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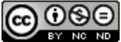Book Title: Publishing Research in English as an Additional Language

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The CCC Model (Correspondence, Consistency, Correctness):

How effective is it in enabling and assessing change in text-editing knowledge and skills in a blended-learning postgraduate course?

John Linnegar

1. Introduction

A growing need for text editors worldwide has been created by the increasing importance of English as the *lingua franca* of academic and scientific publishing, combined with growing pressure in these communities to 'publish or perish' in English as a foreign or second language (Hvistendahl, 2015) and a greater number of students who lack academic writing skills. An allied problem that places an additional burden on text editors is the failure of academic supervisors of postgraduate researchers to intervene appropriately when their wards display an inability to express themselves clearly or correctly in their writing (Cadman & Cargill, 2007), or even an unwillingness to do so. A recent informal survey of eight online sites addressing the training of academic supervisors to cater better to doctoral researchers' needs[1] revealed that only one refers

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1   The first eight sites listed in response to a web search on 'training of supervisors of doctoral candidates' were these: European University Association, 2006; Martinez, 2016; Pinta, Hytönen, Mäkinen & Vuorio-Lehti, 2015; Freie Universität Berlin, 2014; Université catholique de Louvain's Graduate School of Management Research Institute, 2011; Max Planck Institute, Hamburg, Germany, n.d.; Sonesson & Karlsson, 2010; RozenbergQuarterly.com, n.d. (SANPAD scheme for developing supervisory-mentoring-coaching skills in South Africa and the Netherlands; see Wadee, Keane, Dietz & Hay, n.d.).

to the skill of writing as being something supervisors should be trained in (European University Association, 2006). Typical of most of this batch, one states vaguely that '[t]hesis supervisors will have regular consultations with their doctoral students about the progress of their thesis work' (Max Planck Institutes, n.d.) — which is more about process than product, it would seem. Another stipulates, without any mention of actual writing or editing skills, that '[s]upervisors should carefully review the submitted materials and identify weaknesses in the argumentation. This allows doctoral candidates to address problems as they arise' (Freie Universität Berlin, 2014). An exception is the Université catholique de Louvain's Graduate School of Management Research Institute, which specifically mentions editing as 'one of the research training activities … that support the individual research work that the thesis constitutes' (2011). Brabazon (2013), a doctoral-student-turned-supervisor as a professor of education in Australia, asserts that not reading a candidate's writing is one of the characteristics of the worst supervisors; she herself begins 10 interactive editing cycles with a candidate when their first draft is complete (2010). Finally, a chapter on 'encouraging early writing and giving feedback' in a handbook for doctoral supervisors focuses entirely on process to the neglect of actual writing or editing skills (Taylor & Beasley, 2005).

In response to this situation, a number of universities, training establishments and professional bodies for editors worldwide have been offering skills-based programs or courses and mentorships in text editing, particularly editing academic writing (see course descriptions at Editors' Association of Canada, 2014; Institute of Professional Editors [IPEd], 2014; McGillivray Linnegar Associates, 2013; Society of English-Language Professionals in the Netherlands [SENSE] UniSIG, 2016; Society for Editors and Proofreaders [SfEP], 2014). However, there is a dearth of published literature on teaching or mentoring text editors or on enhancing their skills; even the offerings of professional bodies remain unreported. In my 35 years' experience, none of them has used a universal standard tool against which to measure the level of editing knowledge or skills of those who complete programs or mentorships — or even the quality of text editors' interventions in texts.

One such rubric does exist, however: the Correspondence, Consistency, Correctness [CCC] Model devised by Dutch linguist Professor Dr Jan Renkema (1999a, 1999b, 2000). By 2011, it had been published only in Dutch and Afrikaans (Carstens & Van de Poel, 2010), rendering it largely unknown outside the Netherlands until it appeared in English in 2012, in an international publication on text editing (Van de Poel, Carstens & Linnegar, 2012). This text has since reached editors and proofreaders worldwide. Through applying his refined model in a variety of contexts, Renkema has been able to demonstrate its effectiveness in analysing text quality, as have other adopters or modifiers of the model (Daniëls, 2011; Carstens & Van de Poel, 2010; Van de Poel, Carstens & Linnegar, 2012). They have either devised alternatives or refined it further as an aid to text editing. Since 2011, I have become fully acquainted with the model, rediscovering it as more than an aid for writers and text editors who need help with perfecting writing:

it is also a solid tool for teaching a systematic approach to (self-)editing texts. However, its use as a teaching tool has not been formally assessed to date.

An opportunity arose in 2015 for me to investigate the effectiveness of the CCC Model as a training tool with a group of 30 postgraduate 'editors-in-training'. To my knowledge, this was the first attempt at using the model for this purpose in a postgraduate academic setting. This chapter reports on a study in which this group learned text-editing skills either to improve their own writing or to enhance that of others. For this group of young adults, the approach adopted for skills and knowledge transfer was that of blended learning with a strong social constructivist emphasis (University College Dublin, 2015) based on the ideas of two influential learning theorists, Knowles and Bandura. Participants were encouraged to generate knowledge and meaning from an interaction between their experiences and their ideas while presenting relevant topics to their peers as groups. They also did so through engaging in error detection in, and analysis of, unedited texts based on the CCC rubric, with minimal formal teacher intervention. Because the quality of systematic editing can be measured according to both the number and the range of errors detected in a text, the goal was for students to learn to identify not only an increasing *number* of errors overall as they worked through each of three iterations of an editing assignment, but also an increasing *range* of error types. The errors they detected typically moved from only commonly detected errors of word choice, syntax, meaning, spelling, punctuation, layout and typography to a wider range of errors involving text type, content and structure, especially those concerning the criteria of correspondence and consistency (see Table 5.1). My experience has shown these to be the less obvious errors to practitioners new to editing.

What I set out to determine in this study is expressed in these research questions:

- To what extent is the CCC Model for text analysis, evaluation and improvement an effective tool for facilitating systematic (self-)editing by novices?

- To what extent is the CCC Model an effective rubric for systematically monitoring and assessing a change in editing knowledge and skills? Used across sequential iterations, can it be used to indicate

    1. an overall increase in errors detected?

    2. a spread in the range of error types detected, from those intuitively identified by untrained editors to those at a deeper level?

- How reliable is the CCC Model as a monitoring or assessment tool, as identified through a comparison of students' performance on two different editing passages across the duration of the course?

2. Theoretical framework

The term 'blended learning' (or hybrid or mixed-mode learning) is generally applied to the practice of using both online and in-person supervised learning experiences

for teaching. These learning experiences provide some degree of student control over time, place, path and/or pace (Great Schools Partnership, 2013; Brown & Thompson, 1997). The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience (Clayton Christensen Institute for Disruptive Learning [CCIDL], 2015; Bach, Haynes & Lewis-Smith, 2007). For example, students might attend a class taught by a teacher in a traditional classroom setting while independently also completing online components of the course outside of the classroom (Sherry, 1996; Institute for Higher Education Policy [IHEP], 2000). Blended-learning experiences may vary widely in design and execution: online learning may be a minor component part of a classroom-based course; or video-recorded lectures, live video and text chats, and other digitally enabled learning activities may constitute primary teacher-student instructional interactions. The rotation model most closely describes the blended-learning experience described in the present study: students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning (Ellis, 2000, p. 52). Other modalities might include small-group or full-class instruction, group projects, individual tutoring or pencil-and-paper assignments. The students learn mostly on the brick-and-mortar campus, except for any homework or other assignments (CCIDL, 2015).

Because the course was a learning process for a group of young adults, and since specialised text-editing skills were being learned, I considered Bandura's (1977, 1982) self-efficacy mechanism and Knowles's adult learning theory (andragogy), self-directed learning and learner autonomy (1970, 1975, 1984) to be appropriate theoretical underpinnings for the learning experience described here.

2.1. Bandura's self-efficacy mechanism

Bandura and others have found that an individual's self-efficacy plays a major role in how goals, tasks and challenges are approached. Accordingly, people with a strong sense of self-efficacy tend to view challenging problems as tasks to be mastered, develop a deeper interest in the activities in which they participate, form a stronger sense of commitment to their interests and activities, and recover quickly from setbacks and disappointments (1977). Those with a weak sense of self-efficacy tend to avoid challenging tasks, believe that difficult tasks and situations are beyond their capabilities, focus on personal failings and negative outcomes, and lose confidence in their personal abilities quickly (1977). Because text editors are expected to work semi-independently or independently in close collaboration with authors, taking editorial decisions and often persuading authors and other role-players of their correctness (Mossop, 2010, p. 23; Mackenzie, 2011, pp. 1-2, 49, 51, 201; Manning Murphy, 2012, pp. 4-9), it is necessary that they possess a strong sense of self-efficacy. Being guided by a logical rubric or model can contribute to an editor's self-efficacy.

