervisee D				
Draft 1	19	24	5	48
Draft 2	9	11	3	23
Draft 3	5	6	0	11
Supervisee E				
Draft 1	41	43	3	87
Draft 2	16	20	3	39
Draft 3	5	8	1	14

Table 29: Breakdown of feedback into deletes, additions and reshuffling of supervisees F and Gs' drafts by Supervisor 3.

Drafts	Deletes	Addition	Reshuffling	Total
Supervisee F				
Draft 1	47	40	12	99
Draft 2	20	30	8	58
Draft 3	18	24	1	43
Supervisee G				
Draft 1	14	21	2	37
Draft 2	10	13	0	23
Draft 3	9	11	1	21

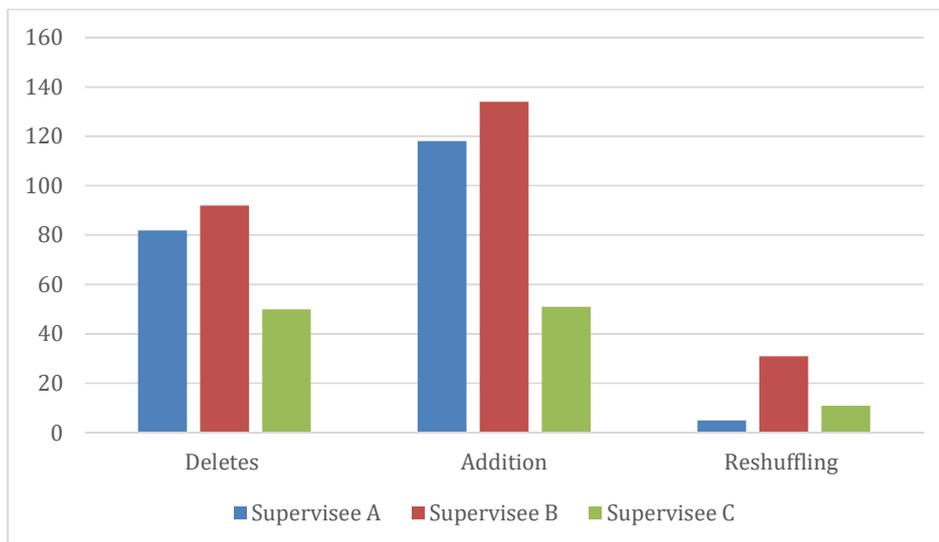


Figure 3: Bar chart showing the total frequency of comments in relation to deletions, additions and reshuffling by Supervisor 1.

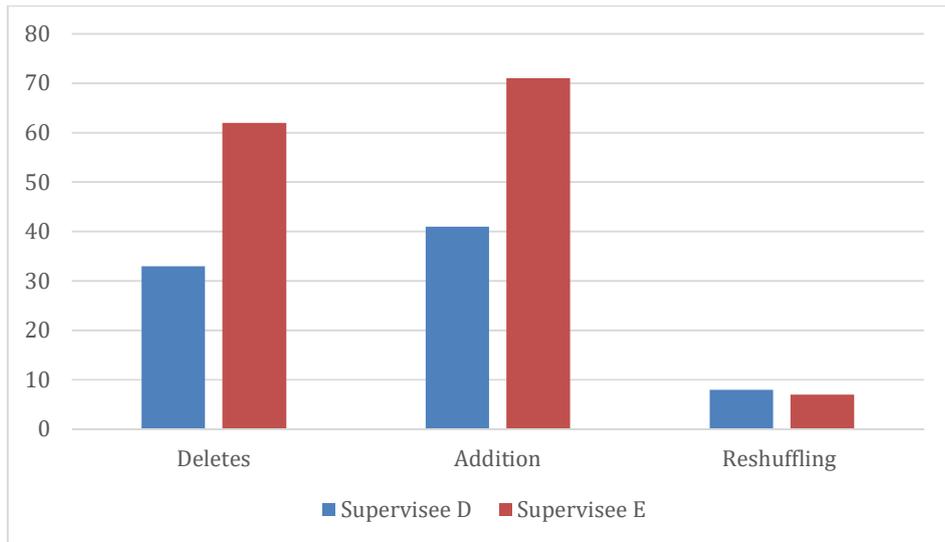


Figure 4: Bar chart showing the total frequency of comments in relation to deletions, additions and reshuffling by Supervisor 2.

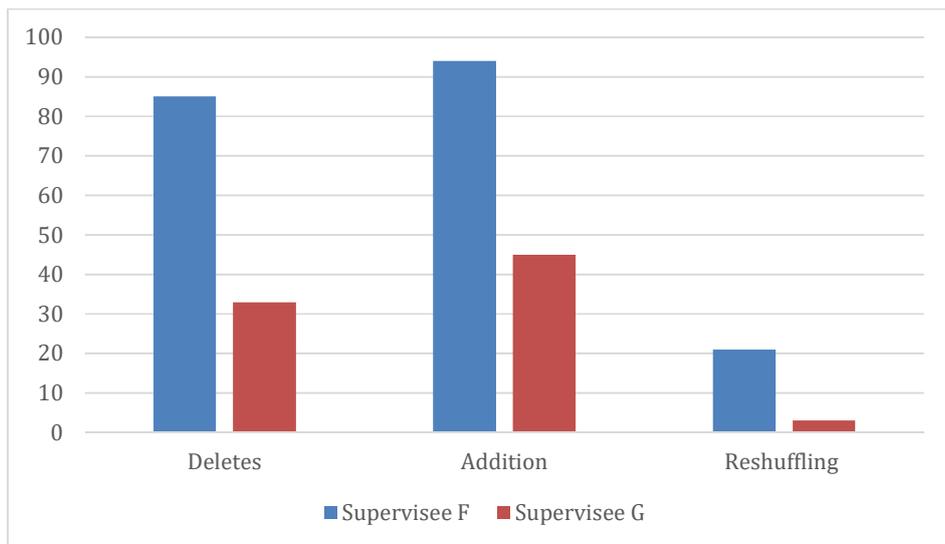


Figure 5: Bar chart showing the total frequency of comments in relation to deletions, additions and reshuffling by Supervisor 3.

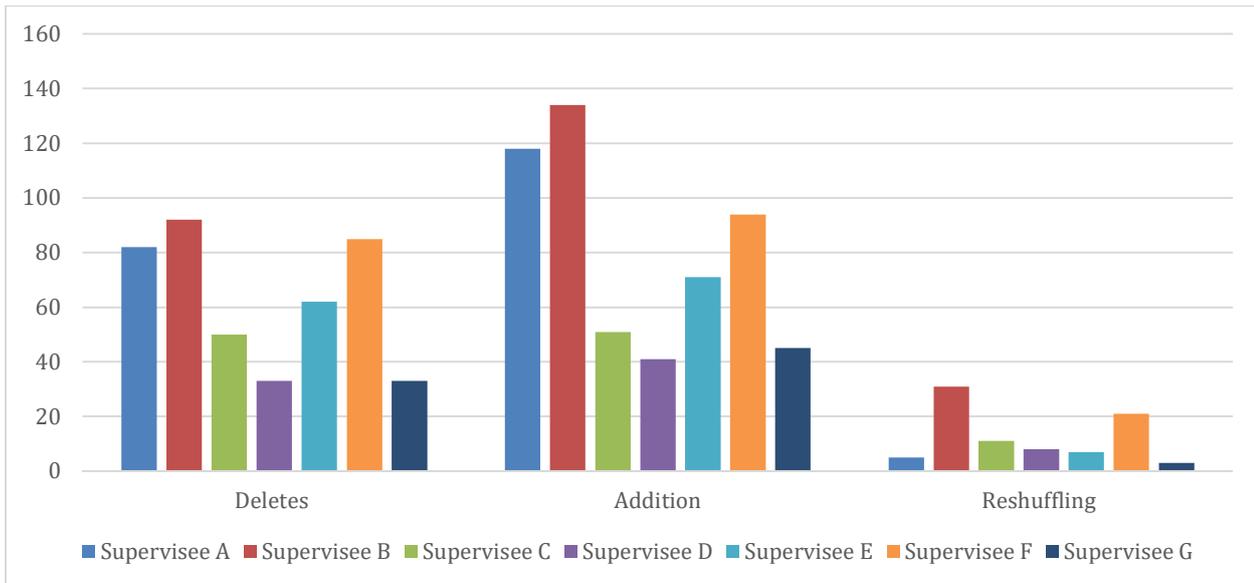


Figure 6: Bar chart showing the total frequency of comments in relation to deletions, additions and reshuffling by all supervisors.

