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Elements of doctoral apprenticeship: Community feedback and the acquisition of writing expertise

Yan (Olivia) Zhang [a,*], Ken Hyland [b]

[a] Centre for Applied English Studies, Run Run Shaw Tower, University of Hong Kong, Hong Kong
[b] School of Education and Lifelong Learning, University of East Anglia, Norwich NR4 7TJ, UK

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1. Introduction

A central goal for doctoral students is to produce academic texts that not only have something novel and significant to say, but which also establish their scholarly identity by situating their contribution, and themselves, within a field. This is challenging for doctoral writers, who often have a strong sense of inadequacy in their ability to develop such an expertise (Casanave, 2019; Paltridge & Starfied, 2016). The processes of writing, feedback and revision are regarded as central to overcoming these challenges. The advice of trusted, or respected, advisers representing the student's discipline, can scaffold a dialogic mentorship to encourage students' emergent self-confidence, intellectual independence and ability to position themselves in relation to others (e.g. Inouye & McAlpine, 2017). We explore this process using the popular metaphor of *apprenticeship* but focus on the little studied area of how community advice, in the shape of expert feedback, functions to scaffold and sculpt doctoral students' expertise in different types of writing. We develop the concept of *community feedback* here to refer to a dialogic, multi-voiced system of support by discipline-verified experts designed to influence writers' orientations in writing activities.

Our study examines the experiences of two L2 writers' creating a literature review, one in a doctoral thesis and the other in a research article. Specifically, we set out to answer two questions:

(1) How might key providers of community feedback on writing contribute to the apprenticeship of L2 doctoral students?

* Corresponding author.
E-mail addresses: u3003483@connect.hku.hk (Y.(O. Zhang), K.Hyland@uea.ac.uk (K. Hyland).

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(2) How might these sources assist the development of expertise in the students' thesis and research article writing?

The first author, who speaks Chinese as a first language, observed the two doctoral writers, Sherry and Sue, through a two-year longitudinal ethnographic study. Having many conversations with them about their studies, the first author was able to understand both their cultural backgrounds and research content, and discussed these issues with the second author who has considerable experience of supervising and publishing with L2 doctoral students in English-medium universities. We were interested to see how primary forms of community feedback surrounding a doctoral thesis (Sherry) and research article (Sue) help to develop their apprenticeship experiences.

2. Apprenticeship and supervision

Apprenticeship is a metaphor which has attracted scholars who have studied the mutual embeddedness of the individual and the sociocultural world. An apprenticeship implies a learning process whereby newcomers to a community of practice advance their expertise and knowledge through participation with more knowledgeable others in culturally organized activities (e.g. Lave & Wenger, 1991; Rogoff, 2008). The metaphor focuses attention on the active roles of newcomers and others in supporting developing participation, as well as on the community practices and goals of the group to which they contribute. Apprenticeship can be interpreted in different ways, and generally refers to more than the guidance of learning (Austin, 2009) and more than simple expert-novice dyads. Rogoff (2008), for example, argues that apprenticeship

> focuses on a system of interpersonal involvements and arrangements in which people engage in culturally organized activity in which apprentices become more responsible participants. (Rogoff, 2008, p. 141)

Lave (1991) points out two aspects of apprenticeship: (1) broad exposure to ongoing community practice which draws novices closer to goals they expect, or are expected, to obtain, and (2) knowledge and skills developed in a process of generating identities and behaving like master practitioners. Through increasing participation, novices acquire a community lore – an insider's knowledge of community practices (Lave & Wenger, 1991). An important aspect of apprenticeship is the dialogic interaction between novices and significant others which helps develop understandings of new genres and norms of discourse communities (Beaufort, 2000; Belcher, 1994; Li, 2007).

Dysthe (2002), for example, sees apprenticeship as a 'supervision model' in which tacit learning is promoted by the observation of expert practices which encourage students to use multi-sourced feedback from different projects and groups, instead of relying solely on supervisors. Viewing apprenticeship as pedagogy, Walker, Golde, Jones, Conklin Bueschel, and Hutchings (2008) point out that apprenticeship mingles multiple relationships which shape writers' collaborations with various mentors and advisors. This 'distributed mentorship' (Paré, Starke-Meyerring, & McAlpine, 2011) is common, for example, in scholarly collaborations for publication. Apprenticeship, then, helps to extend individuals' capacities for learning in different ways with different sorts of expertise and from different community members (Golde, Conklin Bueschel, Jones, & Walker, 2009). Peers, teachers, source texts, or language advisors and others are all potentially important influences on the development of doctoral writers, but we argue here that the most intensive contact is with supervisors and reviewers who often mediate the writer's dialogues with disciplinary fields and encourage the target performance (e.g. Li, 2007).

3. Apprenticeship and feedback

A key aspect of apprenticeship, and of developing valued writing practices, is feedback on texts. Feedback is one way in which apprenticeship is made concrete, promoting shared meanings and decision-making between various collaborators (Starfield & Paltridge, 2019). We are talking here not only of feedback as a social act, but as a multi-layered, dialogic system that blends diverse disciplinary views and social relationships (Orsmond, Merry, & Handley, 2013). The idea that it is 'multi-layered' draws attention to the fact that this system can comprise different kinds of advice, concerning language, content, ideologies, culture and so on, from different sources. This system, built upon dynamic interactions, also shapes how learners observe, engage, compare, and associate themselves with the world of others and of sources. More than this, it is 'dialogic' because the interactions which occur within the feedback process interweave voices from different aspects of one's life – the personal, the social, the academic, the professional, the past, and the present (Prior, 2001).

We refer to this system as *community feedback*. It is the immediate, local and most engaging aspect of community impinging on the writing process, characterised by diverse interventions and different mentors such as supervisors, reviewers, collaborators and proofreaders. Clearly there can be varied community feedback networks surrounding the development of a particular writing task, but not all directly influence how the writer learns to rhetorically craft a text "in a field of expert others" (Kamler, 2008, p. 256), nor are different sources of assistance equally effective (Morton, Storch, & Thompson, 2014). As Paré, Starke-Meyerring and McAlpine (2011, p. 224) point out, "the student and supervisor might well be the only members of their particular community in the department" which is the "home base for participation in a highly diffuse and distributed disciplinary community". In examining doctoral writing in a context of community feedback, we focus on the primary forms of interventions that make the outcome of community interaction visible. The novice's sense of 'community' is co-built as learners engage with gatekeepers of the discourse, and develop collaborative

patterns with their supervisors who "literally embody the discipline and institution" (Kamler, 2008, p. 256).

Community feedback therefore represents varying roles and expertise, but in this paper we have chosen to highlight just two sources of feedback in detail: that of supervisors and reviewers. This is partly because these actors were most consistently mentioned by our student subjects, but mainly because of their intimate knowledge of the topic and the writer. These are the mentors who interact with students' written work most closely and engage with the issues that the students have grappled with – both topical and rhetorical – most immediately and intimately.