Self-efficacy beliefs that form in early childhood evolve throughout life as people acquire new skills, experiences and understanding (Bandura, 1982, p. 124). According

to Bandura, there are four major sources of self-efficacy: mastery experiences, social modelling, social persuasion and psychological responses. In the approach adopted to learning (self-)editing skills in this instance, these four sources were largely taken into account, through group work, student reflections and several iterations of error detection in the 'Arab media' text (discussed below).

'The most effective way of developing a strong sense of efficacy is through mastery experiences,' Bandura explained (1977, p. 192). Using a text-analysis tool (such as the CCC Model), I believe, provides the student with a means of approaching texts systematically and more meaningfully, which inculcates a sense of mastery over texts. Witnessing other people (either peers or a mentor) successfully completing a task is another important source of self-efficacy. If '[s]eeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities' (p. 194), then the group-work approach served to expose students to this process.

Bandura (1977) also asserted that people can be persuaded to believe that they have the skills and capabilities to succeed: provide them with a tool that helps them to make sense of the nebulous and they can begin to feel empowered and able to succeed. The CCC Model can serve this purpose, offering a form of logical 'common language' within a group.

2.2. Knowles's andragogy or self-directed learning

Part of being an effective educator involves understanding how adults learn best (Lieb, 1991, p. 1). Andragogy (or adult learning) emphasises the value of the process of learning, which it regards as internal and self-directed (Knowles, 1970; Knowles, Holton & Swanson, 2005). Its approaches to learning are problem-based and collaborative rather than didactic; they also emphasise greater equality and collaboration between teacher and learner (Lieb, 1991, p. 2). On the present course, I was as interested in the learning process facilitated by the CCC Model (helping students to identify and make sense of errors in texts) as I was in the outcomes for the students. Five of Knowles's six principles of andragogy that relate to the needs of the student text editors are briefly described here.

Most text editors are adults by the time they require formal (self-)editing skills. They are also single-minded in improving their own or others' texts, bring a wealth of life experiences and knowledge to their work, and tend to set store by the practical application of their knowledge and skills in enhancing texts to a required standard (Mackenzie, 2011, pp. 49, 51; Manning Murphy, 2012, pp. 4-6). Knowles's principles are therefore apt for this group:

Principle 1: Adults are internally motivated and self-directed: Adult learners resist learning when they feel others are imposing information, ideas or activities on them (Fidishun, 2000), so the educator's role should be to facilitate a student's becoming more self-directed and responsible in order to foster the student's internal motivation

to learn (Knowles, 1984). Critical reading of the two imperfect texts on this course required the students to be both enquiring and resourceful. The implications for the present approach to transferring text-editing skills are these: the students are motivated to put their skills and knowledge into practice, learn more about the craft, gain in self-efficacy and feel capable of performing work to a high standard.

Principle 2: Adults bring life experiences and knowledge to new learning experiences: Adult learners should be exposed to reflective learning opportunities that enable them to examine any existing habits or biases and 'move them towards a new understanding of information presented' (Fidishun, 2000, p. 4). Reflection as a key aspect of this learning experience will be reported on elsewhere.

Principles 3 and 5: Adults are goal-oriented and practical: They become ready to learn when 'they experience a need to learn [something] in order to cope more satisfyingly with real-life tasks or problems' (Knowles, 1984, p. 44). Nurturing a student's readiness for problem-based learning is best achieved through real case studies and practical exercises as a basis from which to learn — on this course, (self-)editing skills, plus a knowledge of normative linguistics, text linguistics and document design (Van de Poel, Carstens & Linnegar, 2012). The practical experiences facilitated in this case study helped the students to recognise firsthand how what they are learning applies to life and a work context.

Principle 4: Adults are relevancy-oriented: The course content and the reflections built into this course catered to the learners' expectation to be able to apply their new knowledge and skills, which helped them appreciate the value of their observations and practical experience. These editors-in-training engaged with real texts that clients had supplied for improvement (the 'Estuary Villa' and 'Arab media' texts — see the Appendices). The skills and knowledge acquired and assessed through these assignments are both useful and directly applicable to text editing.

3. The CCC Model and systematic editing

Text editing is essentially about systematically identifying and eliminating the flaws in writing to improve it so that it not only conveys the authors' intended meaning as clearly and correctly as possible but also meets the readers' needs or expectations (Renkema, 1999b, p. 5). Text analysis is a first step that 'helps us to form well-considered judgements about the quality of a text … to discuss texts on the basis of sound arguments' (Schellens & Steehouder, 2008, p. 3). But what is 'quality', and how do different errors affect it?

Since 'quality' is a particularly vague notion, precisely how does one evaluate text quality in a manner that is meaningful, systematic and helpful to a writer (Renkema, 1999a, p. 1; Renkema & Schellens, 1996)? Examples of unsystematic evaluation include vague, subjective statements such as 'too unstructured', 'this paragraph doesn't work' and 'word choice inappropriate' (Renkema, 1998a, p. 40). The interventions of doctoral

supervisors are often criticised for providing this kind of unsystematic evaluation (Taylor & Beasley, 2005; Cadman & Cargill, 2007; Brabazon, 2013).

Renkema has produced a framework for systematic error analysis, one incorporating even aspects that seasoned text editors sometimes overlook. He also required his model to be independent of text type or genre (Renkema & Cleutjens, 1997, p. 107; Renkema, 2002, p. 182). His matrix for systematically evaluating text quality comprises 'criteria' and 'levels' (or Text Facets; see Table 5.1). The intersections of criteria and Text Facets, or evaluation points [EPs], form 15 criteria. These are applied to any text in order to diagnose and pinpoint errors or weaknesses systematically, and the editor then either effects or suggests appropriate changes to improve it. The EPs are presented within a coherent, hierarchical rubric (Renkema, 1998a, p. 43; 2001, p. 40), illustrated in Table 5.1. The version presented here and used in the study is a second generation away from Renkema's, the English language version itself having been adapted from an Afrikaans language adaptation. Problems in translation were one of the reasons for the adaptation (*ijkpunt* becoming 'evaluation point', not 'calibration point', for instance); another was that the authors of the English text felt that some of the Dutch and Afrikaans labels for the evaluation points [EPs] were not entirely appropriate (according to research of my own that is as yet unpublished).

Text facets	Criteria for quality analysis		
	Correspondence	Consistency	Correctness
A. Text type	EP1 Appropriate text	EP2 Unity of genre	EP3 Application of genre rules
B. Content	EP4 Appropriate & sufficient information	EP5 Congruence of facts	EP6 Facts
C. Structure	EP7 Sufficient cohesion	EP8 Uniformity of structure	EP9 Argumentation (linking)
D. Wording	EP10 Appropriate wording	EP11 Unity of style	EP12 Syntax, vocabulary & meaning
E. Presentation	EP13 Appropriate layout & typography	EP14 Congruence of text & layout	EP15 Spelling, punctuation, layout & typography
	15 Evaluation points		

Table 5.1: CCC Model: Criteria for text-quality analysis, as adapted for use in *Text Editing* (2012). Source: Renkema, as cited in and adapted by Van de Poel, Carstens & Linnegar, 2012.

The relative weight of each EP in the hierarchy is best expressed when one reads the rubric from top to bottom and from left to right: EPs in the first level or facet ('Text type') carry the most weight, as do those in the first column ('Correspondence'). For Renkema, the higher up the facet level, the more fundamentally critical is the error to be remedied (Renkema & Cleutjens, 1997, pp. 107-8; Renkema, 1999a: p. 3), so errors or weaknesses at levels A, B and C (for example, EP4) must be resolved before any other problems are attended to (Renkema, 1998b; 2001, p. 44). Thus, trying to remedy wording and punctuation at levels D and E (for example, EP12 or EP15) would be a pointless exercise (1998b; 2001, p. 44) if there are errors at levels A, B or C. Also, where an error has more than one EP attached to it (for example, EPs 3, 4, 11, 15), the highest of them should take precedence. In this way, the model makes it possible to identify systematically the factors influencing the ineffectiveness of a particular text type (Renkema, 2001, p. 44). This weighting encourages the text editor to approach a text logically and consider macro-flaws before working on the micro-errors and weaknesses. It therefore offers a thorough, structured approach to analysing a text and to detecting, labelling and correcting the errors in it. The students were introduced to this approach in the first week of the course.

The EPs are described in detail in Appendix III. Briefly, the first column, the criterion of Correspondence, concerns the alignment of the author's intention and the needs and expectations of the reader (Renkema, 1999a, p. 2). Accordingly, the writer-editor or supervisor has some freedom to choose the type of text and whether they stay true to the characteristics of the type throughout (1999a, p. 1; 2002, p. 178). Renkema regards Correspondence as the most important criterion, since text quality is fundamentally affected by the extent of the alignment between writer and reader, and of the text to the medium. To be optimal, such alignment should be achieved at all five levels in this column.