In the succeeding paragraphs, textual progression will be shown based on the aforementioned categories, using examples.

4.2.1. Deletion.

Textual progression through deletion is shown by using excerpts from the text histories. Also, textual progression was tracked considering the original text, the impact of feedback on the text in the subsequent draft, implementation of feedback by the supervisee, and comparisons of all three drafts to determine how the texts progressed. Tables 30 - 34 show examples of supervisees' texts that received feedback suggesting deletion. It was observed that deletion focused on the following areas:

- a) Deletion of irrelevant information from the text.
- b) Deletion of inappropriate vocabulary/technical words.
- c) Deletion of irrelevant diagrams.
- d) Deletion of inappropriate grammatical constructions.
- e) Deletion of misplaced content information.

These areas are examined in detail in the succeeding paragraphs.

4.2.1.1. Deletion of Irrelevant Information from the text.

Table 30 tracked textual progression by supervisors' feedback suggesting removal of information considered irrelevant. In Table 30, the feedback given by the supervisor was on content and content organization. The first significant change observed in the example was the removal of information deemed to be irrelevant in the text, which the supervisor found to be capable of confusing the readers. This involved removing a 25-word sentence to ensure that the content provided was suitable for the abstract of an article within the disciplinary area in context. Identifying the irrelevance of the information in this section of the manuscript made the supervisee rewrite this aspect of the text. In the second draft, feedback was implemented and maintained until the submitted version of the article.

Another significant change in Table 30 is the removal of content from the abstract of the text and placing it in the methodology section, based on feedback. Feedback made the supervisee aware of the irrelevance of the information where it was located. The supervisee implemented feedback in the subsequent draft, and content was moved from the abstract to the methodology section, where it was relevant. This is consistent with Lillis and Curry (2006), who reported that deletions are a means to remove from texts unnecessary information capable of misleading readers. This means that deletions ensure that writers produce precise and straightforward prose that effectively communicates the message intended.

Additionally, Chandler (2003) reported that students' writing improved more when feedback was implemented than when they ignored feedback. The implementation of feedback may imply that both the supervisors and the supervisees agreed with the suggested feedback. Furthermore, writing is targeted at specific audiences within certain disciplinary communities. Bringing awareness to aspects for deletion is a way for supervisors to socialize supervisees into knowing acceptable conventions within the disciplinary society, and aid effective communication to the reading audience. Feedback implementation could also have occurred due to the unequal power relationships between the supervisor and the supervisee. Textual progression is evident based on the quality of the text based on changes and the improvements of the text from drafts 1 to 3.

Table 30: Example showing aspects of texts recommended for deletions based on irrelevant information.

Draft 1	Supervisors' suggestions and corrections.	comments, and	Focus of deletion	Draft 2	Draft 3
<p>The proposed phenomenological approach failure criteria based on a two-part mosaic model for woven composites presented good correlation to the results.</p>	Irrelevant!!!		<p>Content: The irrelevance of certain information in the text.</p>	<p>Deleted A new rate and temperature dependent failure criterion for thermoplastic composites is proposed based on a phenomenological approach and experimental results where the fabric architecture at ply level is idealized as a two-parts mosaic model.”</p>	<p>Deleted Changes maintained.</p>

Words/ phrases and sentences in red show parts of the texts marked for deletions by the supervisors.

4.2.1.2. Deletion of inappropriate vocabulary/technical words.

Table 31 tracked textual progression by supervisors' feedback suggesting the removal of vocabulary/ technical words presumed as inappropriate for the context of usage in the supervisees' text.

Table 31: Example showing aspects of texts recommended for deletions based on deletion of inappropriate vocabulary/technical words.

Draft 1	Supervisors' comments, corrections and suggestions.	Focus of deletion.	Draft 2	Draft 3
Strain curves that can be misconstrued as a high strain rate dependency effect. Depending on the L/D ratio value, it entails more axial	Delete, confusing	Technical words/vocabulary	Deleted and replaced with specimens tested at high strain rates	Deleted with

In Table 31, the feedback given by the supervisor is on the use of technical words/vocabulary. The supervisor suggested that the supervisee delete aspects of the text that did not reflect the proper use of register to communicate the information. In the first draft, "Strain curves that can be misconstrued as a high strain rate dependency effect. Depending on the L/D ratio value, it entails more axial" was used by the supervisee to relay his point. However, in the absence of clarity regarding the information, the supervisor asked the supervisee to delete "depending on 2, the L/D ratio value entails more axial ". The feedback may be aimed to avoid vagueness of information which could be misleading to the audience.

In the subsequent draft, the supervisee implemented feedback. The supervisee replaced the deleted aspect with "specimens tested at high steam rates" which may be more appropriate to the disciplinary community in respect to register. The supervisor did not give feedback on this issue in the subsequent draft. Lillis and Curry (2006) reported that feedback focused on deletion may help to avoid unnecessary digression and miscommunication. Additionally, Bitchener and Basturkmen and East (2010) reported that appropriate vocabulary is relevant in the writing process to ensure that communication is adequately carried out. The supervisor in this context is aware of

the need to effectively use words acceptable within the register to ensure writing accuracy that is beneficial to the article's target audience.

4.2.1.3. Deletion of irrelevant diagrams.

Table 32 tracked textual progression by supervisors' feedback suggesting the removal of diagrams considered irrelevant and unnecessary. In Table 32, the supervisor's feedback was based on diagrams and formatting. The feedback suggested that the image should be cross-hatched or deleted, as the information provided was not clear based on the diagram shown in the supervisees' text. It is observed that in the subsequent draft, the feedback was not implemented by the supervisee. However, in the third draft, the supervisee implemented feedback. This shows that feedback may not always bring about changes in the supervisee's subsequent drafts. The non-implementation of feedback in draft two can be due to the vagueness or non-acceptance of the feedback. Connors and Lunsford (1993) emphasize that feedback may not always lead to writing improvements in subsequent drafts, mainly when feedback is vague, inconsistent, excessively directive, and aims to take over students' texts. This means that supervisees' lack of clarification and non-agreement with feedback can lead to non-implementation. It can be presumed that the feedback was finally implemented after negotiations are made with the supervisor, and an agreement is reached.

Table 32: Example showing aspects of feedback recommended for deletions based on irrelevant diagrams.

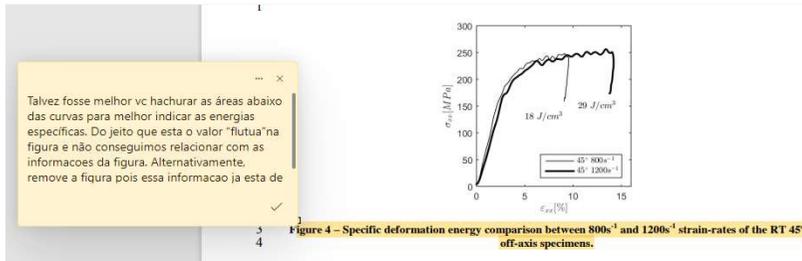
Draft 1

Supervisors' comments, corrections and suggestions

Focus of feedback

Draft 2

Draft 3



Maybe you'd better cross-hatch the areas under the curves to better indicate the specific energies. As it is, the value “floats” in the figure and we cannot relate it to the information in the figure. Alternatively, remove the figure as this information is already indirectly in the figure below!

Diagrams formatting

and Not deleted

Deleted

4.2.1.4. Deletion of inappropriate grammatical constructions.

Table 33 tracked textual progression by supervisors' feedback suggesting the removal of inappropriate grammatical constructions.

Table 33: Example showing aspects of feedback recommended for deletions on inappropriate grammatical constructions.

Draft 1	Supervisors' comments, corrections and suggestions	Focus of deletion	Draft 2	Draft 3
In this context, investigations on delamination in thermoplastic laminates properties are largely relevant.	Within Of	Inappropriate grammatical constructions.	Deleted Within this context, investigations of delamination in thermoplastic laminates properties are largely relevant.	Deleted

*The words, phrases and sentences in red are aspects suggested by the supervisor to be deleted.
The words, phrases and sentences in green are supervisors' suggestions.*

In Table 33, the supervisor's feedback was focused on sentence-level changes (grammar: use prepositions) to ensure that sentences are correctly constructed. In draft one, the supervisor gave feedback on the need to change "in" to "within" and "on" to "of". In draft 2, the supervisee implemented the feedback by inputting the supervisor's suggestions. In draft 3, the changes made in draft 2 were maintained. It may be assumed that feedback on grammar aimed at ensuring effective reader comprehension. Eliminating grammatical errors from writing rewards readers with clear communication (BITCHENER; BASTURKMEN; EAST, 2010). Feedback regarding error correction in writing can improve students' writing in the short term and the long term (BITCHENER; KNOCH, 2008). Feedback is therefore beneficial to supervisees for the specific text in context and long-term learning.