We therefore see them as playing key roles in scaffolding learners' development of both research knowledge and writing skills. Supervisors, in particular, play a vital role in explicitly modelling how to "act as positive agents" and produce "collective identity" (McAlpine & Amundsen, 2009, p. 112). As a result, significant understandings of 'community' can be embodied in, and mediated by, this feedback, with considerable impact on the way the student sees writing and understands the expectations of the discourse community. This is not to equate apprenticeship with feedback, but to understand one realisation of it, a focused appreciation of one type of the critical dialogues which help students negotiate different genres (Starfield, 2019) and help them to "see draft texts in a new light and to revise them" (Paré, 2010, p. 107).

Feedback on writing, then, is central to apprenticeship by communicating writing requirements and domains of expert knowledge. Yet it can influence learning in different ways depending on the individual agency, knowledge of participants, contextual constraints, and the stage of the writer's development. Buell (2016), for example, reports that a Korean doctoral student utilized the feedback she received to promote her self-reflection on writing. Over time she learnt to combine authoritative disciplinary voices with her own insights on 'process', 'audience' and 'ownership' in thesis writing. She is thus "apprenticed *with* rather than apprenticed *to*" the community through feedback (Walker et al., 2008, p. 115), and this proved to be a powerful self-oriented route towards disciplinary socialisation.

Feedback is important as it scaffolds the *process* of developing knowledge of research writing, including an awareness of genre conventions and genre differences. With community feedback, expert mentors of different hues and skills offer tailored advice to learners' situational challenges and evolving literacy needs. Even the process of negotiating feedback itself is an apprenticeship experience, embedded in systematic and focused guidance (Austin, 2009; Zhang & Hyland, 2021). When situated within supervisory relationships, feedback plays a crucial role in scaffolding the formation of independence among junior scholars (Starfield, 2019).

Supervisors' comments and questions are therefore a central component locating students within ongoing disciplinary debates to shape their knowledge-making (Paré, 2010). Even when supervisors are not experts in students' topics, their disciplinary experience can have a powerful impact on "codifying the context of interpretation" in which readers and authors "jointly inhabit" and "move together into shared futures" (Geisler, 1994, p. 66). In their cognitive apprenticeship model, Collins, Brown and Holum (1991) stress the importance of an apprentice's critical observation of expert practice which makes explicit a set of knowledge-telling strategies, such as reasoning and problem-solving. They argue that learners interact with a set of roles, including 'modelling', 'scaffolding' and 'coaching', the focus of traditional apprenticeship, as well as 'articulation', 'reflection' and 'exploration' which cultivate self-monitoring, correction, and integration, the skills crucial to developing expertise (Collins, Brown, & Holum, 1991). Scaffolding, in particular, is seen as 'effective guidance', the concrete form and amount of which are often adjusted and contingently responsive to the growth of the apprentice's developing expertise (Morton et al., 2014).

A key aspect of apprenticeship neglected by Collins et al., however, is learner agency and the active roles learners play, their cultural practices, and what they are seeking to achieve. In Rogoff's (2008, p. 141) view, apprentices make active contributions to the "interpersonal involvements" during an apprenticeship and develop increasing responsibility in learning. The masters' (a traditional apprenticeship term) roles, such as making the tacit process open, re-situating a text to identify relevant literature, and articulating what is transferrable across tasks, all influence a novice's progress to expert. As Carter (1990, p. 272) notes, "without *some* guidance, a novice would never be able to become an expert, transforming context-free knowledge to local knowledge".

Graduate writers, then, are apprenticed into specific disciplinary contexts which structure their social networks and experiences in culturally organized activities. They are guided to ways of speaking with authority through the acquisition of repertoires of disciplinary frameworks and a grasp of rhetorical conventions. The community feedback they receive on their writing is one way this is accomplished and we seek to explore this further.

4. Expertise and the *privileged self*

An important component of doctoral apprenticeship is the development of expertise in writing. This is a shift from novice to expert in a gradual acquisition of experiences which provides templates for competent writing. Novices develop more sophisticated schemata or procedural knowledge as they slowly learn how to work in a specific domain. Expertise therefore not only requires topic or domain-specific knowledge but knowing when and how to use this knowledge (Johnson, 2005). Geisler (1994), for example, characterizes expertise as consisting of the dimension of domain content and the dimension of rhetorical process. The interplay between these two involves developing abstractions and adapting them to specific data through reasoning. For Geisler (1994, p. 66), expert knowledge is "highly rhetorical" and requires learners to "mediate between their disciplinary representations and two specific contexts in which they work": the contexts of knowledge production and the context of knowledge interpretation. The writers' use of domains of knowledge, including language, topic, genre, audience and topic schemas, reflects their writing expertise (Weigle, 2005). Coaching through feedback becomes essential to the development of such expertise (Kellogg, 2006).

Seen as a *performance* (Casanave, 2019) which evolves within apprenticeship learning, expertise also includes developing "knowledgeably skilled identities" as a member of a community (Lave, 1991, p. 65). This emerging community-competent identity is thus a relationship between the person and the text (Van Lier, 2004), and determines his or her capacity to create valued meanings. We posit the notion of *the privileged self* to underline the importance of how apprentices connect themselves to the host community in texts. This is the learner's rhetorical construction of self as an individual in a community, developed through a conscious recognition of discourse demands and the ability to effectively employ disciplinary voices. It acts as a monitor overseeing aspect(s) of the self to articulate, display, and integrate actions for a specific writing purpose.

To construct a valued identity, research writers need to learn to convey their voice in the discourse, associating their "personal investments and values" with "dominant ideologies, norms, and social expectations" (Canagarajah & Matsumodo, 2016, p. 3). This is particularly important, we think, when writing a literature review as this requires projecting a recognizable scholarly voice demonstrating personal commitments and creativity while acknowledging community voices (Morton & Storch, 2019).

This display of expertise, a *privileged self*, obviously requires control of disciplinary resources. How a writer is able to position him or herself in relation to in-group terms, concepts and theories, is crucial, for example, as are adopting appropriate theoretical/methodological approaches, using first person as a marker of attitude and confidence, and incorporating specialized terminology (e.g. Hyland, 2012). This expert knowledge, then, is acquired through apprenticeship in disciplinary participation which also builds local, domain-specific knowledge. Novices must learn to *perform* expertise in the local context (Casanave, 2019) through conscious reflection on the appropriate use of valued community resources to project a 'speaking personality' (Wertsch, 1991).

This *privileged self* thus positions the writer as an agent who can define the situation appropriately, often in new and perhaps unanticipated ways, rather than being entirely regulated by community requirements (Wertsch, 1991). The *privileged self* is able to speak with a voice which carries individual agency and authority as writers reassess the validity of their claims and shape their texts. While it is possible to speak of expertise here, this is more than "the expert use of specialist language which defines someone as belonging to a disciplinary elite" (Hyland, 2018, p. 57); it also requires the know-how to negotiate nuanced positions (Hyland, 2018). An awareness of genre conventions is a prerequisite for expertise but not a definition of it.