The second column concerns the criterion of 'Consistency'. A text meets this requirement when the choices a writer-editor makes (for example, a certain structure, particular choice of words, style of punctuation) are maintained consistently throughout (Renkema, 1999b, p. 2). For example, it is not good for an author to divide their text on the basis of both thematic and chronological schemas: that will only confuse or alienate the reader (2002, p. 178). To resolve consistency problems, the vigilant text editor will always compare at least two parts of a text, because it is between them that any discrepancy may have occurred (1999a, p. 2).

The third column, 'Correctness' or correct usage, concerns genre rules, facts, argumentation (linking), syntax, vocabulary and meaning, and spelling, punctuation and typography. Normative linguistics and factual accuracy play a central role here, making the evaluation of text quality somewhat easier. This is often the novice text editor's instinctive starting point, but through its structure the CCC Model tries to persuade them to consider aspects of correctness last. To check for correctness, writer-

editors must refer to external reference resources (1999a, p. 2) such as encyclopaedias, atlases, online dictionaries and style guides.

These three criteria work together to give meaning to the five 'Text Facets': 'Text Type' (EPs1, 2, 3), 'Content' (EPs4, 5, 6), 'Structure' (EPs7, 8, 9), 'Wording' (EPs10, 11, 12) and 'Presentation' (EPs13, 14, 15). Ideally, if a text satisfies all 15 EPs, then it is of optimal quality (2000, p. 25; 2012, p. 9). To get it to that state often requires eyes other than those of the supervisor or the writer: those of the text editor, whom the model guides systematically towards optimal quality. However, the model also offers a systematic pedagogical approach that is by definition blended and self-directed and constitutes a learning route that potentially leads to a positive outcome for the student editor-in-training. Its value as an assessment or evaluation tool should therefore also be put to the proof and recognised.

3.1. The CCC Model as an aid to teaching editing skills

Renkema has spoken of the fact that the relative simplicity of the model makes it a very manageable tool to use in teaching and language training, as well as in situations in which texts have to be appraised (1994, 1998a, 1999a, 1999b, 2012). It is therefore likely that the CCC Model will lend itself to being used to measure a change in text-editing knowledge and skills. This claim was investigated in the study reported here.

4. Methodology and method

4.1. Course design

At the start of the course, the students completed an onscreen error-detection exercise ('Estuary Villa'; see Appendix I) and were then introduced to the model, each of the five facets of text evaluation and the three columns of criteria described in Table 5.1, with the support of a textbook based largely on the model. Regularly, over a period of 12 weeks' teaching/contact time, the editorial issues concerning Text Type, Content, Structure, Wording and Presentation were covered, both as take-home online assignments and as in-class presentations. During this period, the students edited a difficult passage from an actual academic text written by an L2 English speaker (dubbed 'Arab media'; see Appendix II). The excerpt contained errors of many kinds; the students were required to label the errors they detected according to the 15 EPs of the model, but not necessarily to correct them. In this manner, they were exposed to the kinds of real error a writer-editor has to identify and diagnose when evaluating a real text (Knowles's Principles 4 and 5). Student reflections formed an important component of the design: reflections on knowledge and insights acquired, the course as a whole, and their editing experience through it. Analysis of this component will be the subject of a forthcoming article.

4.2. Sample group

The group comprised 30 MA students (7 male, 23 female) registered for the semester course 'Aspects of Writing and Speaking'. They were all ESL or EFL speakers, with Dutch as the L1 of the majority; none had previously received formal training in text editing. All had had prior experience in writing essays, term papers and a bachelor's thesis as undergraduates, having had to self-edit their own writing without formal input in editing skills; and most reported that they had registered for the course partly to improve their writing skills in English.

4.3. Course implementation

The course comprised weekly three-hour sessions held between February and May 2015 (see Table 5.2). It aimed to give the students hands-on exposure to the art and science of (self-)editing texts through modalities that included team-teaching practice, two assignments requiring the detection of errors in two previously unedited passages, and presentations on the editor's craft by expert practitioners. Chapters 6 to 10 of their prescribed text, *Text Editing* (Van de Poel, Carstens & Linnegar, 2012), deal with each of the Text Facets, and they formed the basis of each group's preparation and further reading. Beyond that, the student groups were given free rein to present their chosen topics using media of their choice deemed appropriate to teaching their peers about their chosen Text Facet. Their teacher was present at each presentation to facilitate their peers' critiquing, to provide further comments and to evaluate the quality and content.

Besides the error-detection task performed on the 'Estuary Villa' text in a computer laboratory, the main online component entailed identifying the errors in the 'Arab media' passage of academic text through four iterations — each of which was timed to be done after the group presentations on a Text Facet. These were completed using Microsoft Word (including the 'Track Changes' and 'Comments' functions, which some of the students had to learn). They were then uploaded to BlackBoard, the institution's online repository for announcements, assignments, feedback and grades. The students were also encouraged to communicate their queries about their assignments to the teacher by email; the teacher also played the role of 'proxy author' for the purposes of answering the students' queries directed at the 'author' of the academic text (the real author having intentionally been kept anonymous).

The students produced one group presentation each on one of the Text Facets, three reflections on presentations by experienced text editors and a final reflection on what the course had meant to, or achieved for, them (Week 12). There were also two attempts to evaluate the 'Estuary Villa' text, plus their iterations of the 'Arab media' text. Taken together, these data provided a rich measure of the students' progress through the course, their development of text-editing knowledge and skills, and their evaluations of the impact on their writing and (self-)editing abilities.

Week	Teaching	Assignment	Use in this study
1	No prior teaching or induction before error-detection assignment completed. Post-assignment, presentation in class on role and functions of text editor, including application of CCC Model. Students given course textbook and printout of model. Briefed students on presentations ('teaching moments') and practical exercises they would put their peers through to illustrate chosen Text Facet.	Onscreen in computer lab, detecting errors in a passage of text ('Estuary Villa', Appendix I). Used Microsoft Word's Track Changes and Comments to indicate errors they identified. Then assessed by the teacher. Students divided into 6 groups of 5; each group chose a Text Facet to team teach.	Determine editing knowledge and skills prior to learning.
2, 4, 5, 7, 9 & 10	Group presentations on Text Facets: PowerPoint presentation on topic with in-class exercises to test peers' understanding of issues and concepts. Teacher facilitated, critiqued and evaluated presentations.	Students reflected on group presentations orally in class and subsequently in writing (uploaded). After presentations, students re-analysed the same text ('Arab media') to detect further errors: a total of 4 iterations.	Knowledge and skills transfer; testing understanding of Text Facets. Attempt to discern effect, if any, of presentations on students' ability to improve a text through error detection.
3 & 6	Skype Video presentations by 2 'guest lecturers': the first introduced students to academic text, 'Arab media', written in English by an EFL/L2 author; the second spoke on challenges of standardising Australian English for foreign authors.	Students wrote reflections on content of session: the relationship between text editor and author and how much the editor may alter an author's words. Students detected and labelled errors in the passage, as described above.	Introduction to editing academic texts by a professional editor (here text type = abstract). Exposure to another facet and constraint of editing texts; building on previous knowledge.

8	Students sat in on 'conversation' between two practising text editors about challenges and opportunities they face in their working world. Q&A session.	Generated informative discussions about editor's craft, three students expressing interest in editing/publishing as career. Students again wrote up and posted their reflections.	Introduced constraints and challenges editors face: e.g. when making informed improvements not interfering with author's 'voice'; and dealing with sensitivities when communicating with authors.
11	Learning completed. Students to computer lab for online detection of errors in unedited 'Estuary Villa' text a second time. Q&A session.	Students put through same exercise to enable teacher to measure their pre- and post-course error-detection rates and ranges.	To determine editing knowledge and skills post-teaching.
12	Concluding remarks, reinforcement of role of CCC Model.	Overall reflection on entire course and what participation had meant to the students.	Feedback and evaluation.

Table 5.2: Teaching and learning components of the 'Aspects of Writing and Speaking' course.

4.4. The study

First, the students' error detections in the pre- and post-teaching 'Estuary Villa' exercises were analysed, then those for 'Arab media'. For the purposes of this article and to facilitate comparison, only data drawn from the first three iterations of 'Arab media' are considered. In the fourth iteration, a number of the students resorted to rewriting the passage, or parts of it; this made evaluating their progress in detecting errors difficult or impossible.

The 15 EPs were used to categorise the errors the students detected in the two texts (using Microsoft Word's 'Track Changes' and/or 'Comments' functions). One point was allocated for each error detected, whether a student labelled it at all according to the EP or even labelled it incorrectly (incorrect labels were not altered). It was decided from the outset that the teacher would not remediate such incorrect labels with individual students, but some students did self-correct their earlier decisions in later iterations. In the case of the 'Estuary Villa' text, the prescribed textbook includes commentary on, and illustrations of, the editorial interventions required to improve the text to a publishable form; the students were referred to this chapter as a guide. In each iteration, the total Correspondence, Consistency and Correctness errors detected were also calculated and the total number of errors overall was recorded.