Furthermore, in this example, the supervisee copied the supervisor's suggestions verbatim and implemented them in the subsequent drafts. Ferris (2006) reported that students utilized direct feedback more consistently and effectively than indirect one, partly as it involves simply copying

the teacher's suggestion into the next draft of their papers. However, it is noteworthy that students' short-term ability to edit some types of errors directly marked by feedback may not always translate into long-term improvement. The need for direct and indirect written feedback cannot be overemphasized as both are important for textual progression depending on the supervisees' text issue. Therefore, deleting irrelevant aspects of supervisees' texts and providing the correct version will help the advancement of supervisees' writing process.

4.2.1.5. *Deletion of misplaced content information.*

Table 34 tracked textual progression by supervisors' feedback suggesting the deletion of content deemed to be misplaced.

Table 34: Example showing aspects of feedback recommended for deletions on misplaced content information.

Draft 1	Supervisors' comments, corrections and suggestions.	Focus of deletion	Draft 2	Draft 3
For matched-die molding tools, the component thickness is defined by the tooling gaps, therefore the fibre volume fraction v_f changes to conform to the prescribed thickness as resin flows giving space to the fibers....	Consider deleting this, not important in the methods.	Misplaced content information.	No deletion	No deletion
The DIC results showed a reasonable correlation with the strains read by 12 the SHPB strain gauges, except for the 0° off-axis tested specimen	I think this may be in the conclusions, after all this shows one of the conclusions of your work.	Content: Deletion of misplaced information	Deleted	Deleted

In Table 34, feedback suggested that the supervisee delete certain aspects of the text. The supervisee did not implement the supervisor's feedback in the second or thirds drafts. It remained

in its original form until the final draft was submitted to the journal. Fazio (2001) reported that feedback does not always lead to writing improvements. This shows that feedback may not always improve or change supervisees' texts. This is because several factors influence feedback implementation, ranging from perceived supervisory relationships, the writers' perceptions of written feedback, and the need to maintain writing identities.

However, in the second example in Table 34, the supervisor gave feedback suggesting to the supervisee the section of the research article where the content in context will be suitable. The supervisee, in turn, implemented it in the second draft and the correction remained to the final draft.

4.2.2. *Addition*

Supervisors' feedback focused on addition ranged from:

- a) Addition of relevant information.
- b) Addition of appropriate vocabulary / literature
- c) Addition of applicable methodology.
- d) Addition of improved visuals.

Textual progression was tracked considering the original text, the impact of feedback on the text in the subsequent draft, implementation of feedback by the supervisee, and comparisons of all three drafts to determine how the texts progressed.

4.2.2.1. *Addition of relevant Information.*

Tables 35 and 36 tracked textual progression by supervisors' feedback suggesting the addition of relevant information in the methodology section of the supervisee's article.

Table 35: Example showing aspects of feedback recommended for addition of relevant information.

Draft 1	Supervisors' comments, corrections and suggestions.	Focus of addition	Draft 2	Draft 3
<p>In total, 108 tests were performed on an in-house SHPB equipment, varying strain rate: $\dot{\epsilon} = 800 \text{ s}^{-1}$ and 1200 s^{-1}, induced by 1.2 and 1.6 bar on the pressurized vessel; temperature: -54°C, RT (25°C) and 80°C; and off-axis angles: 0, 15, 30, 45, 60 and 75° on the Low-Melt PAEK thermoplastic composite Cetex® TC1225 5HS specimens, provided by Toray Advanced Composites.</p>	<p>Is that all??? I think it's interesting for you to quantify the RT 25C.</p>	<p>Addition of relevant information in the methodology section.</p>	<p>Added In total, 108 tests were performed on an in-house SHPB equipment, varying strain rate: $\dot{\epsilon} = 800 \text{ s}^{-1}$ and 1200 s^{-1}, induced by 1.2 and 1.6 bar on the pressurized vessel; temperature: -54°C, RT (25°C) and 80°C; and off-axis angles: 0, 15, 30, 45, 60 and 75° on the Low-Melt PAEK thermoplastic composite Cetex® TC1225 5HS specimens, provided by Toray Advanced Composites. Thermal and fractography analyses were also carried out to better understand the temperature and strain rate effects on the dynamic behaviour of the thermoplastic samples tested herein</p>	<p>Remained In total, 108 tests were performed on an in-house SHPB equipment, varying strain rate: $\dot{\epsilon} = 800 \text{ s}^{-1}$ and 1200 s^{-1}, induced by 1.2 and 1.6 bar on the pressurized vessel; temperature: -54°C, RT (25°C) and 80°C; and off-axis angles: 0, 15, 30, 45, 60 and 75° on the Low-Melt PAEK thermoplastic composite Cetex® TC1225 5HS specimens, provided by Toray Advanced Composites. Thermal and fractography analyses were also carried out to better understand the temperature and strain rate effects on the dynamic behaviour of the thermoplastic samples tested herein</p>

Table 36: Example showing aspects of feedback recommended for addition of relevant information.

Draft 1	Supervisors' comments, corrections and suggestions.	Focus of addition	Draft 2	Draft 3
Despite the good quality of the used cutting machine, parallelism nor detailed geometric imperfection analysis was made prior to the high strain-rate 24 tests of this present	Did you not measure the lengths at several points to access the parallelism? This measurement is important to be quantified. If this is the case you need to at least quote the cutting accuracy of the machine you used!	Addition of more relevant information in the results and discussion section.	<p>Added</p> <p>Despite the good quality of the used cutting machine, parallelism nor detailed geometric imperfection analysis was made prior to the high strain-rate 24 tests of this present</p> <p>Panowicz et. al. [21]. studied the effects of circular cylindrical cross-section samples' geometry imperfections on the results of a traditional SHPB experiment and discovered that the angle α specifying the size of the imperfection should be less than 0.3°, otherwise the stress-strain plots could not give reliable Young's Modulus values. The Mitutoyo Beyond Crysta® C 700/900 3D measurement machine was used in this work for assessing the cutting quality of 48 specimens chosen randomly, cut by the SERVOCUT 301-AA. The cutting machine provided a mean value of imperfection size of $\alpha = 1.67^\circ \pm 0.07$, thus, Young's Modulus was not evaluated herein. Nevertheless, a specific study on the imperfection along square prismatic geometry (used for the specimens in this work) is still required.</p>	Remained

Words, phrases and sentences in blue are the additions included in the subsequent drafts.

In Tables 35 and 36, feedback was focused on content (addition of relevant information) in the text. The supervisor gave feedback requesting the supervisee to add more information to increase the content knowledge of the article. In the subsequent draft, the supervisee quantifies the RT 25C, thereby providing additional content. The changes made in draft 2 were maintained in draft 3. Additionally, the supervisor's comment may be seen as a tool used to interact with the supervisee on the need to be explicit in ensuring that adequate details are given to enhance the understanding of equations provided. This may be to improve the quality of the article and show an extensive understanding of the theory in context (BITCHENER; BASTURKMEN; EAST, 2010). Similarly, the supervisor gave feedback asking the supervisee to provide more information about the experiments' measurements. In the subsequent draft, the supervisee implemented this feedback by adding the measurements and including references to buttress the information given. This enriched the text and clarified ambiguities. Gosden (1995) asserts that the addition of technical details in a text leads to precise understanding, resulting in the removal of assertions considered weak. Therefore, the addition of more content in the subsequent draft could be termed textual progression as the texts became more precise with enriched information. Hence, in comparison to the first draft, textual progression may be assumed to have occurred in the second draft, which was maintained in the third draft.

4.2.2.2. Addition of appropriate vocabulary and important literature.

Table 37 tracked textual progression by supervisors' feedback suggesting the addition of appropriate vocabulary/literature.

Table 37: Example showing aspects of feedback recommended for additions of appropriate vocabulary and important literature.

