# Appendix 1: Diary Coding System

## Accounts of teachers, managers, students and absent participants

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
<th>Occurrences/diarists</th>
</tr>
</thead>
<tbody>
<tr>
<td>The role of the teacher</td>
<td>Contradictory pressures</td>
<td>13/6</td>
</tr>
<tr>
<td></td>
<td>Teachers differ</td>
<td>4/1</td>
</tr>
<tr>
<td></td>
<td>Teachers fear redundancy:</td>
<td>14/7</td>
</tr>
<tr>
<td></td>
<td>sub-codes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inexperienced teachers fear most</td>
<td>6/4</td>
</tr>
<tr>
<td></td>
<td>Teachers are employed for cost/looks</td>
<td>3/1</td>
</tr>
<tr>
<td>Managers’ priorities</td>
<td>Managers prioritize commerce over teaching</td>
<td>20/5</td>
</tr>
<tr>
<td></td>
<td>Profit or status drives managers</td>
<td>4/1</td>
</tr>
<tr>
<td>Students as learners</td>
<td>Students make little effort:</td>
<td>4/3</td>
</tr>
<tr>
<td></td>
<td>sub-code:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some students do want to study</td>
<td>4/3</td>
</tr>
<tr>
<td></td>
<td>Students have financial authority</td>
<td>5/2</td>
</tr>
<tr>
<td></td>
<td>Culture affects learning</td>
<td>7/4</td>
</tr>
<tr>
<td>Absent participants</td>
<td>Agents</td>
<td>7/6</td>
</tr>
<tr>
<td></td>
<td>Teacher training</td>
<td>6/4</td>
</tr>
<tr>
<td></td>
<td>Unions</td>
<td>3/3</td>
</tr>
<tr>
<td></td>
<td>The education industry</td>
<td>3/3</td>
</tr>
<tr>
<td></td>
<td>Regulatory authority</td>
<td>1/1</td>
</tr>
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<td></td>
<td>Federal government</td>
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### Evaluation and appraisal

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<th>Themes</th>
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<tr>
<td>Students evaluate/</td>
<td>Students' opinions drive management</td>
<td>8/4</td>
</tr>
<tr>
<td>appraise teachers</td>
<td>Managers equates ‘happy’ students with good teaching</td>
<td>11/5</td>
</tr>
<tr>
<td></td>
<td>Managers appraise teacher's ‘attitude’</td>
<td>1/1</td>
</tr>
<tr>
<td></td>
<td>sub-code: Managers priorities not explicit</td>
<td>3/2</td>
</tr>
<tr>
<td>Managers evaluate/</td>
<td>Pressure to be silent</td>
<td>9/5</td>
</tr>
<tr>
<td>appraise teachers</td>
<td>Teachers' opinions are ignored/reinterpreted</td>
<td>11/7</td>
</tr>
<tr>
<td>Teachers evaluate/</td>
<td>Pressure to ease assessment:</td>
<td>10/5</td>
</tr>
<tr>
<td>appraise managers</td>
<td>sub-code: Students resist teachers' assessments</td>
<td>4/3</td>
</tr>
<tr>
<td></td>
<td>Pressure to improve attendance</td>
<td>1/1</td>
</tr>
<tr>
<td>Students evaluate/</td>
<td>Teachers support students against managers</td>
<td>4/3</td>
</tr>
<tr>
<td>appraise managers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers evaluate/</td>
<td>Class composition:</td>
<td></td>
</tr>
<tr>
<td>appraise students</td>
<td>sub-codes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are wrongly placed</td>
<td>11/5</td>
</tr>
<tr>
<td></td>
<td>Too many students in classes</td>
<td>5/3</td>
</tr>
<tr>
<td></td>
<td>Students enrol continuously</td>
<td>4/2</td>
</tr>
<tr>
<td></td>
<td>Students are hard to control</td>
<td>4/2</td>
</tr>
<tr>
<td></td>
<td>Managers control teaching materials</td>
<td>4/2</td>
</tr>
<tr>
<td></td>
<td>Pressure to standardize teaching</td>
<td>2/1</td>
</tr>
<tr>
<td></td>
<td>PD is inadequate</td>
<td>6/4</td>
</tr>
<tr>
<td></td>
<td>PD has commercial purposes</td>
<td>5/3</td>
</tr>
<tr>
<td>Beyond the college</td>
<td>Excursions must be fun</td>
<td>1/1</td>
</tr>
<tr>
<td></td>
<td>Socializing is compromising</td>
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### Implications for other practices

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<td>Classroom teaching</td>
<td>Class composition:</td>
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</tr>
<tr>
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<td>sub-codes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are wrongly placed</td>
<td>11/5</td>
</tr>
<tr>
<td></td>
<td>Too many students in classes</td>
<td>5/3</td>
</tr>
<tr>
<td></td>
<td>Students enrol continuously</td>
<td>4/2</td>
</tr>
<tr>
<td></td>
<td>Students are hard to control</td>
<td>4/2</td>
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<tr>
<td></td>
<td>Managers control teaching materials</td>
<td>4/2</td>
</tr>
<tr>
<td></td>
<td>Pressure to standardize teaching</td>
<td>2/1</td>
</tr>
<tr>
<td>Professional development</td>
<td>PD is inadequate</td>
<td>6/4</td>
</tr>
<tr>
<td></td>
<td>PD has commercial purposes</td>
<td>5/3</td>
</tr>
<tr>
<td>Beyond the college</td>
<td>Excursions must be fun</td>
<td>1/1</td>
</tr>
<tr>
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## Appendix 2: Brochure Coding System