5. Participants and data

Our participants are Sherry and Sue, two L2 doctoral students at a university in Hong Kong who had obtained their undergraduate degrees from Mainland China and had worked as language teachers before starting their research degrees in education. They engaged in observing and testing language learners' performance using an ethnographic approach (Sherry) and an experimental design (Sue) in their doctoral research. Their supervisors, Laura and Lynn, are Mandarin and Cantonese speaking academics respectively with many years' experience of supervising PhD students and publishing well cited work in international journals. Laura had great familiarity with Sherry's research topic and context; and Lynn, in contrast, was more familiar with the methods Sue used in her research.

For both students, the main sources of feedback were written. Sherry's research into classroom interaction meant she lived near her research site in Mainland China for several semesters to conduct regular observations and was unable to have regular face-to-face supervision meetings. Email communication then became the most important form of supervision.

We collected five years of correspondence totalling 47 pages of 15,322 words as well as annotated drafts. These contained the supervisor's advice and questions and Sherry's explanations of her work and difficulties. In Sue's case, we were unable to attend supervision meetings due to the confidentiality of their discussions. However, the major form of communication between them was written, with the supervisor providing both written feedback and Track Changes editing and with Sue responding with Track Changes marked drafts. The process of revising the paper lasted slightly more than two years and the paper was accepted in the fourth year of her PhD. Sue sent us all the 15 drafts she produced after her paper was accepted, together with the reviewer comments from the two journals it was submitted to and her reflections on the experience. In addition to seeing all major interventions in the texts and the advice the writers received, the first author of this paper interviewed the two students about their writing experiences and the kind of advice which had significantly influenced their textual changes. Four in-depth interviews of 40−90 min were conducted in different stages of their writing processes. These interviews made the links between artefacts, mediational means, reflections, and contexts more explicit and helped illuminate the apprenticeship experiences.

Table 1 shows the sources of community feedback and the status of the supervisory advice. Sherry's primary source of feedback was

Table 1
The key sources of community feedback.

	Sherry and Laura Collaborating on PhD thesis	**Sue and Lynn** Co-authoring research article
Sources of community feedback	• Supervisor email advice • Supervisor written feedback • Information from seminars/talks • Peer error correction	• Supervisor advice and editing • Advice from reviewers of two journals • Proof-reader's corrections
Status of supervisory feedback	*Key resource* of community feedback, regulating other sources	*Mediated source* of community feedback, regulated by journal reviewers

from her supervisor, which mediated how she understood and used other community resources, such as information from a seminar. The peer and seminar material itself contributed only a little to the total. For Sue, supervisor feedback was mediated by the more influential comments she received from her reviewers. These not only reshaped how she saw the rewriting process but were also fed back through the supervisor's reinterpretation.

Both writers were familiar with their supervisors as a result of working with them on previous occasions. Sherry's collaboration with Laura had begun five years earlier when she had studied a taught master's degree with Laura as her supervisor. She had then worked with her to write a research proposal for an MPhil degree, and an upgrading report for transferring to a PhD degree. Throughout this period, Sherry had consistently utilised the feedback Laura had provided on her texts and, more recently, her extensive email advice. Together with written comments, they *oriented* how Sherry engaged with other sources of feedback, such as peer error correction. Similarly, Sue had worked with Lynn on her thesis and confirmation report before inviting Lynn to be the second author of her journal manuscript, which was eventually accepted by the second journal they tried after a two-year revision process. The reviewers' comments helped improve various aspects of the paper, but Lynn largely confined her feedback to editing at the lexical and sentence level through Track Changes, enhancing clarity rather than contributing content. After receiving a rejection from journal A, the comments of Journal B's reviewers became the main source of regulatory feedback for Sue, with Lynn's comments largely mediated by this input.

Due to space constraints, we focus here on Sherry's late-stage thesis drafts and Sue's drafts leading to the acceptance of the manuscript. While we collected a range of thesis and article drafts, together with all relevant written feedback and interview data, our concern is largely with the textual data that help illustrate the relation between apprenticeship, feedback, and the growth of expertise. To provide a comprehensive view of the kind of multi-layered guidance which contributes to 'apprenticeship', we draw on a larger data set depicting how 'masters' perform their guiding roles within the mentorship through feedback, while focusing on selected text excerpts to discuss 'expertise development' as one of the "concrete realizations of apprenticeship learning" (Lave & Wenger, 1991, p. 76).

Influenced by Lave and Wenger's (1991) two aspects of apprenticeship (broad exposure to community practice and behaving like master practitioners), we conducted two layers of analysis:

(1) the apprenticeship patterns through primary forms of community feedback;

(2) situated performance of expertise during apprenticeship triggered by feedback.

To examine writing expertise, we paid particular attention to how the two writers made connections between 'content domain' and 'rhetorical process' (Geisler, 1994) to project a voice and emergent expert knowledge. Table 2 shows the data sets we employed for these two purposes.

Our analyses were informed by the view that "apprenticeship occurs in the context of a variety of forms of production" (Lave, 1991, p. 68). We see 'guidance on process' as a broad apprenticeship context *coordinating* production, and 'discursive writing as identity work' (Kamler, 2008) as a micro apprenticeship context *negotiating* production. The apprenticeship patterns we developed were based on thematic analysis of all the emails and written comments on different drafts in a two-year writing process. Initial codes were identified inductively drawing on the cognitive apprenticeship model of masters' roles (Collins et al., 1991). The functions/codes of email advice were then compared with those of draft comments to generate common themes (e.g. 'harmonizing', 'reorienting') – the central interventions on aspects of intellectual work and evolving relationship between the self and the community (e.g. co-authorship roles shifting from 'co-constructing' to 'monitoring'). Through a focus on advisors' co-ordinated 'rhetorical actions' (Li, 2017), this analysis led to two apprenticeship models offering a broad categorization of mentoring.

We also sought to identify the key themes in the feedback and explore the links between the feedback messages and textual development, probing the ways these were related to forms of apprenticeship. To explore the links between different sources of data, the first author conducted intertextual analysis of texts to understand the two writers' literacy histories, writing journeys, and draft developments. The interpretations of these sources were verified with the second author through discussion of the two writers' evolving textual expertise. Intertextual links between feedback texts and revised drafts, and between different versions of text excerpts were established to explore the "explicit and implicit relations" of artefacts (Bazerman, 2003, p. 86). Patterns of writing development were also identified manually through a "process of moving back and forth between whole and parts, and between different extracted comparisons" (Yates, 2003, p. 226). To narrow the scope of analysis, only drafts of the Literature Review (LR) sections were analysed,

Table 2
Data sets supporting the findings.