Some errors could be allocated to more than one EP. For example, an incorrect in-text reference, according to the Harvard system of in-text referencing, '(EL NAWAWY 2010)', could be labelled as three different errors: EP3 (not following genre rules), EP11 (inconsistent style for in-text references) and EP15 (using capital letters instead of initial capital followed by lowercase letters). If the student also pointed out that a specific page number was missing from the citation, EP4 (lack of appropriate or sufficient information) could also be cited as an error according to the Harvard system. Similarly, if the student detected an instance of incorrect or inappropriate word usage (EP10) that could affect the author's intended meaning, then EP12 could also be assigned to the error. In addition, the matter of italicising characters that needed such treatment could be regarded as an EP11, EP14 or EP15 error. A few of the students did assign more than one EP to an error.

To ensure that errors were consistently attributed to the same EPs, and also that no errors detected by a student escaped allocation to an EP, an editor-colleague familiar with the CCC Model reassessed a random sample of one-third of each batch of iterations to ensure rater reliability. I then compared the two evaluations. Where variations occurred between the two readings, the text was revisited and adjustments to the affected scores were made accordingly. It is crucially important that the EPs be allocated to detected errors both systematically and consistently: this is what the model intends to inculcate in practising text editors. Once each batch had been scored and scores adjusted where necessary, the scores were consolidated. The scores per iteration for the entire group were then totalled.

5. Findings and discussion

The main findings are, first, those that reflect the students' performance in detecting errors in the 'Estuary Villa' text in Week 1 and again at the end of the course (Week 11). Second, and more significantly, there are the three iterations of their cumulative error detection in the academic text, 'Arab media'. As indicated by my third research question, what I was most interested in discovering from these two sets of data is whether there is any concordance between the error-detection results in the two exercises. In other words, if the precursor to improving text is detecting and labelling errors of various kinds, did the students display evidence of the same or a similar improvement in their editing knowledge and skills when they applied the 15 EPs of the model similarly in the 'Estuary Villa' and the 'Arab media' exercises? If there was concordance, then the model can be considered reliable as a means of measuring student performance. I consider the students' scores on the 'Estuary Villa' passage first, then those on the 'Arab media' text. Finally, I compare the two sets of data, before drawing some conclusions.

5.1. Student performance in 'Estuary Villa'

This passage of unedited text was composed with the intention of having it published on a tourism website after a team of professional editors and web designers had been assigned to

rendering it suitable for an online environment. A total of 73 error types could have been detected in this text, covering all 15 EPs (the passage is provided in Appendix I; none of the students identified all of the errors, in either the February or the May iteration). The students' performance in detecting errors in the 'Estuary Villa' text in Week 1 ('EVF') and again at the end of the course ('EVM') is summarised in Table 5.3.

TEXT FACETS	CRITERIA FOR QUALITY ANALYSIS					
	CORRESPONDENCE		CONSISTENCY		CORRECTNESS	
	Feb (EVF)	May (EVM)	Feb (EVF)	May (EVM)	Feb (EVF)	May (EVM)
A. TEXT TYPE	EP1. Appropriate text		EP2. Unity of genre		EP3. Application of genre rules	
	19	88	1	0	3	7
B. CONTENT	EP4. Appropriate & sufficient information		EP5. Congruence of facts		EP6. Facts	
	43	188	6	21	3	21
C. STRUCTURE	EP7. Sufficient cohesion		EP8. Uniformity of structure		EP9. Argumentation (linking)	
	41	94	3	8	44	51
D. WORDING	EP10. Appropriate wording		EP11. Unity of style		EP12. Syntax, vocabulary & meaning	
	49	155	54	115	280	376
E. PRESENTATION	EP13. Appropriate layout & typography		EP14. Congruence of text & layout		EP15. Spelling, punctuation, layout & typography	
	3	19	0	14	171	113
Totals	155	544	64	158	501	568
Totals EVF vs. EVM					820	1270
	15 EVALUATION POINTS					

Table 5.3: Scores (error detection) in each EP of the CCC Model in the 'Estuary Villa' ('EV') passage by the students (n = 30): February (EVF) and May (EVM) 2015 compared.

The total errors detected in EVF (before teaching commenced) was 820, whereas that in EVM (Week 11) was 1270, an overall increase of 54.9%. This substantial increase is indicative both of the acquisition of editing knowledge and skills which took place during the course and also of the fact that, using the rubric as a guide, the students were prompted to detect many more errors than would otherwise have been the case.

Any decreases in the errors detected can be attributed either to students' reversing earlier decisions about errors or not carrying them over to subsequent iterations (having started afresh with a new iteration, without accumulating, or having deleted an earlier comment in error). It is also possible that some students overlooked these errors while focusing instead on errors of other types. Reversals of decisions are evident in the Comments inserted in the two iterations. Where a student detected an error but assigned an incorrect EP to it, in my analysis I reassigned the correct EP or EPs to such an error so as to reflect the nature of the error detected correctly.

In line with my previous unpublished findings, the highest number of errors detected upon initial exposure to the passage (EVF) was those of EP12 (280) and EP15 (171). A much wider range of errors was detected in May than previously, as indicated by other increases. First, the total of all Correspondence and Consistency errors (EP1, 2, 4, 5, 7, 8, 10, 11, 13, 14) in EVF was 219 as opposed to the 451 combined EP12+EP15 errors. This contrasts with the equivalent total EVM scores for these groups: 702 versus combined EP12+EP15 errors totalling 489. This is also evidence of a more than threefold increase in the detection rate of the less common, less obvious Correspondence and Consistency errors (220.55%), most likely as a direct outcome of new knowledge having been acquired about them between February and May. This contrasts with the modest increase in combined EP12+EP15 errors (8.43%) during this period.

Noteworthy increases in the detection of Correspondence errors were registered in EP1 (a more than fourfold increase, from 19 to 88 errors detected), EP4 (a more than fourfold increase, from 43 to 188), EP10 (a more than threefold increase, from 49 to 155) and EP13 (a more than sixfold increase, from 3 to 19). Under Consistency, EP5 registered a more than threefold increase in errors detected (from 6 to 21), EP11 a more than twofold increase and EP14 a notable increase from 0 to 14.

Considering the total errors detected in each of the criteria columns, the following noteworthy trends emerge: total Correspondence errors detected increased more than threefold (155 to 544) between EVF and EVM, total Consistency errors more than doubled (64 to 158), and total Correctness errors increased by a modest 13.4% (501 to 568), though off a high base.

The Correctness errors detected in this exercise require analysis. I anticipated that between EVF and EVM there would be an increase in the Correctness errors detected at the EP3, EP6 and EP9 levels, without there being a concomitant reduction in the EP12 and EP15 errors detected. The scores obtained in May bear this out: detected EP3 errors slightly more than doubled, from 3 to 7; EP6 errors increased sevenfold, from 3 to 21

— the highest increase of all 15 EPs; EP9 errors increased by 16%, from 44 to 51. At the same time, EP12 errors increased by 34% (280 to 376), and EP15 errors decreased by 33% (171 to 113), for the reasons explained above.

More revealing are the trends displayed by the groupings of Correctness errors: for EVF, 50 EP3+EP6+EP9 errors were detected as opposed to 451 EP12+EP15 errors; by EVM, the totals were 79 (58% increase) versus 489 (a modest 8.43% increase) respectively. This would suggest that the learning process had borne fruit by increasing both the knowledge and the skills of the students as well as their sensitivity to the kinds of error an editor has to detect and correct over and above grammar, spelling and punctuation.

5.2. Student performance in 'Arab media'

Second — and perhaps more significantly in view of the more direct association between theoretical input, practical exercises and the three iterations of 'Arab media' (AM) than could be seen in 'Estuary Villa' — there is the students' cumulative detection of errors in this text. A total of 103 possible errors could have been detected. These data are summarised in Table 5.4, which compares the students' scores in iterations AM1, AM2 and AM3. Appendix II presents the 'Arab Media' text and the errors that could have been identified, labelled with EP numbers.

The students completed iteration AM1 before receiving any formal theoretical or practical input other than being introduced to the CCC Model and its 15 EPs. This introduction was necessary to enable them to use the model to detect and label errors. AM2 was timed to occur after the students had received input and completed practical exercises on Text Type and Content (Weeks 2 and 4).