Draft 1	Supervisors' comments, corrections and suggestions.	Focus of Draft 2 addition.	Draft 2	Supervisors' comments, corrections and suggestions	Focus of Draft 3 addition.	Draft 3
Given the varied possibilities of the SHPB equipment design, this paper also has as an objective assessment of the important context that provides reliability to the achieved data, such as input wave analysis, specimen geometry specification, specimen preparation and cutting, and stress uniformity analysis.	Assessment of the important context that provides?? Achieved?? And cutting? uniformity	Vocabulary	Given the varied possibilities of SHPB equipment design, this paper also has as an objective to evaluate reliability of the acquired data, such as input wave analysis, specimen geometry specification, and specimen preparation and stress analysis.	Refer to Carrillo et. al 2001 and Dorey et. al. 1985 to	Addition of references. (content)	Given the intrinsic capacity of thermoplastic matrices of absorbing energy, ballistic applications have become a reality in automotive and defence industries. Thereby, many researchers studied the impact performance of thermoplastic composites expand your point. Under compression loading since some decades ago. Dorey et. al. [6], for example, albeit not deepening in the high strain rate subject, compared the performance of carbon fiber laminates with epoxy and PEEK matrices and discovered that the thermoplastic matrix has potentially good impact performance given its higher fracture energy. In 2001, Carrillo et. al [7] concluded that polypropylene (PP) matrices incorporated to multi-layer Kevlar® aramid fabric, improved the ballistic performance of the thermoplastic composite. Bandaru et. al. [8] more recently, studied hybrid thermoplastic composites of PP matrices under high strain rates of compression loading, as well as Kim et. al. [9], who

researched the behavior of the same polymeric matrix under high rates of strain, but for natural fibre-reinforced made composites, composed by wheat straw and hemp fibres. PPS material was also studied under high strain rate

Words, phrases and sentences in blue are the additions included in the subsequent draft II

In Table 37, feedback was focused on the addition of appropriate vocabulary and content. Changes can be observed in all the drafts. In draft 1, the supervisor identified aspects of the texts that required the change of vocabulary used in the context. The supervisor gave direct feedback by providing the vocabulary to be used. In the subsequent draft, the supervisee added the new vocabularies, signifying the implementation of the supervisors' feedback. Additionally, in the second draft, the supervisor gave feedback on the need to include references to buttress the theory in perspective, which was implemented in the third draft. This is consistent with Cheng and Liang and Tsai (2015), who reported that giving written feedback is an ongoing process that should happen continuously throughout the writing process until a final product is achieved. The addition of references in the text may ensure that credit is given to the authors whose ideas are incorporated into the paper. This will help to prevent plagiarism, as the supervisee did not create the theories being discussed. Similarly, indicating English articles that discuss the theory could be considered the provision of tools to enable the development of the text. The effective use of this tool can bring about the progress of the text, which will positively impact the writing process.

4.2.2.3. Addition of Applicable Methodology.

Table 38 tracked textual progression by supervisors' feedback suggesting the addition of applicable methodology.

Table 38: Example showing aspects of feedback recommended for addition of applicable methodology.

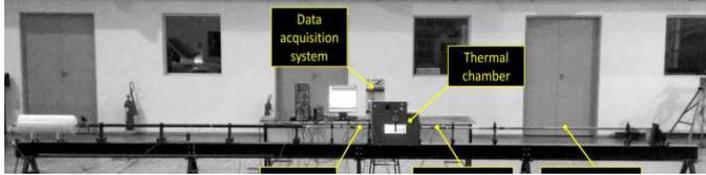
Draft 1	Supervisors' comments, corrections and suggestions.	Draft 2	Supervisors' comments, corrections and suggestions.	Focus of Draft 3 addition.
The resin volume fraction of the composite laminate is 50%.	Measured? Catalog? If please include reference.	The resin volume fraction of the composite laminate is 50%.	Measured? Catalog? If please include reference.	Relevant reference (Content)
				The resin volume fraction of the composite laminate is 50% according to the manufacturer [17]. The supplied Toray Cetex TC1225 laminate was consolidated in Toray Nijverdal Research & Development Laboratory Press, manufacturing code 181112RL02B. The consolidation process was consisted by first heating the laminate to 350°C and initial pressure of 2 bars. After a period of 30 minutes after the temperature of 350°C was reached, a pressure of 10 bars was applied to the laminate. Temperature was then maintained for more 20 minutes. Press cooling was then carried out in air from 350 to 290°C and from 290 to 50°C with water. After the temperature was lowered the laminate was depressurised.

In Table 38, the supervisor gave feedback on content requiring additional information to the text to expand information. It is observed that in the second draft, feedback was not implemented. Fazio (2001) observed that feedback may not be implemented based on the writer's opinion on the importance of feedback within the specified context. The same feedback was given in the second draft, and the supervisee is seen to implement the feedback given in the third draft. Repetitive feedback by the supervisor in drafts 1 and 2 could be assumed as a strategy employed to show the importance of the feedback and emphasis. The inclusion of feedback in the third draft, aside from the expansion of content to bring clarity that shows textual progression, indicates that feedback implementation is relative. The provision of feedback by the supervisor does not guarantee its implementation by the supervisee.

4.2.2.4. Addition of Improved Visuals.

Table 39 tracked textual progression by supervisors' feedback suggesting the addition of improved visuals.

Table 39 : Example showing aspects of feedback recommended for addition of improved visuals.

Draft 1	Supervisors' comments, corrections and suggestions.	Focus of Addition	Draft 2	Draft 3
	<p>Image resolution is very bad. I think the original image is with X, if I don't have it with me, I suggest you take it with him ok?</p>	<p>Feedback on visuals</p>	<p>Improved image added</p>	<p>Improved image added</p>

In Table 39, the supervisor gave feedback on the quality of the image used to show some of the methodologies used in research. The supervisor gave feedback to ensure an improvement in picture quality so that the image met the standard of the target journal. Additionally, feedback might have been given to ensure that the methodology of the research was effectively communicated. This is because the methods section is the most important part of a scientific paper, since it provides the essential information that allows the reader to judge the validity of the results and conclusions of the study reported (AZEVEDO et al., 2011). The implementation of feedback in all the drafts improved the standard of the picture quality and signifies textual progression.

4.2.3. Reshuffling.

The supervisor's feedback on reshuffling ranged from:

- a) Reorganizing information/content wrongly placed in the research article sections.
- b) The reorganization of information intended to be communicated by the writer.

4.2.3.1. Reorganizing information/content wrongly placed in the research article sections.

The research articles were structured following the IMRD format. Supervisors gave feedback where the supervisee wrongly placed the information belonging to a section in another section. Feedback hinted at the best location for the misplaced information. It also helped in structuring information to ease communication. Textual progression was tracked considering the original text, the impact of feedback on the text in the subsequent draft, implementation of feedback by the supervisee, and comparisons of all three drafts to determine how the texts progressed. Tables 40 and 41 show examples of supervisees' texts where feedback focused on reshuffling brought about textual progression. Table 40 shows an example of textual progression based on the reorganization of information/content wrongly placed in the research article's sections.

Table 40: Example showing aspects of feedback recommended for reshuffling reorganizing information/content wrongly placed in the research article sections.

Draft 1	Supervisors' comments, corrections and suggestions.	Focus of reshuffling	Draft 2	Draft 3
linear least squares regression analysis for the cube root of compliance ($C1/3$) versus the crack length (a) was used to obtain compliance parameters such as the correction Δ and the slope m . Figure 6 shows the results of all the DCB specimens	Why is this in the introduction? It should be in the results and discussion.	Reorganizing information/content wrongly placed in the research article sections.	Regrouped to the results and discussion section.	Remained in the methods of draft 3.

In Table 40, the supervisor gave feedback on the reorganization of information misplaced in the introduction section of the research article instead of in the results and discussion section.. The supervisor provided the supervisee with direct feedback showing where the information was to be placed. The supervisee, on the other hand, implemented the feedback in the subsequent draft. Direct feedback may have been provided because the results and discussion section is the section of the research article where the writer connects the study with the literature. The results and discussion section is where writers develop their main points and arguments. This finding is consistent with Bitchener and Baskurkmen (2006)'s claim that the results and discussion section is a vital section of the research article manuscript, because it connects the study to what has been established in the literature. It was further observed that writing the result and discussion section posed difficulties for postgraduate students, such as insufficient linguistic and communicative abilities. The lack of proper linguistic and communicative skills could limit the ability to develop clear ideas and make logical arguments, which defeats the research article's general purpose. Peacock (2002) emphasizes the importance of the communicative moves in the results and discussion section of research articles. The perceived importance of this section may account for why the supervisor considered it important to fix the issues in the section of the text.

4.2.3.2. The reorganization of information intended to be communicated by the writer.

Table 41 shows an example of textual progression focused on the reorganization of information intended to be communicated by the writer.

Table 41: Example showing aspects of feedback recommended for reshuffling the reorganization of information intended to be communicated by the writer.