	Sherry	Sue
Data illustrating 'apprenticeship'	• Supervisory advice from five years of emails • Supervisory written feedback on four thesis drafts	• Supervisory written advice and editing on five drafts • Reviewers' written comments (Journal A and Journal B)
Data describing 'expertise development'	• Supervisor written comments on three thesis drafts • Student interview and textual revisions of three drafts	• Supervisor written comments (Draft 10) • Reviewers' written comments (Journal B) • Student interview and textual revisions (Drafts 10–15)

following the view of Kamler and Thompson (2006) addressing that the LR requires more intense identity work, thus potentially displaying the writers' analytical expertise.

6. Apprenticeship patterns: learning from community feedback

In this section we report the different types of apprenticeship experienced by the two writers, which *functioned through* different sources and types of community feedback they received.

6.1. Sherry: apprenticeship as multi-dimensioned scaffolding

Sherry's growing research competence shows how apprenticeship can be seen as *multi-dimensioned scaffolding*. These dimensions include the gaining of theoretical awareness, an understanding of methodological justification, the ability to critically evaluate content, to use sources, to take positions appropriately, to write clearly and to engage with readers. These dimensions were all addressed in the supervisor's emails and written feedback on her drafts, depending on Sherry's research progress at different stages of her thesis. Fig. 1 illustrates an apprenticeship model showing the connections to the various dimensions of supervisory guidance. We summarize these different forms of guidance as including *modelling*, *harmonizing*, *praising*, *reorienting*, and *regulating*. While supervisory advice is the primary source of community feedback, it is not a closed system but shaped by the two parties' continuous exposure to community activities such as peer engagement, seminar talks, conference participation, and reading.

Scaffolding, as a systematic and targeted system of teacher support, is crucial to learning in higher education and regulated by broader disciplinary conventions of advice-giving and institutional requirements for doctoral writing. Laura's scaffolding of Sherry's emergent writer identity as she developed her literature review was mainly achieved through email advice and comments on drafts. Table 3 summarises the various dimensions with examples from Laura's feedback.

Modelling provided Shelly with an understanding of Laura's ideas about theories, methods, and sources, giving particular attention to complex issues such as positioning and content criticality. Extensively delivered through emails, it redirected Sherry's ways of collecting and analysing her data. Similar to 'coaching' (Collins et al., 1991), modelling alerted Sherry to unnoticed problems in her genre construction, thus bringing her closer to an expert performance. By making the supervisor's requirements explicit, particularly in Sherry's early stages of writing (e.g. LRd 1 and LRd 2), modelling helped to tackle ongoing problems by drawing on expert practice.

Harmonizing offered feedback on how the writer might address reader needs and expectations, what Hyland (2005) calls 'engagement'. This advice communicated Laura's expert knowledge of how to connect with a relevant discourse community. Sherry was inexperienced in anticipating readers' responses and admitted that she was often lost when reading and trying to imagine the needs of her audience. The supervisor's views helped Sherry resituate her work within relevant disciplinary conversations, helping her to develop an idea of 'where she is' when negotiating her material. Laura's advice thus provided an interpretive structure for making sense of community practices, helping Sherry form "an individualized and realistic learning setting" (Lave, 1991, p. 69).

Re-orienting involves the supervisor's efforts to direct the novice writer towards what the community expects in terms of a contribution to knowledge and an appropriate expression of author stance. Here the supervisor often made explicit suggestions ('*You may consider to what extent your study attends to be text. It can be a potential contribution…*') or pointed to what others have done ('*Baynham, for instance, acknowledges that…*'). This positions the supervisor as a key source of expertise regarding community practices

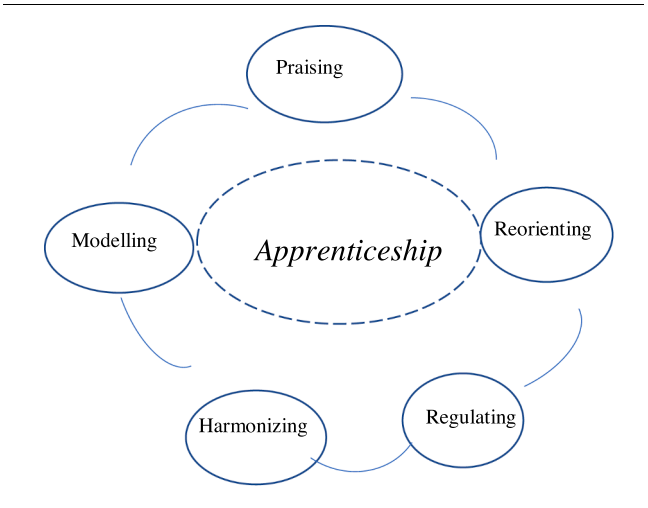

Fig. 1. Apprenticeship as multi-dimensional scaffolding.

Table 3
Apprenticeship through feedback on PhD thesis.

Type of scaffolding	Examples of advice
(1) Modelling: demonstrating best practice – methodological justification, theoretical positioning, content criticality	In the earlier decades, writing process research has tracked the movement of pen on paper through videoing….to consider maximum variation is certainly valid, but this needs to be reflected in the findings. If those specialisms are like disciplines, there are questions like how is meaning made in the disciplines (email)
(2) Harmonizing: concerning reader interaction and expectations	I think audience of your presentation (or readers of your thesis) will hope to understand things like: what's the purpose/point of conducting writing in English (as opposed to Chinese) in such kind of programmes in a Chinese universities? What do China's policy-makers think? (email).
(3) Re-orienting: encouraging awareness of knowledge contribution and stance	Baynham, for instance, acknowledges that it is 'important not to lose touch with …'. You may consider to what extent your study attends to be text. It can be a potential contribution of your study to the (developing?) (email) You may not have to change here, but as a back-up for the viva. (feedback in LRd 3).
(4) Praising: celebrating achievements and progress	You've presented very finely detailed description and analysis. I know it takes a lot of bravery and determination to fulfill all this. Well done. (email)
(5) Regulating: advice on genre and grammar – source-using and writing clarity	What does 'this' refer to? Whose attention? For what purpose? Research? Researching what? (feedback in LRd 2). Should this be in a separate section that summarizes 'gaps'? (feedback in LRd 3)

and helps to shape Sherry's use of other community resources such as peer advice and the arguments in published papers.

Praising showed that Laura also frequently confirmed Sherry's progress and achievement in emails. This interpersonal dimension of apprenticeship helped alleviate Sherry's stress and research anxieties, helping to build her trust in her writing and refocusing the supervision as an emotional, confidence-building process (Inouye & McAlpine, 2017).

Regulating concerns advice on genre conventions and aspects of the writing system. Unlike other types of guidance, it was primarily offered in Laura's draft comments. It alerted Sherry to issues of clarity and source-using to promote awareness of expert performance. *Regulating* was often facilitated by the use of engagement markers, such as '*Should this be in a separate section…?*'. While *modelling* engaged Sherry in broad reflection and exploration of her practices, *regulating* provided a focus on specific textual problems.