Text facets	Criteria for quality analysis								
	Correspondence			Consistency			Correctness		
	AM1	AM2	AM3	AM1	AM2	AM3	AM1	AM2	AM3
A. Text type	EP1. Appropriate text			EP2. Unity of genre			EP3. Application of genre rules		
	15	15	8	8	2	1	32	78	96
B. Content	EP4. Appropriate & sufficient information			EP5. Congruence of facts			EP6. Facts		
	39	135	131	3	15	15	6	12	19
C. Structure	EP7. Sufficient cohesion			EP8. Uniformity of structure			EP9. Argumentation (linking)		
	60	58	79	3	6	11	100	117	131

D. Wording	EP10. Appropriate wording			EP11. Unity of style			EP12. Syntax, vocabulary & meaning		
	47	62	85	64	128	157	455	657	710
E. Presentation	EP13. Appropriate layout & typography			EP14. Congruence of text & layout			EP15. Spelling, punctuation, layout & typography		
	10	14	27	1	2	19	122	240	275
Totals	171	284	330	79	153	203	715	1104	1231
Total AM1 vs AM2 vs AM3							965	1541	1764
	15 Evaluation points								

Table 5.4: Scores (error detection) in each EP on iterations 1 (AM1), 2 (AM2) and 3 (AM3) of 'Arab media'.

Typically, in line with the findings in the 'Estuary Villa' exercise, the highest number of errors detected upon initial exposure to the passage (AM1) were those of EP12 (455), and EP15 (122). As with 'Estuary Villa', I was interested in ascertaining whether the range of errors would broaden out to include more of the Correspondence and Consistency errors and also to include a wider range of the Correctness errors as a result of the training provided.

5.2.1. Impact of teaching the Text Facets — Text Type and Content

The students undertook iteration 2 of 'Arab media' (AM2) after having received theoretical input and completed practical exercises on Text Type and Content (Weeks 2 and 4). I was first interested in whether the range of errors detected in the 'Arab media' text had broadened beyond EP12 and EP15; and then in determining whether the teaching of these Text Facets had had any impact on the students' awareness of the types of error they could have corrected at these levels. An analysis of the data reveals that the total of all Correspondence and Consistency errors detected in the first iteration (AM1) was 250 as opposed to the 577 combined EP12+EP15 errors. This contrasts with the AM2 scores: the total of all AM2 Correspondence and Consistency errors was 437 (74.8% increase over AM1); EP12+EP15 totalled 897 (55.45% increase over AM1). This higher rate of increase in the detection of Correspondence and Consistency errors would tend to indicate that there was a broadening of the types of error detected: besides

the increase in EP12+EP15 errors, a greater number of errors associated with the other EPs was detected than previously. A particularly noteworthy increase in Correspondence errors between AM1 and AM2 was registered for EP4 (a greater than threefold increase, from 39 to 135), the total Correspondence errors increasing by 66.1% between AM1 (171) and AM2 (284).

Under Consistency, EP5 registered a fivefold increase in errors detected between AM1 and AM2 (from 3 to 15). Moreover, EP8 saw a doubling from a modest 3 to 6 errors detected, and EP11 saw a doubling (from 64 to 128), despite the formal input on Structure and Wording not having been presented yet. Indeed, taken together, the total Consistency errors almost doubled between AM1 and AM2 (79 to 153). Under Correctness, the EP3 errors detected more than doubled (from 32 to 78, or 129.4%) and the EP6 errors doubled (from 6 to 12, or 100%). Moreover, the total EP3+EP6+EP9 scores increased by 56.8% between AM1 (138) and AM2 (207). The increase in the range of this category of errors away from EP12 and EP15 was already noticeable at this early stage, even though Structure and Wording had not been taught yet; nor had Presentation, yet the errors classified under EPs12 and 15 increased simultaneously at a similar rate (55.46%; AM1: 577, AM2: 897).

This is evidence of an early increase in the detection rate of the less common and less obvious Correspondence, Consistency and Correctness errors, most likely as a result of new knowledge having been acquired about them between AM1 and AM2 and the students' awareness of the variety of errors having been raised.

I was also interested in ascertaining the impact, if any, of the students' exposure to these two Text Facets on their scores for EPs1-6. For this reason, I analysed the number of errors detected between AM1 and AM2 only. For Text Type, the scores for EP1 Appropriate text remained unchanged at 15; EP2 Unity of genre saw a decline from 8 to 2 errors (the students were permitted to change the labels they had assigned to particular errors, and this may be an EP for which they reversed their previous decisions, possibly relabelling some as EP3s after the inputs from the teaching session); for EP3 Application of genre rules, there was an increase in errors detected from 32 to 78 (an increase of almost 2.5 times). Where we witness the more consistent and significant changes in errors detected after the teaching and awareness-raising class is in the level of Content: here, EP4 scores increased by 2.5 times (from AM1 39 to AM2 135); EP5 scores increased fivefold (from AM1 3 to AM2 15) and EP6 scores doubled (AM1 6 to AM2 12). This would tend to indicate that the teaching sessions on Text Type and Content had a direct impact on the nature and range of the errors that the group detected.

5.2.2. Impact of teaching the Text Facets Structure and Wording

The students undertook iteration 3 of 'Arab media' (AM3) after having received theoretical input and completed practical exercises on Structure and Wording (Weeks 5 and 7). I

was therefore interested in discovering whether the data drawn from AM3 reflected their acquisition of this new knowledge.

Overall, the total errors detected showed an increase of 82.8% between AM1 (965) and AM3 (1764) (see Table 5.4). This trend occurred before the group presentations on Presentation (print and digital). The EP12 and EP15 errors detected in AM3 continued the trend between AM1 and AM2, although at a slower rate: EP12 increased from a base of 455 through 657 to 710 (8.1% from AM2 to AM3, an overall increase from AM1 to AM3 of 56.0%); EP15 increased from a base of 122 through 240 to 275 (14.6% from AM2 to AM3; an overall increase from AM1 to AM3 of 125.4%). These findings would seem to support the outcome of the students' 'mastery experiences' resulting from the successful performance of tasks (Bandura, 1977, p. 192).

At this stage in the course, some significant increases in error-detection rates are also evident under Correspondence, Consistency and Correctness, in the Text Facets Structure and Wording. Between AM2 and AM3, under Correspondence, EP7 increased from 58 to 79 (increasing by 36.2%; by 31.6% between AM1 and AM3); EP10 increased from 62 to 85 (increasing by 37.1%; by 80.9% between AM1 and AM3). Under Consistency, EP8 saw an increase in detected errors from 6 to 11 (increasing by 83.3%; AM3 almost four times AM1); under EP11 errors increased from 128 to 157 (increasing by 22.7%; by 145.3% between AM1 and AM3). Under Correctness, EP9 increased from 117 to 131 (increasing by 12.0%; by 31.0% between AM1 and AM3); EP12 increased from 657 to 710 (increasing by 8.1%; by 56.0% between AM1 and AM3). The mean increase in the detection of Correspondence, Consistency and Correctness errors between AM2 and AM3 was 33.2%; that between AM1 and AM3 was 101.9% (more than double). It can be concluded, therefore, that the expected increase in the detection of Structure and Wording errors between AM1 and AM3 in the three criteria did occur as a direct result of exposure to these two Text Facets.

The increase in error-detection rates for the three criteria columns is summarised in Table 5.5.

Between …	CORRESPONDENCE		CONSISTENCY		CORRECTNESS	
	Errors detected	% increase	Errors detected	% increase	Errors detected	% increase
AM1 & AM2	171-284	66.1	79-153	93.7	715-1104	54.4
AM2 & AM3	284-330	16.2	153-203	32.7	1104-1231	11.5
AM1 & AM3	171-330	93.0	79-203	157.0	715-1231	72.2

Table 5.5: Error-detection trends between AM1, AM2 and AM3 for the three criteria compared.

What is evident from this tabulation of the increases in error detection for the three types of criteria is that they were in all instances greater for Correspondence and Consistency than for Correctness. It is highly probable that these increases were associated with both theoretical input and practical work on each of the Text Facets plus the support of the CCC Model.

An interesting development at this juncture is that at least some students must have reflected upon and reconsidered their previous decisions (or lack of a decision) regarding Text Type (EP3) and Content (EP6), the scores for which appear to be evidence of further errors having been detected in these criterion. EP3 increased from 78 to 96 between AM2 and AM3 (23.1%), effectively increasing the detections in AM1 threefold. From a base of 6 in AM1, through 12 in AM2, the detections of EP6 rose to 19 (58.3% increase between AM2 and AM3, a 216.7% increase between AM1 and AM3). EP6 in AM3 is now more than threefold the first score. Such reflection and reconsideration are characteristic of self-directed or autonomous learning in the sense Knowles intends it to be understood (1975; Knowles, Holton & Swanson, 2005).

The trends in the Correctness errors detected are discussed next and summarised in Table 5.6.

