**Table 4.9 Syntactic choice: Passive verbs**

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| **Text** | **Descriptive code: Syntactic choice** | | **Interpretive codes** |
|  | **Passive Verbs** | **Modals** |  |
| D1 | was to determine, should be adapted, were highlighted | will be followed, should never be used, might not address | Academic voice  Detached voice  Professional voice  Opinion holder voice |
| D2 | it was discussed, has been identified, were identified. | cannot be bridged, may also be seen, can be regarded |
| D3 | were conducted, should be related, seemed to be promoted | should do things, will be working, seemed to follow, could assist |
| D4 | it was evident, should be given, were supported by | should be given, may not always, could have. |
| D5 | were seen to promote, are tabled, were categorised | will be discussed, need to be investigated, may decide |
| D6 | were analysed, it became clear, were only given | may be too high, will be presented, would like to have |
| D7 | was guided by, could be learnt, to be done | could make, could not have made, does allow |
| D8 | are directed by, are grounded upon, used by | might set, should measure, should not place |
| D9 | was found to be, were not easy to identify, could earn | should take control, should focus, would like |
| D10 | became evident, is to ensure, is further substantiated | would struggle, may lead to, should be, should ensure, seems to |
| D11 | were understood, has been found to be, has been established | cannot learn, seemed to be, must be able, should consider |

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| The data analysis and interpretation processed *was guided* by Epstein’s model of Parental Involvement. Data coded from the initial transcriptions from audio recordings of the seven semistructured interviews *were categorised* using Epstein’s six types of Parental Involvement themes. (D5) |