Draft 1	Supervisors' comments, corrections and suggestions.	Focus of reshuffling	Draft 2	Draft 3
Advanced composite structural materials such as resin composition and fabric arrangements in order to optimize fracture properties.	Advanced composite materials for structural applications, such as new types of resin composition and fabric arrangements in order to optimize fracture properties.	The reorganization of information intended to be communicated by the writer.	Feedback implemented.	Feedback implemented.

In Table 41, the supervisor provided the supervisee with direct feedback, showing that the information provided was insufficient to relay the intended message to the reading audience. The supervisor rewrote this aspect of the supervisees' text, thereby providing direct feedback. The supervisee wrote what was provided by the supervisor in the subsequent draft, which remained till the final draft. It was observed that this information was provided in the results and discussion section. It may be asserted that the supervisor took up the responsibility of rewriting this aspect of the supervisees' text because the results and discussion section constitute a significant crux of research articles. A similar opinion was expressed by Bitcherner and Basturkmen (2006). Additionally, it can also be observed that the supervisor's rewriting did not change the significance of the text in context. This is because the supervisor's rewriting improved the text without changing the context. Appropriation, which involves taking over the supervisees' text, did not occur.

Textual progression feedback tracked through addition, deletions and reshuffling showed that feedback was implemented wholly or partially by the supervisees. To determine the extent the supervisees implemented feedback, the total number of feedback given and the number of feedback implemented by the supervisees in their drafts were counted to arrive at a percentage. Feedback was deemed to be totally implemented when the supervisee executed all the feedback given by the supervisor. Partial implementation, on the other hand, arose when only some of the feedback given by the supervisor was implemented (LENG, 2014). Table 42 shows the level of implementation of supervisors' feedback by their supervisees. It shows the total number of feedback given on all the supervisees' drafts and the number of feedback implemented to determine whether there was partial or total implementation of their supervisors' feedback. The table is classified into the following categories:

- a. T.F. D1 – Total feedback in Draft 1
- b. T.F.I - Total feedback implemented
- c. T.F. D2- Total feedback in Draft 2
- d. T.F. D3 -Total feedback in Draft 3
- e. TFAAD – Total feedback across all drafts.
- f. TFIAAD- Total feedback implemented across all drafts

Table 42: Level of implementation of supervisors' feedback by Supervisees

Supervisees	T.F.D1	T.F.I	T.F.D2	T.F.I	T.F. D3	TFI	TFAAD	TFIAAD	%	Total/ Partial Implementation
A	116	102	60	49	29	21	205	172	83.9	Partial
B	131	131	82	82	44	44	258	258	100.0	Total
C	59	34	38	32	15	12	112	78	69.6	Partial
D	48	31	23	15	11	9	82	45	54.9	Partial
E	87	85	39	29	14	8	140	122	87.1	Partial
F	199	199	58	58	43	43	300	300	100.0	Total
G	37	26	23	20	21	21	81	67	82.7	Partial

Table 42 shows how all the supervisees implemented feedback in their drafts, either totally or partially. Supervisees B and F had the highest rate of implementation (100%). Supervisee E was second, supervisee A 3rd, supervisee G 4th, supervisee C 5th, and supervisee D 7th. Supervisees B, E, and F were all master's students writing their first manuscript for publication in English. On the other hand, supervisee A, C, D, and G, who had previously written for publication and had more years with the academia, were seen not to implement feedback wholly. To further understand the differences in the implementation rate of the supervisees, it was important to understand their individual profile and it was observed that supervisee B, E and F may have had high dependency on their supervisors leading to the high percentages of implementation because it was their first article written for publication in English (see methodology). Lei and Hu (2015) reported that post-graduate students always trusted and accepted their supervisors' feedback and rarely disagreed with their comments, especially in the context of novice writers. Supervisee A, C, D and G, who had lower implementation, may have acquired the skill of negotiating feedback. This could be attributed to the perceived supervisory relationship between supervisors and supervisees.

Supervisees B and F may have considered their relationship with their supervisors as teacher-student relationships. This supervisory relationship emphasizes power imbalance, status difference, and heavy dependency on an individual deemed to be the expert. Dysthe (2002) asserts that supervisors are recognized as vital agents whose feedback is expected to be implemented without critical analysis. Additionally, supervisees A, C, D, E, and G, may have considered their relationship with their supervisors as a partnership which may have influenced the implementation of feedback. In this context, the relationship between the supervisor and the supervisee is more symmetrical. The relationship springs from the belief that both parties need to cooperate to produce good texts (DYSTHE, 2002).

The results further showed that supervisors' written feedback, either direct or indirect, impacted supervisees' texts in different ways. Feedback provided writers the avenue to identify aspects of their texts that needed further clarifications and rectifications. This awareness aided the supervisees writing process, which resulted in textual progression. The supervisor, assumed as the more knowledgeable person in this context, provided tools through feedback which aided the

rewriting process, enabling supervisees to understand the strengths, weaknesses, and directions required to progress in their texts suitable for the target journal.

In summarizing Question 2, it was observed that using feedback in the process of rewriting enabled the supervisees to successfully edit errors marked in their subsequent drafts because it was an informational and interactive tool. This is because it was observed that feedback tended to decrease as the supervisees writing progressed in most instances. It is, however, noteworthy that feedback did not always bring about changes in the supervisees' drafts. There were instances where, despite the feedback given, the text remained the same. Notwithstanding the few instances where feedback was not seen to bring about changes in the supervisees' drafts, supervisors' written feedback generally brought about textual progression.

4.3. Question 3. What challenges do supervisors encounter when giving feedback on their supervisees' texts written for publication in English?

In this section, semi-structured interviews conducted with the supervisors were analyzed showing the challenges they encountered while giving feedback to their supervisees' texts. The interviews were transcribed and coded, and the challenges were grouped in themes (Appendix 4). The challenges presented by the supervisors were the following:

- A. Time pressure.
- B. Maintaining students' ideas in writing.
- C. Absence of formal pedagogical training on the supervision of writing for publication in English.
- D. Supervisors inadequate English proficiency.
- E. Insufficient Institutional support concerning writing for publication.

The challenges encountered by each supervisor are shown in Table 43. The themes will be analyzed individually using excerpts from the interviews.

Table 43: Challenges encountered by all the supervisors

Challenges	A	B	C	D	E
Supervisor 1	x	x	x		x
Supervisor 2	x	x	x	x	x
Supervisor 3			x		x
Frequency of Occurrence	2/3	2/3	3/3	1/3	3/3

4.3.1. Time Pressure.

Supervisors are tasked with numerous responsibilities, such as supervising students conducting research, teaching disciplines, publishing and applying for grants. From Table 43, Supervisors 1 and 2 were confronted with the time pressure giving written feedback on their supervisees' texts. From the supervisors' profile, Supervisor 1 had ten supervisees, Supervisor 2, seven, and Supervisor 3, three supervisees. The number of supervisees each supervisor may be responsible for could influence the time used in giving feedback. This is because giving written feedback is an ongoing activity that should happen continuously throughout the writing process, until a final product is achieved. However, this process is time-consuming. Hyland and Hyland (2001) described the feedback process as recursive and time-consuming. Based on this, it may be inferred that supervisor three, who did not mention time pressure as a challenge, could manage the feedback process due to his smaller number of supervisees under his supervision.

Another issue contributing to the supervisors' challenge of time pressure was the duration of postgraduate students' degree completion. Postgraduate studies usually have an expected time frame within which they should be concluded. Students are expected to finish a Master's degree in two years and a Doctorate degree in four. This implies that the more supervisees a supervisor has, the greater the responsibility for providing written feedback. Moreover, doctoral students who participated in this research must publish an article in an internationally recognized journal before graduation (See methodology). To assert emphasize this, Supervisor 1 stated,

My doctoral students need to finish within the stipulated time for their programs. It is required that they publish in English in at least one journal; most times, they wait until towards the end of their programs. This gives me many headaches as we have to rush many things". "Students have to commence the process of writing in advance, and this requires adequate planning. If you want to write a good paper, you should start as soon as possible. Do not leave it until two weeks /.../ a few weeks remaining for you to finish your master's or your Ph.D. Because writing a good paper will be impossible, as you know, we have in most Universities, including ours, have a prerequisite requirement that Ph.D. Students, before their defense, need to submit a paper in an English index journal before the defense can be done. In some cases, students have the whole thesis already written, but they do not have the paper written yet, even in draft.