6.2. Sue: apprenticeship as interconnected mentorship

Sue's experience of apprenticeship was rather different from Sherry's as it involved the co-authorship, with her supervisor, of her first research paper. We describe this form of apprenticeship as an interconnected, mediated feedback system as it is characterised by a

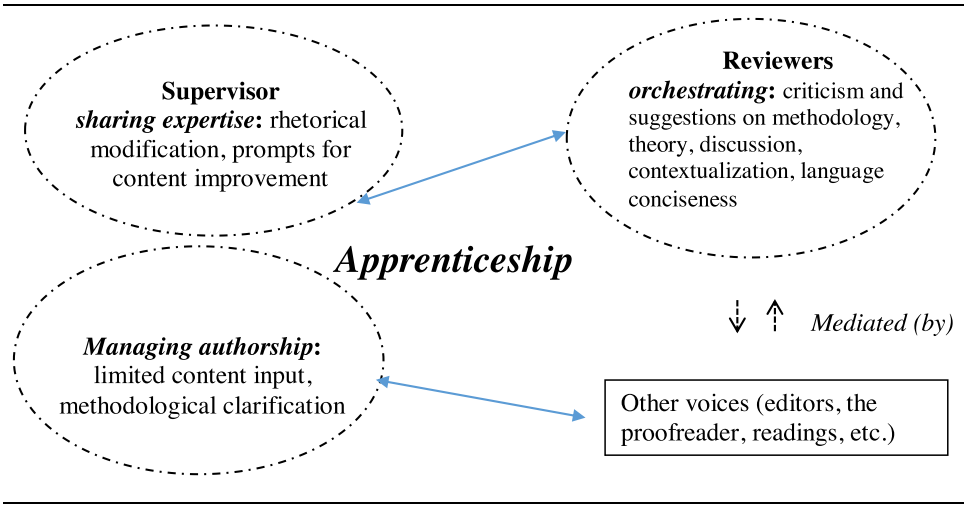

Fig. 2. Apprenticeship as interconnected, mediated mentorship.

Table 4
Apprenticeship through sources of community feedback on manuscript development.

Supervisor sharing expertise	**Examples of written comments and editing:**	**Reviewer orchestrating**
(1) Co-constructing	We need one or two sentences summarizing the theoretical discussions before going into the empirical studies (Draft 2). We hypothesized that …. because….. [talk about the characteristics of…] (Draft 5)	
(2) Challenging	This needs to be moved to the findings section. We normally do not provide raw data in the discussion section (Draft 2). Why and how this would make a difference? Need to elaborate on this as it is critical (Draft 7).	
(3) Polishing	Chinese language learners were randomly assigned to the two treatment groups…; The importance of pragmatic competence in determining one's overall communicative competence has led to growing research attention to the development of… (the underlined parts were added by Lynn through Track Changes in Draft 2)	
Supervisor managing authorship		As I pointed out earlier in the overall evaluation, who were the raters? How many of them? **Inter-rater reliability?** (From Journal A)
(4) Monitoring	You need to calculate and **report the inter-rater** reliability value here (Draft 7). Confirm whether this sentence is correct (Draft 10). Please address the reviewer's comment: on the previous page, the authors stated that… (Draft 10).	
(5) Reassessing	I feel that some justification is needed here. Why this study want to examine technology-enhanced instructional materials (Draft 7). Feel this paragraph is quite repeats a lot of information from the introduction section (Draft 8). **Need to go into details about determining complexity** (Draft 10).	what is the authors' definition of complexity, and how is it applied to **evaluating the complexity of…** (First-round feedback from Journal B)
(6) Strategizing	In this paragraph, you can end with a call for the use of multiple data sources in understanding the effects of pragmatic instruction. (Draft 10)	

multiplicity of relations and supervisory functions, including the supervisor's *sharing of expertise* and *managing of authorship*, and the journal reviewers' *orchestration* of a range of writing aspects central to the development of the paper and a scholarly identity. Fig. 2 shows the interaction between these two different feedback orientations, with journal reviewers and supervisor/co-author contributing in different ways by prioritising different aspects of the process, such as rhetorical modification, methodological clarification, and contextualization of key concepts. These acts of mentorship provided concrete forms of advice to shape the development of the manuscript. At the same time, they were mediated by other voices Sue encountered, such as the proof-reader's corrections and her own views, as she reworked the text.

In **sharing expertise**, Lynn contributed a great deal to ***co-constructing***, ***challenging***, and ***polishing*** the evolving text and this helps to highlight the purposeful and coordinated nature of mentoring (Walker et al., 2008). *Co-constructing* concerns the expert's contribution to the content and argument of the paper. Lynn commented in an email, for example, '*we hypothesized that…because*', which provided a clear linguistic orientation for Sue to follow. Lynn's acts of ***challenging*** addressed genre awareness and critical rigour, encouraging Sue to revisit different sections of the manuscript for revision while strengthening her genre knowledge. Her ***polishing*** acts, concerning the correction of language use, were mainly provided in the early stages of the paper. In particular, her introduction of linguistic forms and terminology enhanced the accuracy of shared meaning-making. Table 4 gives some examples.

Lynn's mentoring in sharing expertise involved 'coaching' Sue by offering hints and clarifying where the difficulties lay (Collins et al., 1991). But she did not contribute large amounts of new information to the manuscript. She provided prompts to enhance how they constructed the argument before they submitted the manuscript to Journal A, although such advice was not extensive. In other words, Lynn's contribution largely involved her drawing on her considerable knowledge of publishing to assist Sue's manuscript revision. She seems to have regarded Sue as possessing the necessary content expertise and therefore did not take control but encouraged Sue to take more responsibility for writing.

In terms of Lynn's **managing of authorship,** this was revealed in her ***monitoring, reassessing,*** and ***strategizing*** acts, during the article revisions, and this also demonstrated the importance of the reviewers' mentoring role. We see ***monitoring*** in Lynn seeking to oversee how Sue addressed reviewers' suggestions and criticisms and considering the effectiveness of the revisions. This became more prominent after a 'revise and resubmit' decision from Journal B. Whereas *monitoring* concerns overseeing Sue's responses to reviewer criticisms, ***reassessing***refers to the supervisor's recognition of unnoticed problems and prompting to address reviewers' concerns. Lynn, for example, reminded Sue to include the discussion of inter-rater reliability following the suggestion by a reviewer from Journal A. It is also apparent in Lynn redirecting Sue towards a comment by a Journal B reviewer criticising the manuscript for the lack of a clear definition of 'complexity', reminding Sue: '*Need to go into details about determining complexity*'. Lynn thus guided Sue to articulate her problem-solving and to refine her understanding of a key concept.