Between …	EP3+EP6+EP9		EP12+EP15	
	Errors detected	% increase	Errors detected	% increase
AM1 & AM2	138-207	50.0	577-897	55.5
AM2 & AM3	207-246	18.8	897-985	9.8
AM1 & AM3	138-246	78.3	577-985	70.7

Table 5.6: Trends in error detection between Correctness errors EP3+EP6+EP9 and EP12+EP15 compared.

Notably, at first the increases in the errors detected in these two groupings of errors were almost equal (50%; 55.5%), but between AM2 and AM3 (18.8%; 9.8%) and AM1 and AM3 (78.3%; 70.7%) the EP3+EP6+EP9 errors detected increased by more than their equivalents for EP12+EP15. These increases suggest that the learning process had borne fruit by increasing both the knowledge and the skills of the students and also raising their awareness of the kinds of error a text editor should detect.

5.3. Comparison of the error-detection rates and ranges between 'Estuary Villa' and 'Arab media'

There are some instructive concordances between the error-detection scores in the two exercises that serve to validate the findings and conclusions drawn concerning the 'Arab

media' assignment. I start with a comparison of the total errors detected in the two assignments (see Table 5.7). In 'Estuary Villa', the initial total errors detected was 820 (in EVF) versus 1270 in EVM, an overall increase of 54.9%. In 'Arab media', between AM1 (965) and AM3 (1764) the overall increase was 82.8%.

I next wanted to ascertain whether there had been a concomitant increase in the spread of the types of error detected, both into the EPs in the Correspondence and Consistency columns and also extending up the Correctness column. I also wanted to know whether in this respect there was concordance between the outcomes of the two assignments. These overall trends are presented in Table 5.7.

'Estuary Villa'				'Arab media'		
EVF totals	EVM totals	% increase		AM1 totals	AM3 totals	% increase
820	1270	54.9		965	1764	82.8
EVF EP12+EP15	EVM EP12+EP15			AM1 EP12+EP15	AM3 EP12+EP15	
451	489	8.4		577	985	70.7
EVF EP3+6+9	EVM EP3+6+9			AM1 EP3+6+9	AM3 EP3+6+9	
50	79	58.0		138	246	78.3
EVF Corres+ Consis	EVM Corres+ Consis			AM1 vs AM3 Corres+ Consis	AM1+AM3 Corres+ Consis	
219	702	220.6		250	533	113.2

Table 5.7: Trends in error-detection rate and spread of errors in 'Estuary Villa' and 'Arab media' compared.

Two possible reasons for the generally higher rates of error detection in the 'Arab media' text versus the 'Estuary Villa' passage are, first, that with a total of 103 possible errors to detect 'Arab media' provided greater scope for increased error detection than 'Estuary Villa' (with 73 possible errors to detect); second, that there was a more direct link between the content taught and each attempt at error detection.

In the 'Estuary Villa' assignment, a distinct spread in the kind of errors away from EP12 and EP15 was detected. First, in EVF the total of all Correspondence and Consistency errors combined (EP1, 2, 4, 5, 7, 8, 13, 14) in the first iteration was 219 as opposed to the 451 combined EP12+EP15 errors. This is in contrast to the EVM scores

for these groups, where the total of all Correspondence and Consistency errors was 702; combined EP12+EP15 errors totalled 489. This indicates that in fact a much wider range of errors was detected in May than in February and also that the students were detecting errors at higher levels of the CCC Model. The increase in the detection rate of the less common and less obvious Correspondence and Consistency errors is more than threefold (220.6%), most likely as a direct outcome of new knowledge having been acquired about them between EVF and EVM. This is in contrast to the much more modest increase in combined EP12+EP15 errors (8.4%), which started from a higher base. This is largely attributable to a decline in the number of EP15 errors detected (from 171 to 113), possibly as a result of a greater focus on other error types (an intended trend that the CCC Model attempts to encourage).

So far as the 'Arab media' text is concerned, the total Correspondence and Consistency errors almost doubled (113.2%) between AM1 (250) and AM3 (533). While this is certainly a substantially more modest increase than between EVF and EVM, it is indicative of a similar trend between the February and May iterations: the spread of the errors detected into these EPs as a result of the acquisition of editing knowledge and skills and sharpened awareness.

Regarding changes in the number of Correctness errors (EP3, 6, 9) detected between February and May, a comparison of the data from the two texts indicates some congruence: whereas the scores in question rose from 50 to 79 (58.0%) in 'Estuary Villa', they rose from 138 to 246 (78.3%) in 'Arab media'. Both increases were significant.

6. Conclusions

By all the measures used, the students' performance in the two assignments would seem to indicate that this group of student editors-in-training were capable of both increasing their overall rate of error detection and of identifying a wider range of the errors included in the rubric as a result of the training they received and a raised awareness. In other words, given a systematic rubric to enable them to identify errors in a text (supported by relevant in-class teaching), they were capable of improving their (self-)editing skills.

What is evident through this case study involving the use of a largely non-didactic blended-learning approach to teaching as a strategy for improving the writing skills of a group of 30 master's students is this: through a combination of learning approaches effective, measurable learning did take place. Through these approaches, the students constructed their own understanding and knowledge actively, not passively, through experiencing errors in poorly written texts, using a rubric to label them and reflecting on those experiences. Generating knowledge and meaning themselves and reflecting on their experiences therefore constituted an integral part of the course (Learning Theories, 2015).

Whether used for guidance, self-assessment or evaluation by the teacher, the CCC Model, its hierarchy of Text Facets and its EPs formed the basis of the course, a rubric

the students became increasingly familiar with through repeated use. By redefining text analysis or improvement as error detection and breaking errors down into 15 labelled criteria, the model has made the process of improving texts more tangible, focused and systematic. This fostered a constructivist, problem-based and practical approach to acquiring specialist knowledge and skills through 'mastery experiences' (Bandura, 1977) by using an empowering rubric.

Importantly, the model also served to eliminate vague, ad hoc and subjective diagnoses when evaluating students' ability to detect errors and improve a text: the EPs provide precise and comprehensive data and a 'common language' for critiquing and improving texts (Renkema, 1998a, p. 40). The model also made the analysis of text-editing skills and the monitoring and assessment of proficiency considerably more systematic. This is borne out by the findings from iterations AM1 to AM3, corroborated by EVF to EVM. Moreover, all of Renkema's stated purposes were successfully fulfilled in teaching (self-)editing skills to postgraduate students through familiarising them with and applying the CCC Model.

The model is not without its limitations, however. First, its first-time users have to be inducted into the meaning and use of the EP labels to ensure that they fully understand the kinds of error they refer to, and then apply them correctly. When, for example, should information be classified as not 'appropriate and sufficient' (EP4), as opposed to factually incorrect (EP6)? Is 'congruence of facts' (EP5) as a particular class of error obvious at first reading? And if characters in a text have not been italicised or bolded as they should have, which EP does one allocate to this error type, EP13 or EP15? Similarly, the use of upper-case initial letters when sentence case should have been used also has, at face value, no EP clearly allocated to it (is it a problem of a lack of correspondence to the medium, inconsistency or incorrectness?). Furthermore, where does 'appropriate wording' (EP10) end and 'meaning' (EP12) begin, or are they simply two sides of the same coin? (In my view, they often are very close yet different, an inappropriately chosen word usually not conveying the author's intended meaning.) And it is not obvious where 'grammar' errors are located in the model: EP12? Further elucidation of the precise meanings and intentions of some of the EPs, and their refinement, is therefore necessary. Such refinement will form the basis of my future analysis of the students' interpretation of the EPs in this and other case studies as well as further discussion with the CCC Model's creator. Nevertheless, the data derived from this 2015 study provide strong support for the assertion that the model is an effective tool for (self-)improving texts — whether it is by student writers, authors, text editors or doctoral supervisors — and assessing improvements systematically.

Based on the present case study tracking students' progress, the CCC Model has proved to be a systematic way of guiding, enabling and assessing the development of learners' proficiency. It has done so both as a self-assessment rubric and as a tool with which teachers can monitor and assess learners' progress. Since the model lends itself to a systematic pedagogical approach and a learning path that leads to positive outcomes

for the student learning text-analysis and text-editing skills, it should be applicable also to the mentoring of text editors in the craft of improving texts — a further use that should form the subject of a separate study.

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Appendix I

The 'Estuary Villa' passage

The Villa is situated in very secure surroundings on a Country Estate, a short stroll to the beach. All three bedrooms are en-suite with a shower and a toilet. The kitchen is fully equipped with a glasstop stove, oven, microwave, fridge/freezer, dishwasher, kettle, toaster, pots, pans and cooking utensils. Cutlery, crockery and glassware are provided for 6 guests. The bedrooms are fully equipped with sheets, blankets, duvets and pillows. Please bring your own towels. There is a TV with a DSTV decoder, please bring your own smart card. Braai facilities are situated outside the villa. Strictly no pets allowed. No Smoking.