The supervisor's statement exemplifies the pressure to ensure supervisees meet the prerequisite for graduation. However, there are inadequate institutional actions geared towards providing support for postgraduate students during the writing process (FERREIRA, 2016). In many instances, these doctoral students went through their undergraduate program in Portuguese, leading to a shift in the use of language for the academic requirements in the postgraduate program. This is because students are suddenly required to read and write technical papers in English. Although some of these students have good speaking abilities in the English language, writing is a different genre that requires another skill and knowledge. The absence of institutionalized actions towards assisting students with their writing makes the supervisors wholly take up these responsibilities, since not fulfilling the required prerequisites of the institution may have detrimental effects on the supervisees. This is consistent with Li (2015), who reported that ten doctoral students could not obtain their degrees because they failed to publish their research results in an SCI journal, a requirement for Chinese universities before the duration of their studies elapsed. Therefore, the number of supervisees under the supervision of a supervisor, the inadequacy of institutional actions geared towards publications and the fulfillment of prerequisites mounts time pressures on supervisors because they try to ensure their supervisees meet all necessary requirements for graduation.

4.3.2. Maintaining Students' ideas in writing.

Table 43 shows that Supervisors 1 and 2 experienced the challenge of maintaining students' ideas during the feedback process. Writing is influenced by the social interactions an individual participates in as well as social context (JONES, 2001). According to Supervisor 2, "I experience a lot of difficulties maintaining my students' ideas. Sometimes I have to get rid of an entire section

and suggest new things, which changes the information the students initially intended to pass across”.

From the excerpt, Supervisor 2 is concerned with ensuring the supervisee's ideas are maintained with respect to position, opinions and beliefs. This is important because writers differ considerably in how far they claim authority as the source of the text's content and how they establish an authorial presence in their writing. This clarifies why the supervisor tries to ensure that the supervisees' ideas are maintained after implementing feedback.

Another significant point that arose from the excerpt is the need to avoid the appropriation of students' texts. Appropriation occurs where the ownership of a text is deemed to be taken away from the writer (MARTINEZ; GRAF, 2016). According to Supervisor 2,

The first draft sent most times goes back as a different paper, you know, the ideas is not there anymore, So I always try to keep it as close as possible to the original ideas, but with the tough cases, you know, I mean, there are some students that actually, I don't know if they are not able to share knowledge. I don't know why that happens, but some feel that they cannot transmit the knowledge correctly. So I, in those cases, give a lot of suggestions.

In situations where the feedback changes the supervisees' texts and strictly reflects the opinions of the supervisors, there may be a loss in the idea initially intended by the supervisee. This may result from supervisees strictly adhering to supervisors' feedback without bringing their own perspectives to the fore. When feedback implementation is designed to strictly reflect their supervisors' thoughts, supervisees may lose the opportunity to develop themselves as writers (DYSTHE, 2002b). However, to contradict feedback as a source of appropriation, Martinez and Graf (2016) observed that it was imperative to differentiate between the aim of interventions and appropriation. Interventions occurred where the purpose of feedback was to improve the quality of the texts. In contrast, appropriation occurred when feedback led to “taking over” the text from the author. The feedback process in the context of this study was aimed to facilitate students' writing, and served as a means of intervention to promote textual progression.

4.3.3. Absence of formal pedagogical training on the supervision of writing for publication in English.

All three supervisors lacked formal pedagogical training for supervising writing for publication in English. For instance, Supervisor 1 stated, I started writing by reading publications in my field. Over time, I developed my writing by learning from my mistakes. I teach students from my personal experiences. Similarly, Supervisor 2 stated

I cannot remember attending training on teaching students to write for publication at any stage of my career. I learned by myself and from my colleagues”. Finally, Supervisor 3 mentioned: “I was not trained to give feedback for writing. I use my own Ph.D. supervisors’ method.

These excerpts show that all supervisors acquired the knowledge to supervise writing for publications without formal instruction. The absence of formal training can make supervisors’ struggle with the process of giving feedback even though they might have implicitly learned how to give feedback. Halse (2011) asserts that regarding writing, many supervisors learned the process of giving feedback through their personal experiences during the supervision process Furthermore, Martinez and Graf (2016) emphasize the need for supervisors to be explicitly taught the supervision process for writing because most of them learn it implicitly.

Formal pedagogical training is essential for supervisors because it may equip them with feedback strategies beneficial to their contexts. Supervisors will learn how to manage students' expectations and negotiate flexible arrangements. They will be able to provide adequate feedback based on the content and expectations of supervisees. Additionally, this training could make supervisors aware and reflect on their practice. They learn the process of giving feedback in a suitable and balanced way because feedback plays a significant role in the academic lives of postgraduate students. Feedback may influence the interpersonal relationship between supervisors and supervisees because it is a two-way process. Feedback may also affect the completion rate of postgraduate students. This means that the development of pedagogical interventions for supervisors will better equip them for the supervision process.

4.3.4. *Supervisors' Inadequate English proficiency.*

The supervisors' profiles show they all publish in English (see methodology). However, supervisor 2 stated that he did not feel prepared to give effective feedback on the linguistic aspects of his supervisees' manuscripts. According to Supervisor 2,

I'm not the best guy from the point of view of, let's say, grammar, punctuations, and preposition corrections and stuff like that because I make a lot of mistakes as well usually depend on another people to do all the correction. I mean, I'm just more worried about the correct way of sharing the knowledge. I want to see the original contribution or that the objectives, the results, and the conclusions are clear enough for the reader to understand what the paper is about and what we want to transmit and share.

Supervisees usually require feedback on the linguistic aspects of their text (See question 1). The supervisors' feeling of insufficiency can be attributed to the absence of pedagogical training for supervising writing in English. This is consistent with Li (2015), where a supervisor did not give feedback on the texts of his supervisees written in English because of his inadequacies with the English language. Supervisor 2 had a good level of English proficiency; however, he did not feel adequately prepared to give feedback concerning linguistic accuracy.).

4.3.5. *Insufficient Institutional Support with respect to writing for publication.*

Insufficient institutional support is a challenge encountered by all three supervisors. The absence of this support burdens the supervisors with a lot of responsibilities. Supervisor 1 stated

Most of the universities, as far as I know, in Brazil, don't really have writing centers and are not showing actions in this direction of assisting in helping students with their writing. Students need a lot of help because immediately they finish their undergrad, which was done in Portuguese. They are confronted in our graduate programs with the need to start reading and writing technical papers. And most of them have no previous experience at all writing in English.... It's not just a matter of knowing the language...we have people here who have amazing, very good spoken English, but they don't know how to write down their ideas.... And in this sense, I think we have a sort of huge gap because, in my view, most of the universities, including ours, don't have the resources to provide support for students, which is crucial to have a good paper ..., we don't have any, any help in this way. If we need some help, we need to pay, and we spend a lot per hour? And that's why the supervisor takes these jobs. Usually, University has no money to spend on that in particular .

In the same vein, Supervisor 3 stated, “There is no sufficient support for students to rely upon with their writing, so we have to carry out many responsibilities ease their writing process”.

This means that the absence of writing support increases supervisors' pressure because they are faced with the responsibility of devising ways of ensuring that supervisees produce good papers, carry out research, and learn the writing process. Jones (2001) affirms that the availability of resources such as writing centers help students with their writing challenges. Participating in writing centers' activities directly influences students' writing performance. Feedback given by the supervisors on the supervisees' texts included language issues, review of sentences and vocabulary. It is crucial to mention that the supervisors are not writing teachers. Still, due to the absence of institutional support and the high cost of paying other literacy brokers, they took up the responsibility of giving feedback on the linguistic aspects of their supervisees' texts. The supervisors believed that institutional support could help students develop their writing, and may reduce the pressures on supervisors.

In summary to Question 3, supervisors encountered five significant challenges: time pressure, maintaining students' ideas in writing, absence of formal pedagogical training on the supervision of writing for publication in English, supervisors' inadequate English proficiency, and insufficient institutional support concerning writing for publications. These challenges influenced the supervisors' provision of feedback. It is noteworthy that not all supervisors experienced the same challenges; however, all three supervisors' common challenges were the absence of formal pedagogical training and insufficient institutional support. There is a need for all these challenges to be addressed and practical solutions to be provided to ease the feedback process. This will assist in providing supervisors with the proper conditions to effectively mediate texts suitable for publication.

5. Conclusion.

This study aimed to investigate supervisors' literacy brokering activities in their supervisees' process of writing for publication. This was done by first examining the areas of supervisees' texts on which supervisors gave feedback. Secondly, the impact of feedback on supervisees' text was found. Finally, the challenges encountered by supervisors during the feedback process for texts written in English was investigated. Data was collected through text histories and semi-structured interviews, and several key findings came to the fore during data analysis.

