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| FINAL QUALITATIVE ANALYSIS CODEBOOK | |
| **Theme or Code Name** | **Description** |
| **ARGUMENTATION** | This theme captures comments by students, which show an understanding of the genre expectations of argument writing. |
| ***Argument and Counter-argument*** | Comments which refer to the concepts of arguments, points, counter-points, rebuttals, comparisons and contrasts |
| ***Emotional Appeal*** | Comments which refer to the use or avoidance of emotive language or emotional content in an argument |
| ***Evidence and Examples*** | Comments which refer to the use of evidence and examples without reference to the metadiscoursal features of evidentials or code glosses. Includes explanations. |
| ***Focus on content and ideas.*** | Comments on argument writing which relate more to the knowledge, ideas and content of the argument (such as personal experience). This includes comments on reading sources and researching ideas and information for the essay. |
| ***Formality and Informality*** | Comments that refer to the use of formal and/or informal language in an argument |
| ***Rhetorical Features of Argument*** | Comments which refer to rhetorical devices such as hyperbole, repetition, figurative language… etc. |
| ***Textual Organisation*** | Comments which show an understanding of the linguistic organisation of argument at the text level, including a thesis statement, introduction, or conclusion |
| **POSITION OF THE WRITER** | Comments which relate to the writer taking up an objective or a subjective stance, or expressing their own opinion or viewpoint. |
| ***Avoiding Expressing an Opinion*** | Comments which refer to avoiding communication of a point of view or an opinion |
| ***Being Objective*** | Comments which express the importance of being objective in argument and using facts |
| ***Communicating Different Viewpoints*** | Comments which indicate that the writer shows two or more sides to an argument |
| ***Expressing an Opinion*** | Comments which refer to the writer communicating their opinion or point of view in the essay |
| ***Where viewpoint is expressed*** | References which explain where in an argument the writer's point of view can be expressed |
| **READER AWARENESS** | Comments which show awareness of the reader and how writing needs to accommodate the reader's needs |
| ***Clarity for the Reader*** | Comments which reflect the need to support the reader by being clear about points and arguments |
| ***Engaging the Reader*** | Comments which express a need to engage the reader by attracting their attention, or making things interesting for them. |
| ***Implied Reader*** | Comments which explain the writer's perception of the implied reader |
| ***Third Person Voice*** | Comments which refer to the use of the third person to address a general reader |
| **The Role of Teachers** | Comments which relate to learning or experiences derived from teachers |
| **WRITER PERSPECTIVES ON THEIR OWN WRITING** | Comments which relate to the student's sense of competence as a writer (in L1 or L2), including the challenges and difficulties they face. |
| ***Arabic influencing English*** | Comments which indicate linguistic knowledge from Arabic are used when writing English arguments. |
| ***Challenges in Writing*** | Comments which express the difficulties students face when writing, either in English or Arabic. |
| ***Concern about the standard of writing*** | Comments which express concerns or anxieties about the quality of their written English or Arabic |
| ***Difference between Arabic and English*** | Comments which relate to student perceptions of the differences between Arabic and English or no difference |
| ***English Influencing Arabic*** | Comments which indicate linguistic knowledge from English are used when writing Arabic arguments. |
| **WRITING** | Comments which express a metalinguistic understanding of writing in general |
| ***Influence of Reading*** | Comments which refer to how reading has helped with ideas or understanding the text type, or references to not reading. |
| ***Paragraphing*** | Comments which refer to the paragraphing demands of argument writing |
| ***Punctuation*** | Comments which refer to student thinking about punctuation and its usage. |
| ***Revision*** | Comments which refer to the revision of writing and the nature of changes made |
| ***Text Layout*** | Comments which refer to visual aspects of text layout, such as the use of bullet points, diagrams …etc. |
| ***Vocabulary*** | Comments which relate to word choices, including noun phrases such as 'mobile phones', and to revising words in a sentence, e.g. 'I really agree' to 'I prefer' |