Strategizing we see as proposing credible responses to reviewer comments, and this was common in the later stages of manuscript revision. Lynn offered advice on how to avoid reviewers' further criticism, for instance, by suggesting that they incorporate an alternative method as a possible future research direction. The focus of her comments changed as the manuscript was re-evaluated by reviewers. Lynn only started addressing methodological issues in Draft 5, after the manuscript had been rejected by Journal A. Her interventions, particularly regarding the theoretical discussion and writing clarity, diminished in later drafts, probably because the conceptual base of the manuscript was already adequately established.

These apprenticeship patterns are vital forms of guidance as they model how the learner might perform writer roles to demonstrate shared knowledge and skills (Lave & Wenger, 1991). They present apprenticeship as a model of supervision (Dysthe, 2002) shaped by the ways more experienced community members understand language, topic, audience, genre, and discourse conventions. Feedback provides a window into these practices and while being only one aspect of apprenticeship, it makes concrete how community is filtered through supervisors and reviewers. It, to a certain degree, shows how apprenticeship is *process-oriented* and *genre-mediated* in doctoral settings, dynamically managing the space for collective negotiation and reflection.

7. Expertise: the evolving display of competence

In this section we consider the contribution of community feedback to the two students' display of expertise in writing.

7.1. Sherry: integrating literature and experience

Laura's feedback served to promote Sherry's socialisation into a disciplinary community by encouraging her to reflect on the meaning of her language choices in writing and understand what readers expect to find in a text. As an example, Laura's **modelling** of an ideal text by introducing key citation sources established an interpretive structure for Sherry to map out the literature review. Similarly, her **reorienting** acts offered restructuring cues that led Sherry to reanalyse and expand her work to find a distinctive voice. Examples 1 and 2 show how Sherry's discussion of 'institution' was guided by Laura's suggestions.

Example 1 Supervisor feedback and revision on 'institutions' in drafts 1 and 2.

(*continued on next page*)

(*continued*)

Original statement in LRd 1	**Revised statements in LRd 2**
In the light of AcLits model, institutions are viewed as sites of discourses and power where academic practices take place...	❶In the light of the AcLits model, institutions are viewed as sites of "contested meaning making", discourses, and power where academic practices take place... ❷In line with AcLits researchers' perceptions of institution, a foreign studies university (see Section 5.4 for the institutional context of the present study) can be **viewed as an institution where student writing and learning take place.** ❸The crucial importance of institutions lies in the fact that they regulate, **via procedures and regulations (e.g., assessment procedures, assessment standards, definition of plagiarism**), the ways in which students may engage in writing-related activities, including what students can mean, and who they can be...
Supervisor's comments on above:	**Supervisor's comments on above:**
Can you define it?	As I asked before, will examiners also wonder how 'institution' is defined, given the high frequency of this word in the thesis?

Being relocated and expanded in LRd 3

The left column is the original formulation in Sherry's first draft and, while displaying her theoretical affiliation, simply reports existing views. Laura's prompt to define 'institution' encouraged Sherry to return to the literature and provide a direct quotation ('sites of contested meaning making') and a brief link to her research site as an example together with a definition of 'foreign studies university' (bold, sentence ❷). Sherry then goes on to emphasize the importance of institutions to her study, providing a bridge from the definition to her alignment with the AcLits position on the regulation of student learning and particularly, being 'who they can be' (sentence ❸). By listing the concrete expression of these regulations ('procedures and regulations', 'assessment procedures', 'definition of plagiarism'), Sherry is going beyond the literature to present her views on cultural practices. She foregrounded her own understandings – what she had learnt from her research context, rather than offering more quotes or appeals to the interpretations of experts. Here, then, is a marker of emergent expert performance, demonstrating originality and an orientation to her local research observations. Sherry's acquired expertise appears to be an adaptive process developed through recursive considerations of specialized content and her own observational experiences.

Laura was not entirely satisfied with this, however, and asked Sherry to rethink the examiners' interpretations of her definition of 'institution', and this led to the revised statement in Example 2. Here, Laura led Sherry to consider not only the 'context of knowledge reproduction' but the 'context of interpretation', highlighting the rhetorical nature of performing expertise (Geisler, 1994). Sherry chose not to change sentences ① and ② in Example 1, but relocated sentence ③ after sentence ②. She also expanded sentence ③ to

further illustrate how 'institution' can be deconstructed in terms of 'training objectives', 'curriculum structure' and 'power relations'. This statement replaced the vague reference to 'a foreign studies university' (sentence ❷ Example 1) with a more concrete characterisation marked by the rhetorical device of definition '…viewed as an institution'.

Example 2 Supervisor feedback and revision on 'institutions' in draft 3

Revised statements in LRd 3

①In the AcLits model, institutions are sites...②The crucial importance of institutions lies in the fact that…③ In line with AcLits researchers' perceptions of institutions, **the focal university – including its training objectives, curriculum structure, institutional regulations, institutional resources, and power relations between teachers and students – can be viewed as an institution** in which student writing and learning take place.

Supervisor's written comments on above:

I think the explanation above is useful.

This revision, according to Sherry, resulted from her close engagement with the operation of regulations at her research site. She brought together the theoretical perspective found in the literature with her observations of the research site in China and her lived experience of working at that institution to present a '*private*' '*extended*' self (Van Lier, 2004). Laura's advice was a critical stimulus here, encouraging Sherry to recognise the connections between life and literature, and to restructure her local knowledge in her thesis.

This vignette illustrates a change in Sherry's thinking which we observed in several similar cases in the course of our study. In the early days, Sherry viewed herself as a learner who struggled to understand the concepts she found in her reading. Intuitively they seemed to offer something to her research, but this was nebulous and abstract so that she frequently fell back on direct quotation to avoid distorting the concepts in her writing. Prompted by her supervisor, however, she gained the belief in herself to use her own voice and make rhetorical adaptions that potentially highlighted her writerly expertise, interweaving understandings of a disciplinary literature with her own context-specific knowledge. Resources of her cultural context, which derived from continuous community interaction, were incorporated and built into elements of her professional identity. Sherry said,

> …in my early writing, I mainly used other scholars' words, I used quotation, you know, in the ways they are originally written. I was not confident in defining something, in my own words…but gradually I learnt, I learnt that I could cite other people's views before presenting my own understandings. I realized that if I could justify why I want to define something, my definition will work… As writers we constantly try to add new meanings, something different. This is how we contribute our knowledge. (1st interview with Sherry).