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
<th>Sub-codes</th>
<th>Occurrences/ brochures</th>
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<tbody>
<tr>
<td>1) Products as participants</td>
<td>1) Nominalized products</td>
<td>1) ‘Study’</td>
<td>1/1</td>
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<tr>
<td>exclude others</td>
<td>2) ‘Courses’</td>
<td>1) ‘Courses’</td>
<td>73/6</td>
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<tr>
<td></td>
<td>2) ‘Classroom teaching’</td>
<td>2) ‘Classroom teaching’</td>
<td>25/6</td>
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<td></td>
<td>4) ‘Assessment’</td>
<td>4) ‘Assessment’</td>
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<tr>
<td></td>
<td>2) ‘Student services’</td>
<td>2) ‘Student services’</td>
<td>3/2</td>
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<tr>
<td></td>
<td>1) ‘Social activities’</td>
<td>1) ‘Social activities’</td>
<td>26/6</td>
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<td></td>
<td>2) ‘Accommodation’</td>
<td>2) ‘Accommodation’</td>
<td>18/6</td>
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<tr>
<td></td>
<td>3) ‘Further study placement’</td>
<td>3) ‘Further study placement’</td>
<td>15/6</td>
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<tr>
<td></td>
<td>4) ‘Student welfare’</td>
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<tr>
<td></td>
<td>5) ‘Orientation’</td>
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</tr>
<tr>
<td></td>
<td>6) ‘Airport pick-up’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Products as actors</td>
<td>3) Agentless passives</td>
<td></td>
<td>35/6</td>
</tr>
<tr>
<td>3) Agentless passives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Attractions as participants</td>
<td>1) Nominalized attractions</td>
<td>1) ‘International’ lifestyle</td>
<td>84/6</td>
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<tr>
<td>exclude others</td>
<td>2) Attractions as actors</td>
<td></td>
<td>5/4</td>
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<td>--------</td>
<td>------------</td>
<td>-------</td>
<td>-----------</td>
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<tr>
<td>1) College displaces other agents</td>
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<td>1) College as actor</td>
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<tr>
<td>2) Possesses/ controls participants and processes</td>
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<td>1) Personal system</td>
<td>1) ‘Our’ 2) ‘We’ 3) ‘Us’</td>
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<td></td>
<td></td>
<td>2) Modifiers</td>
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<td></td>
<td></td>
<td>3) Circumstantial elements</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>4) Possessive attributive clauses</td>
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</tr>
<tr>
<td>3) Provides/ assures satisfaction</td>
<td>1) College as the expert</td>
<td>1) Nominals</td>
<td>1) Cause: purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) College/ managers as actors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Staff as qualified</td>
<td>1) Nominals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Non-finite hypotactic enhancement</td>
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<tr>
<td>2) Consumer satisfaction</td>
<td>1) Product provision</td>
<td>1) Modalization: probability</td>
<td>1) ‘will’ 2) ‘can/ may’</td>
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<td>2) Modulation: ability</td>
<td>1) ‘can’</td>
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<td></td>
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<td>1) Modalization: probability</td>
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### College as producer in key agent roles

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<th>Occurrences/brochures</th>
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</thead>
<tbody>
<tr>
<td>4) Supporting voices/agents</td>
<td>1) Letter from director:</td>
<td>1) Personal system</td>
<td>12/1</td>
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<tr>
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<td>1) Personalization</td>
<td>1) Mental processes</td>
<td>2/1</td>
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<tr>
<td></td>
<td>2) Responsibility qualified</td>
<td>1) Modification</td>
<td>4/2</td>
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<tr>
<td></td>
<td>3) Products extolled</td>
<td>1) Nominals</td>
<td>1/1</td>
</tr>
<tr>
<td></td>
<td>4) ‘hard work’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Students’ testimonials:</td>
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<td></td>
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<tr>
<td></td>
<td>1) Personalization</td>
<td>1) Personal system</td>
<td>11/1</td>
</tr>
<tr>
<td></td>
<td>2) Products extolled</td>
<td>1) Nominals</td>
<td>5/1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Modification</td>
<td>6/1</td>
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<td></td>
<td></td>
<td>3) Mental processes</td>
<td>3/1</td>
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<tr>
<td></td>
<td>3) Guarantors</td>
<td>1) Nominals</td>
<td>13/3</td>
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<tr>
<td></td>
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<td>2) As actors</td>
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# Students/readers as consumers

<table>
<thead>
<tr>
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<th>Codes</th>
<th>Sub-codes</th>
<th>Occurrences/brochures</th>
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<tbody>
<tr>
<td>1) Students/readers as beneficiaries</td>
<td>1) Students/readers as beneficiaries</td>
<td>1) Nominals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Possession and product selection</td>
<td>1) Personal system: ‘their/your’</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>2) Modulation: ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Hypotactic verb group: projection</td>
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<tr>
<td></td>
<td></td>
<td>4) Hypotactic enhancement: condition: positive</td>
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<td></td>
<td>2) Consumption processes</td>
<td>1) Producing consumption</td>
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<td>2) Providing consumption</td>
<td>1) Hypotactic verbal group: causative</td>
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</tr>
<tr>
<td></td>
<td>3) Automating consumption</td>
<td>2) Hypotactic enhancement: cause: purpose</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Consumer as goal</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>1) Beneficiary position</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Ergative perspective</td>
<td></td>
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|                        |                          | 1) ‘can’                |                     |                       |
|                        |                          |                        |                     |                       |
|                        |                          | 29/6                   |                     |                       |
|                        |                          | 16/6                   |                     |                       |
|                        |                          | 13/5                   |                     |                       |
|                        |                          | 10/4                   |                     |                       |
|                        |                          | 38/6                   |                     |                       |
|                        |                          | 15/3                   |                     |                       |
|                        |                          | 6/2                    |                     |                       |
|                        |                          | 40/6                   |                     |                       |
|                        |                          | 17/6                   |                     |                       |


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