The findings for research question 1 determining the focus of supervisor's feedback when students write for publications in English showed that supervisors focused on giving feedback in five areas of supervisees' texts: content/ content organization, sentence-level changes (e.g., technical words and vocabulary, coherence and cohesion, and diagrams and formatting. Feedback on content and content organization in the text ranged from the availability of information, the irrelevance of certain information, the need for more information, and the displacement of certain details. Supervisors' feedback on content ensured completeness, accuracy, and relevance of the information being communicated. Similarly, feedback on the content organization ensured an even flow of information in different aspects of the texts. The supervisees' text histories showed that the research articles were divided according to the IMRD approach.

Sentence-level changes were also a vital aspect on which supervisors gave feedback. Sentence level changes included feedback on verb tense, prepositions, word order, modal verbs and spelling. Technical words and vocabulary were also important focuses of supervisors' feedback. The findings showed that supervisors needed to provide feedback on technical words and vocabulary to ensure that supervisees wrote in ways which were accepted by their discourse communities. Supervisees who were novices in writing received the most feedback on technical words and vocabulary because they were new in their area of study and needed to effectively communicate through specific terms, thereby acquiring the register of the discourse community. Feedback on coherence and cohesion was used to ensure an easy flow of ideas and comprised of linking words/transition words, conjunctions, and reformulation. The final aspect of feedback were diagrams and formatting. Feedback on this respect aimed to ensure proper use of graphs, high

picture quality, bar charts, and figures. The supervisors gave feedback on formatting to ensure that the supervisees followed the set-out rules of the journals. Formatting in this context involved proper text sections, appropriate referencing styles, font style/ size and article length.

Two types of feedback were used by the supervisors, namely direct and indirect written feedback. The focus of supervisors' feedback reflected the type of feedback used. Similarly, two factors influenced the supervisors' frequency of giving feedback. The first was their feedback style. Style, in this context, refers to the repetitive feedback strategy and to giving feedback only once on a recurrent issue. The second was the supervisees' level of experience in academia (master's and doctoral students). Students that had previously published in English or had spent more time within the academic environment tended to require less feedback compared to novices writing for publication for the first time.

The availability and implementation of supervisors' feedback was seen to bring about textual progression in the supervisees' writing process. Textual progression was tracked through aspects of supervisees' texts requiring deletions, additions and reshuffling. Feedback provided supervisees the avenue to identify and know aspects of their texts that needed further clarifications and rectifications. This awareness aided the supervisees' writing process. The supervisor assumed the position of a more knowledgeable person who, through feedback, provided tools that aided the rewriting process. Feedback being an informational and interactive tool was also a way of socializing the supervisees into knowing acceptable conventions on writing which was evident in their subsequent drafts after feedback implementation. It was observed that feedback tended to decrease as the supervisees' writing progressed in most instances. However, it is essential to state that there were different levels of feedback implementation (whole/ partial implementation). The implementation of feedback was attributed to the supervisees' perceptions of feedback, conceptions of writing and the understanding of feedback.

Additionally, inasmuch as supervisors gave feedback, the process of providing feedback was not devoid of some challenges. The challenges that arose in this study were, the pressure of time, maintaining students' ideas in writing, absence of formal pedagogical training on the supervision of writing for publication in English, inadequate English proficiency, and insufficient institutional support in respect to writing for publications. Both supervisors and supervisees are

critical stakeholders in the writing process. Hence the desires of both stakeholders should be captured in the feedback process. Supervisors tend to focus more on sentence level changes, and technical words and vocabulary while supervisees expect feedback to focus more on connecting the relevance of their study with existing literature. It is equally important to state that supervisors emphasized the inadequacy of training to better equip them for the supervision of writing in English language.

Based on the study findings, it is recommended that institutions provide resources focused on writing. The study concurs with creating initiatives and resources to instruct academic writing in English within the Brazilian university system (FERREIRA, 2016). An example of such initiatives is the provision and institutionalization of writing centers by universities. From a socio-cultural perspective, writing centers serve as communities of practices and sites for experiential learning because writers are shaped through interactions with readers and other writers (BELL, 2019). Writing centers provide avenues for academic dialogic relationships where tutors and students can work collaboratively to find effective writing strategies beneficial to individual students. Writing centers help students tackle difficulties in creating identities in writing, text organization, content, grammar, citation, among others (MACKIEWICZ; THOMPSON, 2014). Constant interaction with tutors in the centers also makes students more comfortable with writing as a whole, which helps develop fundamental writing skills in English.

Furthermore, the availability of writing centers in institutions is beneficial because they can partner with different departments and help their students write academic papers and articles for publication. It is noteworthy that there are certain aspects of writing that linguists are capable of impacting students more. For instance, Supervisor 2 did not feel adequate giving feedback on parts of the supervisees' texts that had to do with linguistic accuracy. These writing centers can help in immersing both undergraduate and graduate students in the writing process. For instance, at the University of Sao Paulo, Laboratório de Letramento Acadêmico (LLAC)¹ provides a variety of services to support the culturally and linguistically diverse student community of the University of Sao Paulo as they try to navigate through their writing experiences in English². Similarly, at the

¹ Laboratory of Academic Literacy in English

² <https://letramentoacademico.fflch.usp.br>

Federal University of Parana, there is a writing center Centro de Assessoria de Publicação Acadêmica (CAPA) aimed at assisting the publication process of students as well as teaching students at all levels how to write academic discourse in English³. The above examples emphasize that the usefulness of writing centers is gradually spreading in Brazil. Another initiative could be the inclusion of writing courses in the curriculum. This could be a beneficial resource to aid students' academic writing. Using approaches such as the genre-based writing and writing-across-the-curriculum approach to writing instruction enables students to gain significant insight and practicality in writing because every disciple is unique and approaches writing differently.

Correspondingly, the provision of pedagogical support for supervisors would also help them in the process of writing supervision. Institutions should provide support and personal development opportunities to supervisors to equip them for the supervision of writing for publications in English (LEE, 2018). This support should focus on the provision of various supervision skills and could be adopted from practices/frameworks where a result-oriented approach has been designed to help writing supervision. This pedagogical support should be discipline-specific rather than a one-size-fits-all approach as different fields have different writing conventions. Exposure to this support will help break the feeling of inadequacy to supervise writing as they had never learned. This is because poor feedback practices could bring about negative supervisory experiences for supervisees.

This study had some limitations. Data was collected from one department in a public institution. Also, only ten participants (three supervisors and seven supervisees) were part of the research. This amount of data and participants is not sufficient to provide a comprehensive mirror of the situations of all supervisors and their supervisees in Brazilian universities. In order to further corroborate the findings made in this study, this study could be further extended to other postgraduate areas of this institution or other Brazilian universities (both public and private).

Additionally, the study mainly focused on supervisors with little attention on supervisees. It would be interesting to investigate how the feedback given by supervisors can be unified with supervisees' perceived needs and expectations. Since supervisees were aware of certain aspects of

³ [CAPA \(ufpr.br\)](http://ufpr.br)

writing, they encountered challenges. The provision of feedback that addresses these needs could ensure high-quality supervision practices, thereby increasing the quality of academic writing. Similarly, the study did not consider the level of proficiency the participants had based on the grading systems of proficiency.

By examining the literacy brokering roles of supervisors in the writing process of their supervisees aimed at publication, the study provided insightful contributions for higher education. The findings may help supervisors know aspects of supervisees' texts that require feedback and ensure adequate feedback is provided. This study may also serve as a baseline for other researchers bringing to their awareness techniques of ensuring the textual progression of texts. The challenges encountered by supervisors were also brought to the fore, which are essential for institutions to be aware. The knowledge of these challenges could ensure that institutions provide practical solutions to these problems. Solutions such as the provision of writing resources and initiatives for both supervisors and postgraduate students.

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Appendix A – Consent Form

I am Junaid Mariam Oluwatosin, a Masters student from the Graduate Program in Linguistics and Literary studies in English, FFLCH-USP-SP, under the supervision of Profa Dr Marilia Mendes Ferreira.

I am investigating the roles of supervisors in the Academic writing development of their supervisees when writing in English. This is being done by looking into the aspects of student's texts that are usually reviewed by supervisors during the publication process. Additionally, the challenges faced during the process of supervision is being looked into. Furthermore, the views of the supervisees on how these reviews bring about the internalization of their academic writing genre when they need to write for publication is also being investigated.

The data collection procedure would be done through the collection of text histories. Various drafts will be taken into consideration to determine the developmental progression of texts. This will be followed by semi structured interviews in order to have in-depth and detailed information from the participants. The interviews will be conducted on a one on one basis or electronically depending on the convenience of the participant. Where the participant permits, the interviews would be recorded.