Port Edward and the surrounding district have a large variety of activities that cater to all tastes and requirements. The close proximity to the Wild Coast Sun Country Club (10 minutes) and San Lameer Country Club (15 minutes), keeps the pros and amateurs out of mischief. Port Edward also has a nine-hole golf course that is a great way to relax.

There is a game reserve Lake Eland (35 minutes) and the Umtamvuna Nature Reserve offers a variety of trails for outdoor enthusiasts and those keen to get fit . The flora and fauna in this reserve is outstanding and the scenery is spectacular. There is horse riding in the vicinity and a huge variety of adventure activities ranging from 4x4 trails to the highest abseil in the country.

There is on-site parking for 2 cars. A full or part-time maid service and laundry arrangements can be made sheets and towels are changed twice a week for longerstaying guests. Culinary afficonados and nightclub-'jollers' are also catered for with a large variety of restaurants and eateries. The Wild Coast Casino (5 minutes) also offers something for the young and old, big and bold!

Port Edward has all the necessary daily shopping facilities with two large supermarkets, bottle stores, garages, a post office and a variety of other shops and restaurants.

Appendix II

The 'Arab Media' passage with EPs (evaluation points) identified

Introduction

This paper explores the hypothesis that is not possible to adopt a new more formal

> **Comment [jd1]:** EP1, 3, 7 This text does not follow the structure of a typical introduction to an academic paper. It is surely an abstract?

> **Comment [jd2]:** EP12 The word "it" is missing; this affects the meaning and syntax of this sentence.

> **Comment [jd3]:** EP15 A comma should separate two qualitative adjectives.

model of communication without changing the contents of the communication

itself. The practices implicated to a change of media modulate new uses and new

> **Comment [jd4]:** EP10, 12 Incorrect word choice affecting meaning.

> **Comment [jd5]:** EP10, 12 Incorrect word choice affecing meaning.

> **Comment [jd6]:** EP10 Necessary to repeat "new"?

models of thinking in the societies where they are based. The TV channnel Al

> **Comment [jd7]:** EP9 Link between ideas/sentences missing. Insert "For instance," at the start of this sentence.

> **Comment [jd8]:** EP15 Misspelling of "channel". Insert comma after "channel" for noun appositional construction.

> **Comment [jd9]:** EP7 Structure: This sentence should support the new topic sentence and therefore follow it. Otherwise it should be moved to the third paragraph to illustrate the changes taking place in the Arab media.

Jazerra, not only is creating a new public sphere, but also is shaping and leading the

> **Comment [jd10]:** EP15 Misspelt. Should be Al Jazeera.

> **Comment [jd11]:** EP12 Syntax problem: transpose "not only is".

> **Comment [jd12]:** EP12 Syntax problem: transpose "also is".

changes in the narative strategy of the news, introducing themes, provoking

> **Comment [jd13]:** EP15 Misspelling of "narrative".

> **Comment [jd14]:** EP3, 4, 10, 12 What does this mean? Clarify to your reader.

debates, working on the language of the public sphere and introducing new

> **Comment [jd15]:** EP3, 4, 10, 12 What is meant by "public sphere" and "private sphere"?

relationships with the private sphere (EL-NAWAWY, 2002). Our aim is to analyze

> **Comment [jd16]:** EP3 Non-adherence to genre (intext referencing). EP11 Inconsistent referencing style.

> **Comment [jd17]:** EP7, 9 Start new paragraph here? And follow with "The changes that we are studying ..."?

> **Comment [jd18]:** EP3, 10 If a single author, use "I".

> **Comment [jd19]:** EP15 Should this be UK or US spelling style?

they representing not only a formal modification in practices but an integral

> **Comment [jd21]:** EP12 Syntax problem; should be "they are".
> **Comment [jd22]:** EP12 Should the verb form not be "represent" (how they represent)?
> **Comment [jd23]:** EP10, 12 "change in" or "modification of"?

permutation of the content which is thus modified and how they present new

> **Comment [jd24]:** EP10, 12 Word choice?
> **Comment [jd25]:** EP12 Archaism or inappropriate usage in media studies?

themes. There have been several important changes to the Arabic and Islamic

> **Comment [jd26]:** EP12 Lack of parallel construction.
> **Comment [jd27]:** EP12 Syntax/voice: rephrase as "Several important changes have been introduced into".
> **Comment [jd28]:** EP10, 12 The distinction between these two terms should be explained somewhere.

media, press and audiovisual, during recent years.

> **Comment [jd29]:** EP10, 12 Insert "both" before "press"?
> **Comment [jd30]:** EP7, 9 This sentence is misplaced. It should be the topic sentence of this introductory paragraph. It should also be followed by a supportive sentence that links it to the sentence commencing "This paper explores ...". Consider following it with "The changes that we are studying in this paper ..."

Public Opinion has been transformed through changes to the media system

> **Comment [jd31]:** EP7, 8 ,9 Reposition this paragraph elsewhere?
> **Comment [jd32]:** EP11, 15 Why treated as a proper noun? Lowercase the "o".
> **Comment [jd33]:** EP10 Delete "system"? Or replace with "setup"?

arising from the death of the old colonial or postcolonial system with a reduced

> **Comment [jd34]:** EP10 "demise"?
> **Comment [jd35]:** EP15 Insert comma after "system". EP10, 12 Meaning unclear; explain what the terms "colonial" and "postcolonial" refer to.
> **Comment [jd36]:** EP10, 12 Is "reduced" the correct word? Diminished? Smaller?

elite and the use of the Western World languages such as English or French as the

> **Comment [jd37]:** EP15 Lowercase "world"? Delete altogether?
> **Comment [jd38]:** EP7, 10, 12 "and"?

languages of power.

The changes that we are studying in this paper come from new Satellite

> **Comment [jd39]:** EP13, 14 Correct paragraphing style?
> **Comment [jd40]:** EP10 Article?
> **Comment [jd41]:** EP11, 15 Lowercase "s".

channels which introduce globalization in an old National system. The three most

> **Comment [jd42]:** EP11, 15 US or UK spelling?

important consequences of this change are the emergence of: Tabloid press in the

> **Comment [jd43]:** EP10, 12 Is this the correct word? "effects"? "products"?
>
> **Comment [jd44]:** EP15 Delete colon; lowercase "t"
>
> **Comment [jd45]:** EP4, 10, 12 What do you mean by "tabloid press"?

Anglo-Saxon area, new audiovisual media, lead by Al Jazerra, other channels and

> **Comment [jd46]:** EP10, 12 Why is this term used? What is the "Angli-Saxon area"?
>
> **Comment [jd47]:** EP10, 12, 15 Incorrect usage; should be simple past tense for "led".
>
> **Comment [jd48]:** EP15 Misspelling of Al Jazeera.
>
> **Comment [jd49]:** EP9, 12 "Al Jazeera and other channels"?

the Internet, which is arguably an unregulated universe. There have also been

> **Comment [jd50]:** EP4, 12 Is this opinion even relevant here?
>
> **Comment [jd51]:** EP7, 9, 12 Unclear what the three consequences are because the sentence is poorly constructed.
>
> **Comment [jd52]:** EP7, 9 Use the linking words "first", "second", "third" to make it clear what the three are.

changes in media content: a vastly increased flow of informations; an increase in

> **Comment [jd53]:** EP10, 15 Incorrect plural form of a mass/abstract noun.

TV serial fiction; new modes of reflection (debates) and audience's participation

> **Comment [jd54]:** EP10, 12 "expression" or "expression and reflection"?
>
> **Comment [jd55]:** EP10, 12 "for example, debates" OR "in the form of debates"
>
> **Comment [jd56]:** EP10, 15 Should be "audience participation".

(audience studies and direct or non-direct participation); the use of humour and

> **Comment [jd57]:** EP10, 12 Do you mean "indirect" or simply not direct? What is either of these?
>
> **Comment [jd58]:** EP15 Unclear what is meant by this.
>
> **Comment [jd59]:** EP11 US or UK spelling?

satire via the Internet; the SMS communication; and the new audiovisual media.

> **Comment [jd60]:** EP10, 12 How do these differ? Do you define them?
>
> **Comment [jd61]:** EP10 Delete - incorrect use of definite article here.
>
> **Comment [jd62]:** EP15 Preferably a comma here.