Sherry attended a postgraduate research conference hosted by her department three times where she interacted with scholars with greater understanding of academic literacies. Yet for Sherry, these wider community voices were, in her words, "less useful than my supervisor's advice which explicitly pointed out 'whose work to cite in which parts of my writing' (1st interview). For Sherry, her supervisor's advice was a key community resource forming an 'individualized', 'realistic' learning setting (Lave, 1991), prompting her to see the world from the perspective of her peers by integrating disciplinary concepts and her research observations. This reconfiguration of experience and the ability to represent it rhetorically to one's community lie behind the creation of a personal voice which is a key component of expertise. Sherry's journey to this point is a direct result of her making continuous content and rhetorical adaptions (Geisler, 1994) to privilege an empirically-grounded, authentic expression of her own knowledge. She developed a *privileged* self by resituating socio-culturally informed understandings to reproduce "shared cultural systems of meaning" (Lave, 1991, p. 54). The apprenticeship took her to a point where she was able to actively participate rhetorically in a community of practice, with growing understanding of the inherited, normalized patterns of discourse about doctoral thesis writing (Starke-Meyerring, Paré, El-Bezre, & Sun, 2014).

7.2. Sue: analytical representation of author views

For Sue, the journal reviewers' comments on genre conventions provided her with an instructional template for research writing. Lynn's comments, in contrast, supported Sue with a diagnostic plan for organising the paper that redressed her early writing problems, transitioning from a thesis to an article. Sue was clearly unfamiliar with how to structure a research article literature review and initially produced a lengthy and highly detailed discussion of four studies (Example 3, Draft 12), including the method and significant findings of these studies. This was criticised by the reviewers of Journal B, as one of the reviewers commented '*…Also, don't write a detailed review of each single study!*'. Responding to this, Sue deleted all relevant details and replaced them with a reorganized, concise discussion which summarized the similarities and differences of the four studies (Draft 15, Example 3).

Sentence ❶ addresses the reviewer's criticism of the claim of 'only a few studies' in draft 12 and Sue goes on to tighten the discussion of the four studies. She explains where the differences among them lay in sentence ❷ and lists what she sees as the three main points (sentences ❸- ❻), distinguishing the studies and adding analytical clarity by highlighting the different target features of the studies (sentence ❹).

Example 3 Manuscript drafts and relevant comments

(*continued on next page*)

(*continued*)

Draft 12 (2nd submission to Journal B)	**Draft 15 (3rd submission to Journal B)**
Only a few studies have compared the effectiveness of deductive and inductive approaches to L2 pragmatics instruction… Fifteen Danish undergraduates with a high level of proficiency in English were given both types of instruction... The results showed no statistically significant differences... Deleted **Reviewers' feedback (2nd-round Journal B):** *"Only a few studies have…" Well, there are many studies in this field, although maybe not enough. I am afraid I can't agree with the author with 'only a few'…Also, don't write a detailed review of each single study!*	❶Empirical studies have been conducted to examine the efficacy of deductive versus inductive instruction on learners' development of L2 pragmatics… ❷The inconsistent findings might have something to do with the differences in **learner characteristics, target features, and the operationalization of inductive approach** in these studies. ❸First, while all four studies choose English as the target foreign language, their participants vary in L2 proficiency… ❹Second, different target pragmatic features were investigated in these studies **including complaints ([1]Author A, 1998), compliments and compliment responses (Author B, 2001), requests (Author C, 2008), and refusals (Author D, 2016)**… ❺For instance, Author B (2001) attributed the negative findings on…as this particular feature of the speech act **might have made it a relatively easy pragmatic feature for their advanced-level participants and hence biased the research finding**…**In contrast…** ❻Third, the different ways of constructing…

We also see greater analytical complexity added to sentence ❺. Sue also added rhetorical subtlety to the discussion with several hedges ('might have..', 'relatively easy…for advanced-level participants..') which not only toned down the certainty she invested in the statements, but more importantly presented her own interpretation of the cited author's decision-making. This demonstration of her 'embodied expertise' (Casanave, 2019) was seen in the recasting of herself as a textual agent adapting knowledge claims to "bear upon the contexts in which they work" (Geisler, 1994, p. 84). Through privileging the four authors' work, she represented a more strategic, balanced presentation of other voices and her authorial views. She was, however, still unsure of how closely she had spoken to the journal audience:

> I produced a detailed review of some empirical studies, but later on I replaced them with a more condensed review. I restructured it with a different approach. I provided the research gaps, my question, and the hypothesis… But I had no idea whether I was following the requirements for a concise literature review. (3rd interview with Sue)

In another example (4) we observed Sue's progress towards a more in-depth and explicit presentation of a theoretical focus in illustrating the notion of 'complexity'. Reviewers had criticised the absence of an adequate definition of the concept in the first submission to Journal B and Lynn had reiterated this in an email, spelling out what needed to be done to clarify the term (Draft 10). She reinforced this advice, building it to the status of an injunction, by including the reviewer's relevant comments on the issue. But Sue

found this suggestion difficult to address as she was unable to find a definition in the literature, so she avoided major changes in the revision (Draft 12).

Following a second round of feedback, however, Sue seems better able to address the issue (Draft 15). Here she has the confidence to sidestep a direct definition but refers to *what* speech acts are more complex and *why* they might be so as a result of their 'pragmalinguistic forms' and 'social factors' (sentence ①). This foregrounds how 'complexity' can be assessed contextually in relation to the issue at hand, and then she goes on to state the relevance of this to her EFL subjects in sentence ②. We also see here a more analytical use of language, such as 'more complex', 'related to', and 'not be easily applied', together with hedging devices 'tend to' and 'may have been' (see sentences ①-③).

Her evolving expertise was revealed in her knowing how to integrate features of knowledge-reproduction context (i.e., personal knowledge, available literature resources) with requirements of knowledge-interpretation context (i.e., critical feedback, audience expectation, length of the article) to shape her rhetorical judgements and arguments. In sentence ③ Sue smoothly leads to her research gap and the contribution she intends to make. This is, quite clearly, a highly accomplished use of academic discourse and presents a scholarly writer in full control of her topic and language. Sue found a way to combine her "expressivity" in the concrete meanings attached to the term 'complexity' with "scholarly objectivity" (Canagarajah & Matsumodo, 2016, p. 12) in order to convince the reviewers. A *privileged* self was established through her demonstration of both an analytical voice and the mastery of discourse conventions, making connections between specialized content and perceived textual constraints. We also see Sue's greater confidence in safeguarding her own stance, organising the demands of revision and favouring central community voices while excluding others. Sue said,

> Many issues pointed out by the reviewers were not so important, for example, 'the frequency of video-watching', and 'what causes… the difference', because they are not really relevant to the discussion of pragmatic competence. (3rd interview with Sue).