I would like you to participate in this research because through your realistic recommendations, we would be able to reduce the challenges encountered when writing for publication purposes in English.

In order to ensure that your rights are protected and preserved, I would be complying with the rules of the National Health Council CNS/2012 in respect to conducting research with human beings. These rights include:



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1. Freedom to participate or stop participating in the study without causing harm or risk.
2. Maintain your name in strict confidence and what you say will not result to any harm of your integrity.
3. Discontinue with the research if you feel uncomfortable with it.
4. Receive answers to any questions during or after the data collection period.

This research offers no psychological risks. It is voluntary without any form of compensation. The results of this research may be published in scientific texts or presented in scientific events with full confidentiality of participants' identities.

For further information, please contact Oluwatosin Mariam Junaid [(12)991630500] or Profa Dr Marília Mendes Ferreira.

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I declare that, after being clarified by the researcher and having understood what has been explained to me, I consent to participate in this research project. I understand that this document will be issued in two (2) copies, and one copy of this document will be with me and the other with the researcher.

Name of Participant

Signature of participant

_____, _____/

_____/_____

City, State

Date



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Appendix B - Semi Structured Interview Questions for Supervisors

1. What's your experience with writing for publications in English?
2. Can you tell me about your experience with the supervision of your supervisees when they are writing for publications in English?
3. How do you see your role in giving feedbacks on your supervisees' manuscripts when they are writing for publications in English?
4. To what extent do you think postgraduate students need assistance in respect to manuscripts written in English?
5. How many supervisees do you have?
6. In your field, what are the characteristics of a good text written in English that would have a high possibility of being accepted for publication?
7. How do you bring these characteristics to students' awareness?
8. What do you do to help students learn these characteristics?
9. What aspect of students' texts do you focus on when giving feedback?
10. What do you think are the difficulties you experience when supervising postgraduate students writing for publication in English?
11. What are the problems students encounter when writing for publications in English at the postgraduate level in your field?
12. Have you undergone any formal pedagogical training on teaching your supervisees writing for publication in English?



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Appendix C - Semi Structured Interview Questions for Supervisees

1. How did you learn to write in English?
2. Can you tell me about your experience with writing for publications in English in your field?
3. What type of writing support do you rely on when you have to write your research articles manuscript in English? (For this question I will do the prompting by giving suggestions)
4. What do you consider as of the characteristics of good texts in your field?
5. Do you receive feedbacks from your supervisors?
6. What's the nature of feedback you receive from your supervisors?
7. To what extent do you make use of the feedback in the new draft of your manuscript?
8. To what extent does this feedback help with the progress of your texts?
9. How does this feedback help you understand the writing requirements in your field?
10. How do you think the feedback received have helped/will help you with future writings for publications in English?

Appendix D - Supervisors Responses for Question 3

Question 3: What are the challenges supervisors encounter when mediating their supervisees' texts?

Some follow up questions were equally added. All the responses and the emerging themes from them are highlighted in tables 43 - 45 below.

Table 43: Responses of Supervisor 1 to Question 3

Serial	Response	Emerging themes
1	“I think is to be addicted to the native Portuguese language/.../. This is the most difficult thing because when I read a manuscript or a draft a manuscript for the first time, I clearly see that the identity of that particular manuscript is actually Portuguese. The language of the text is just a translation from Portuguese to English. When students do that, they miss or lose a lot of meaning attached to the text. I normally understand what the student meant because I'm Portuguese, but I'm quite sure if the text is given to a native English speaker, they wouldn't understand it”	Influence of the L1 on L2 writing by supervisees.
2	/.... /Oh no no, I experience more /.../ “Another thing that I think is also worth mentioning is time. You have commenced the process in advance and this requires adequate planning. If you want to write a good paper, you should start as soon as possible. Don't/.../ don't /.../ leave it until two weeks, a few weeks remaining for you to finish your masters or your PhD, because writing a good paper will be impossible. As you know, we have in most Universities including ours have a prerequisite requirement that PhD students before their defense needs to submit a paper in an English index journal before the defense can be done. In some cases students have the whole thesis already written, but they don't have the paper written (yet, even in draft right)”.	Pressure of time

3	<p>“I also experience a lot of difficulties maintaining the ideas of my supervisees in writing, sometimes I have to get rid of an entire section and write again and this changes the information the students initially intended to pass across.it takes quite a lot of time for the supervisors”.</p>	Maintaining Students ideas.
4	<p>Similarly, most of the universities as far as I know, in Brazil, don't really have writing centers and are not showing actions in this direction. Students a lot of help because immediately they finish their undergrad which was actually done in Portuguese. They are confronted in in our graduate programs the need to start reading and writing technical papers, right. And they have no previous experience at all writing in English. Yeah. Right. It's not just a matter of knowing the language. Because I mean, we have people here that they have an amazing, very good spoken English, but they don't know how to write down their ideas. Right. And in this sense, I think we have a sort of huge gap because, in my view, most of the universities, including ours don't really have the resources to provide support for students which is crucial to have a good paper, right? We don't have any, any sort of help in this in this way. If we need to get some help on that we need to pay and we pay a lot per hour. Right? And that's why the supervisor takes these job, because usually University has no money have no money to spend on that particular”</p>	Insufficient Institutional support in respect to writing for publications
5	<p>I cannot remember being expressly taught how to teach students to write for publication at the earlier stage of my career. I leant to write through writing itself. Hence teaching writing expressively could be challenging.</p>	Absence of formal pedagogical training

Table 44: Responses of Supervisor 2 to Question 3

Serial	Response	Emerging themes
1	My doctoral students need to finish within the stipulated period of time for their programs. It is required that they publish in English in at least one journal, most times they wait until toward the end of their programs. This gives me a lot of headache as we have to rush a lot of things”.	Pressure of time
2	Some students write like they are writing in Portuguese, because they do not appreciate the differences between writing in the two languages. So the write very long sentences and are not able to be precise”.	Influence of the L1 on L2 writing by supervisees
3	“It was quite hard because the first draft sent most times goes back as a totally different paper, you know, the ideas is not there anymore, “So I always try to keep it as close as possible to the original ideas, but with the really tough cases, you know, I mean, there are some students that actually, I don't know if they are not able to share knowledge. I don't know why that happens, but some of them you feel that they cannot actually transmit the knowledge in the correct way. So I, in those cases, it give a lot of suggestions”.	Maintaining Students ideas in writing.

4	<p>My role as an advisor is to check if there is no missing information as in most cases we are the resources students depend on. I need to ensure that there is no wrong information. I need to change the basics to in order to avoid crappy manuscripts. I need to check that the papers have the minimum requirements in order to send to a to peer reviewed journal. So that's why I always check the manuscript and I get the feedback required to achieve the minimum quality in order to make the reviewer the reviewer feedback easier for us. I have to do everything..</p>	<p>Insufficient Institutional support in respect to writing for publications.</p>
5	<p>“I mean, I'm not the best guy from the point of view of, let's say, grammar corrections and stuff like that, because I make a lot of mistakes as well usually depend on another people to do all the correction. I mean, I'm just more worried about the correct way of sharing the knowledge. I want to see the original contribution or that the objectives, the results, and the conclusions are clear enough for the reader to understand what the paper is about and what we want to transmit and share”</p>	<p>Level of English proficiency on the part of the L2 supervisor</p>
6	<p>started writing by reading publications in my field and write in line with them. Over time I began to develop my writing identity through constant writing. I began to experience a lot of successful publication of articles. I learnt to write through trial and errors. I thereby impact students basically from my own personal experiences.</p>	<p>Absence of formal pedagogical training.</p>

Table 45: Responses of Supervisor 3 to Question 3

Serial	Response	Emerging themes
1	“Understanding how to write in English is very difficult because even in Portuguese we have difficulties in writing. Many students write in Portuguese and use direct translation to English. When you read their text you understand that their thought patterns are in Portuguese	Influence of L1 on L2 writing by supervisees.
2	There are no sufficient support for students to rely upon with their writing, so we have to carry out a lot of responsibilities to ease their writing process	Insufficient Institutional support in respect to writing for publications
3	Writing in English is very complicated for students because in English students are required to be precise. Students find themselves writing long texts because that is the way they feel they can express themselves. The proper use of grammar, and writing the various parts of an essay in English can be very challenging.	Understanding the rudiments of writing for publications
4	I know how to write for publications in English as I have published articles in the language but I seem to lack the knowledge to teach students how to write in English”. I resort to making texts and materials available to them to learn from.	Absence of formal pedagogical training.