Some identity problems have derived from this situation: The Eastern World

> **Comment [jd63]:** EP13, 14 Correct paragraphing style?
>
> **Comment [jd64]:** EP10, 12 Either "have arisen" or "are derived".
>
> **Comment [jd65]:** EP15 "the" - lowercase letter after a colon. Or "The" after a full stop?

view is reconstructed in an aggressive way, especially after 9/11 (ELLIOT, 2003),

> **Comment [jd66]:** EP10, 15 "worldview".
>
> **Comment [jd67]:** EP10 Word choice: "reconstituted"?
>
> **Comment [jd68]:** EP9, 12 Meaning unclear here: the Western view OF the East or the view BY the East of the West?
>
> **Comment [jd69]:** EP3, 11, 15 "Elliot"
>
> **Comment [jd70]:** EP12 Tenses a problem here. Either "has been reconstructed ... since 9/11" or "was reconstructed ... after 9/11".

and the West is being also reconstructed in the Arabic world through war images of

> **Comment [jd71]:** EP10, 12 See comment above.
>
> **Comment [jd72]:** EP10, 11 Arab world?

the Gulf Wars. New in the construction of identity in the new media is the West's

Comment [jd73]: EP6, 10 Gulf War.

view of the Arabic media, the exact opposite of the oriental's idea of Edward Said

Comment [jd74]: EP10, 11 Arab media?

Comment [jd75]: EP10, 12 Word choice appropriate? Meaning? EP12 Is this Said's idea of the oriental or the oriental's of Said? Unclear.

Comment [jd76]: EP12 The reader needs to know what this "idea" was to understand "the exact opposite".

(*Orientalism,* 1969). Due to all these contradictory and polemical phenomena there

Comment [jd77]: EP3, 11 Incorrect and inconsistent form of citation for this genre.

Comment [jd78]: EP4, 6 Incorrect date (should be 1973).

Comment [jd79]: EP12 Should read "Owing to ...".

Comment [jd80]: EP12 Ambiguous referent. To what does "these" refer?

Comment [jd81]: EP10, 12 Correct word choice? Meaning?

Comment [jd82]: EP10, 12 Correct word choice? Meaning?

has been important changes: on the one hand, from an elitist public sphere based on

Comment [jd83]: EP12 Incorrect verb form ("have" is correct).

Comment [jd84]: EP12 Passive voice could be improved by conversion to active voice.

Comment [jd85]: EP9, 12 "the change from"

Comment [jd86]: EP10, 12 "elite"?

Comment [jd87]: EP10, 12 Delete "sphere"?

press readership and reduced to this lobby which is the most educated and

Comment [jd88]: EP10, 12 "who read the press avidly"?

Comment [jd89]: EP10, 12 Unclear what is intended with this phrase. Could it be deleted? What is "this lobby"?

Occidentalized social group to a new public sphere transformed through TV and, on

Comment [jd90]: EP10, 12 "westernised"? EP15 UK or US spelling?

Comment [jd91]: EP10, 12 Delete "sphere"?

Comment [jd92]: EP7, 9, 12 Sentence too long and convoluted. Split here, delete the conjunction "and" and restart sentence at "On the other hand".

another hand, the Occidentalized elite was diminished and the effects were really

Comment [jd93]: EP10, 12 Should read "the other".

Comment [jd94]: EP10, 12 "westernised"? EP15 UK or US spelling?

Comment [jd95]: EP10, 12 "elitist"? (see comment re "elitist" above).

Comment [jd96]: EP10, 12 Word choice appropriate?

difficult to calculate. For instance, opinion polls were often wrong, as occidental

Comment [jd97]: EP7, 9, 15 To what does this assertion relate? The effects of what? Vague and ambiguous.

Comment [jd98]: EP7, 9 There is an error of logic between these two sentences.

Comment [jd99]: EP10, 12 "Western"?

means of measuring voting intentions did not work in Arabic society.

Comment [jd100]: EP10, 11, 12 Arab society?

Comment [jd101]: EP1, 3, 4, 7, 9 Author, is this is the end of your introduction, it does not end effectively. This final sentence seems to be a deviation from the topic, where a more effective concluding statement that refers back to your opening statement and then goes on to introduce your article as a whole (or the main thrust of your thesis or argumentation).

Appendix III

The Text Facets or levels and evaluation points [EPs] of the CCC Model

Renkema has claimed that 98% of all possible comments about texts can be reduced to 15 EPs (1999a, p. 2). The EPs are described below. (Refer to Table 5.1.)

III.1. Level A: Text type

EP1 requires the writer or the text editor to respond to the question: Is this text, as a whole, appropriate to its readers and the medium? If, fundamentally, it does not meet the needs or expectations of its intended readers, then it will fail on this criterion alone (Renkema 2002, p. 180). Similarly, if it is not suited to the identified medium (for instance, an academic journal, a website), then it will not succeed either. For example, an academic text must have an appropriate degree of formality, a structure and suitable word usage; text intended for a website should comprise short sentences and paragraphs, bulleted items, many subheadings. In Table 5.1, the original 'Appropriateness', regarded as too vague a label for this EP, has been replaced with the English wording 'Appropriate text'.

EP2 evaluates a text in terms of the genre it is written in: Does it adhere consistently to the characteristics of fiction writing as opposed to those of an academic textbook, for instance?

EP3: There are certain rules of composition that pertain to each genre; does the text adhere to them? If not, the text is not of an acceptable quality. In this instance, all the text editor can do is to refer the problem to the author for revision.

III.2. Level B: Content

In line with the English edition of the CCC Model, EP4 requires the practitioner to evaluate whether the content of a text is sufficient and/or adequate or appropriate: Has the writer supplied enough information on the topic? Is the information in itself adequate or appropriate? Again, the text editor should point out such weaknesses to the author.

EP5 has to do with whether the content the author has provided is consistent, whether it concurs, and whether it is not contradictory: for example, spellings of names may vary; key dates may be at odds in different places of the text. The author-editor is expected to correct these, otherwise the reader may not regard either the author or their book as credible.

EP6: The correctness of the information provided by the writer is critically important: dates, names, measures and other facts should be correct, otherwise the text will not pass muster. The text editor should be alert to such errors and either correct or query them.

III.3. Level C: Structure

EP7: If a written piece is poorly structured, with paragraphs in the wrong sequence or incorrectly constructed, and with subheadings missing or incorrect, it will lack cohesion. The reader will find it difficult to follow the text, and could even be misled by it. The text editor who focuses too intently on errors of grammar, spelling and punctuation could overlook structural errors, leaving the text fundamentally flawed. They therefore have to learn not to overlook structure, by attending to this aspect before wording and presentation.

EP8: Once a writer decides upon a certain structure, they should maintain it consistently throughout a document, otherwise the text as a whole will not make complete sense to a reader. For instance, if every chapter is supposed to open with 'Introduction' and end with 'Summary', omitting either of these features or labelling them differently in some chapters will confuse the reader. Similar confusion could reign if the reader is confronted with a mixture of thematic and chronological structuring. The text editor's role here is to identify structural inconsistencies and convince the writer to remedy them.

EP9 helps writer-editors to consider the effectiveness of the linkages used to help the readers follow the narrative or argumentation. Because the authors of *Text Editing* consider linking words to be only a part of the bigger picture of an author's argumentation, the latest edition of the CCC Model labels EP9 'Argumentation (linking)' rather than Renkema's 'Linking words'.

III.4. Level D: Wording

EP10 forces the editor to examine the writer's use of wording: Is it appropriate to the readers, the medium and the intention in writing the piece? Using wording that is unfamiliar to readers (jargon, in particular) without explaining its particular usage in context will not help the readers to fulfil their needs or expectations in reading the text. The text editor can ensure that such words are either contextualised or explained carefully.

EP11 considers the consistent use of words — their meaning and their spelling, capitalisation, hyphenation or closed or open forms. When the writer does not use words precisely and consistently to convey the same meaning, or fails to apply house style consistently, the text editor should step in.

EP12: Originally, Renkema asked whether the author's syntax and word choice were correct. In the new edition, the focus is on the preciseness of the meaning being conveyed through correct grammar, vocabulary and sentence construction.

III.5. Level E: Presentation

Presentation is perhaps the aspect of a text least considered by author-editors. This is possibly because wordsmiths do not necessarily have a well-honed visual aptitude, but also because most of them do not receive formal education or training in the fundamentals of text or book design. Its explicit inclusion in the CCC Model is therefore important for drawing attention to a critical aspect of effective written communication: how it presents to the reader.

EP13 requires the writer or text editor to assess the quality of a text according to its presentation in print or digitally. Do the layout, font style and size, line spacing and arrangement of the text on the page help the reader make better sense of the writer's message? A knowledge of design, layout and typography (added in the latest edition) is indispensable here.

EP14 seeks to evaluate the consistency of the layout and whether it is in harmony with the text. The design elements must not only convey visual messages consistently but also support the messages being conveyed by the text. There must be congruence or synergy between text and layout that guides or supports the reader.

EP15 was originally confined to an assessment of the spelling and punctuation, regarded as highly visible elements of texts. In the current edition, layout and typography have been added, commensurate with the changes to EP13 and EP14. So visually noticeable, such errors can send out negative impressions of a text as having been carelessly put together. They can also create a negative impression of the content and the author.