Example 4 Manuscript drafts and relevant comments

Draft 10 (before submitting to Journal B)	**Draft 12 (2nd submission to Journal B)**
❶Current literature is mainly conducted in the EFL context on the acquisition of English pragmatic features. ❷The same pragmatic feature in different languages might vary in degrees of complexity and thus show different patterns of receptivity to different instructional approaches.	①The current literature has mainly examined the acquisition of English pragmatic features **in the English-as-a-foreign-language (EFL) context**. ②However, the same pragmatic features in different languages might vary in the degree of complexity and thus **respond differently to** different instructional approaches.
Supervisor's feedback:	**Draft 15 (after second-round reviewers' feedback)**
It would be important to elaborate on the issue of complexity vis-à-vis speech acts. Why are certain speech acts considered to be more complex than others? Does this complexity carry across languages? That is, would a request be more complex in ALL languages?	①The pragmalinguistic forms and influential social factors concerning these two speech acts **tend to be more complex than** those concerning complains and compliments…②so the effectiveness of inductive instruction over deductive instruction **may have been related to** the complexity of the target pragmatic features….
It is important to provide clear definition of this construct as well as procedures to decide whether a targeted pragmatic feature is more or less complex than another… (first-round Journal B reviewers' comments attached by Lynn)	③Moreover, the current literature has mainly examined the acquisition of English pragmatic features in the English-as-a-foreign-language (EFL) context, and **the findings may not be easily applied to other languages** as pragmatic features in different languages might vary in the degree of complexity….

Although this is a brief example, we feel it illustrates Sue's progress towards a scholarly *voice* by the way she more tightly integrated her research knowledge with the speech act literature and critical comments of reviewers and her supervisor. The heavily hedged statements might suggest the absence of a strong sense of an expert identity, but here we see these as representing an expert control of a scholarly idiom, anticipating possible disagreement and opening a space for alternative reader positions. Sue's emergent expertise was revealed in her use of relevant community sources (i.e., feedback, literature) to "gain insight into the context-bound processes" (Geisler, 1994, p. 90) which shaped her case-specific, problem-solving revision strategies. Apprenticeship, as a system of structured community guidance, provided a variety of disciplinary perspectives which Sue was able to reflect on, yet her learning was displayed only when she was able to combine her voice with the demands of genre, audience, and language.

8. Conclusions and final thoughts

In this article we have suggested that apprenticeship through community feedback can develop doctoral writers' performance of expertise by engaging them in the process of acquiring a *writerly* self. We have presented the apprenticeship process as *multi-dimensioned scaffolding* and *interconnected mentorship* which promote the learning of research skills and rhetorical self-representation in different ways. In Sherry's case, apprenticeship acted to integrate general guiding strategies of *modelling*, *harmonizing* and *praising* with the more specific textual and rhetorical advice (*reorienting*, *regulating*). For Sue, on the other hand, apprenticeship provided her with different resources in the form of an orchestration of writing advice by different reviewers and a diagnostic plan in the supervisor's *co-constructing*, *re-engineering*, *monitoring* and *reassessing* for eventual successful publication. We observed apprenticeship embodied in systems of feedback and learning in the writers' reiterative, critical engagement with these messages which encouraged them to pull together their knowledge of the literature, their reflection on the research they had conducted, and the rhetorical demands of persuading a peer audience. Apprenticeship, as it worked in the revision processes we observed, was not simply a pedagogy (Walker et al., 2008) leading towards general literacy practices; it was also a *context* and *medium* used to generate reflexive analyses of how to

integrate local knowledge with disciplinary values.

This article, of course, provides only a partial picture of apprenticeship and engagement with community advice. We have only looked at just two students and shown only a fraction of the data we have on their path to expertise. Moreover, while we acknowledge the possible influences of other feedback sources, we chose to focus on the most significant interventions around two types of doctoral writing. We concentrated on the key gatekeepers of the community because of their close knowledge of the topic and the writer. We were unable to capture the writers' oral communications with supervisors and peers which may have contributed to their acquisition of a scholarly self, yet we have incorporated textual data revealing important traces of their ongoing writing development. More studies, of a longitudinal ethnographic nature, will certainly enrich the picture we have painted and perhaps reveal the conflicts and uncertainties in the process. After all, expertise embodies an ability to negotiate the self, deal with tensions, and develop control over written identities to promote both individuality and conformity in interpersonal communication.

We have, however, drawn the broad outlines of the apprenticeship of two writers. Like Collins et al. (1991), we believe that learners' skills of integrating different resources and self-monitoring their progress help to shape an expert performance. Similar to Geisler (1994), we view expert performance as deeply rhetorical, which requires the incorporation of context-specific knowledge (Carter, 1990; Weigle, 2005), linking critical content with rhetorical strategies. The situated performance of expertise is developed by making connections between specialized content, cultural experiences and textual constraints, allowing requirements of knowledge-interpretation context to shape decisions of knowledge reproduction.

Community feedback was instrumental here in helping these two novice writers to gradually overcome their lack of a sense of a scholarly identity and make sense of the meanings in their local, contextual encounters to build a *writerly* self. Sue and Sherry came to *privilege* their own analytical voices by grounding their interpretations in interactional practices. In the revised texts, we observed the two writers' struggles to understand a particular research concept and display this understanding with critical depth, clarity, and genre appropriateness. However, at the same time, we also identified a *privileged* self, resulting from a unique combination of literature, experience, and author authentic views, as an emergent performance of expertise.

The importance of the kinds of apprenticeship that lead to academic writing expertise is, then, that they provide novices with access to the "sophisticated schema of experts" (Carter, 1990, p. 272). While seeing apprenticeship patterns as a source of insights, a vital supervision strategy, and space shaping evolving knowledgeability, we view feedback as a tool instantiating and reorganizing apprenticeship, and a resource allowing for reinterpretation of one's relationship with the disciplinary community. Both are given concrete meanings within apprenticeship learning and the process of generating or transforming identities (Lave & Wenger, 1991).

Seeing feedback as a strategy of apprenticeship, we believe this study has implications for how learners might navigate the use of community resources. Community feedback systems help novices to re-assess the weaknesses of their arguments by making accessible the experience of others, enabling them to develop more competent expressions of authoritativeness and a better understanding of specific text cultures. At the same time, they seem to acquire a more critical individual agency to navigate possible tensions between different voices, and between the self and the community. Supervisors and other mentors, then, might help novices not only by offering critical advice on their contextual knowledge-making, but also by encouraging them to build a large repertoire of experiences which allow them to observe expert behaviour, such as rhetorical strategies for dealing with extensive criticism. Positive agency can be 'modelled' (McAlpine & Amundsen, 2009) by community feedback, instructing and prompting novice writers to develop, rather than being simply assigned, roles within knowledge negotiation processes.

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Yan (Olivia) Zhang is a fresh graduate from the Centre for Applied English Studies, The University of Hong Kong. She studied PhD in Applied Linguistics at HKU, and she also holds two master's degrees, MEd Tesol and MSc Educational Research, obtained at University of Exeter and University of Bristol. Her research areas include feedback, writing, and supervision in postgraduate contexts.

Ken Hyland is a British linguist and a professor of Applied Linguistics in Education at the University of East Anglia. He is also an applied linguist in the field of academic discourse, second language writing, and English for Academic Purposes, and has published more than 26 books and 200 articles. Hyland is considered one of the most prominent researchers on second language writing.