SOCIAL INCLUSION AND EXCLUSION IN HIGHER EDUCATION:

THE ROLE OF PEDAGOGY IN ENGLISH

KERSHNEE APPALSAMY

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MASTER OF EDUCATION
(By full thesis)

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DECLARATION

This study represents original work by the author and has not been submitted in any form to another university. Where use has been made of the work of others, this has been duly acknowledged in the text.

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ABSTRACT

This study investigates how lecturers at the University of Kwa-Zulu Natal construct pedagogy to socially include and/ or exclude students. The focus is particularly on two disciplines: English literary studies in the Faculty of Human Development and Social Sciences and English education in the Faculty of Education. The research question for the study is: how does the construction and practice of teaching in English literary studies and English education disciplines serve to include and/or exclude students? This question draws attention to how disciplinary knowledge structures inform pedagogic practice and how the disciplinary identity of these disciplines impact on pedagogic practice to include and/ or exclude. Since this study is grounded in a critical interpretive paradigm, it used social realist (Archer, 1995, 1996) and critical realist (Bhaskar, 1979) theories to conceptualise and to engage critically with the phenomenon of social inclusion and exclusion in Higher Education Institutions (HEIs). The substantive theories of Maton (2000), Bourdieu (1988) and Bernstein (1990) were used to understand how disciplinary knowledge and identities are constructed in the respective disciplines to include and/ or exclude. Classroom observation, documentary evidence and interviews were used as research instruments. Phenomenology was chosen as a research design. Research findings suggest that, irrespective of the discourses of equity and open access to HEIs, among other things, students from poor educational and socio-economic backgrounds are still excluded. Data suggests that the ways in which lecturers construct pedagogy heavily impact on the way inclusivity is achieved. Given the fact that not all students are able to acquire epistemological access equally, this study found that the system favours only those students who acquire the necessary linguistic and cultural capital prior to entering HEIs (Bourdieu, 1988).

ACKNOWLEDGEMENTS

LETTER FROM THE EDITOR

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28 November 2011
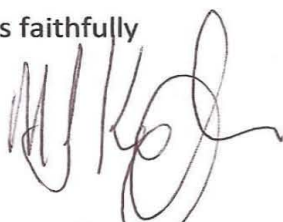
To whom it may concern

M.Ed. Dissertation Kershnee Appelsamy

I have edited this dissertation for

- Grammatical errors
- Spelling errors
- Suggestions for alternative words
- Places where I felt that a word had been missed out.
- Readability and flow
- Consistency

Yours faithfully

Margaret Keogh

LIST OF ABBREVIATIONS

BA	Bachelor of Arts
B.Ed	Bachelor of Education
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CHE	Council on Higher Education
DOE	Department of Education
EAL	English as an Additional Language
HEIs	Higher Education Institutions
HEQC	Higher Education Quality Committee
HWUs	Historically White Universities
KSAV	Knowledge, Skills, Attitudes and Values
LoLT	Language of Learning and Teaching
NEPI	National Educational Policy Investigation
SUN	Stellenbosch University
UCT	University of Cape Town
UDW	University of Durban Westville
UKZN	University of Kwa-Zulu Natal
UN	United Nations
UP	University of Pretoria
Wits	University of Witwatersrand

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Chapter 1

Background and context of the study

Introduction

The number of Black students who drop out every year from universities in South Africa is alarming and has become a matter requiring urgent attention (Boughey, 2005, 2010). Given South Africa's history, race still continues to overlap with socioeconomic status. Only 12% of Black youth participate in Higher Education and the graduation rate of Whites in comparison to Blacks remains in the region of 2:1 (Scott *et al.,* 2007, p.10). After five years of study, 56% of the 2000 cohort of Higher Education students had dropped out of the system (Scott *et al.,* 2007, p.12). Given the fact that we are seventeen years into democracy, surely the dropout rate in Higher Education should be declining, especially with regard to Black students. Is "democracy" a 'cosmetic outwardness' to display "political symbolism" rather than a guarantee of real change in Higher Education in our country? (Mgqwashu, 2006, p.1). Can this high dropout rate of Black students in Higher Education be associated simply with aspects of their linguistic and cultural identities?

This Chapter discusses the Higher Education context into which the study is embedded. Then, the Chapter presents a description of the goals for the research and the key questions with its sub-questions to be answered in the study. Following this, is a detailed presentation of the structure of the thesis. Finally, the Chapter concludes by providing some of the study's limitations.

1.1 Context of the study

Higher Education holds the promise of contributing to equity, intellectual, cultural, social, economic and political development, democracy and social justice (Republic of South Africa, 1996, 1997). Institutions of higher learning have the potential to offer powerful opportunities for nurturing the economic and social development of members of disadvantaged and marginalised social classes and groups, for encouraging understanding of, and respect for, difference and diversity and forging social cohesion (ibid.). This developmental promise only holds true, however, if the members of these social groups can both access and thrive in Higher Education.

As Nelson Mandela eloquently puts it: "Education is the great engine to personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine, that the child of farm workers can become the president of a great nation" (McCullum, 2005). Unfortunately, statistics reveal that the few children of 'peasants' and 'mine workers' who make it into university are unlikely to succeed without being competent in the English language. While literature (Mgqwashu, 1999, 2007, 2009; Balfour, 2000; Sarinjeive and Balfour, 2001) has shown the negative impact Bantu education has had on the linguistic competence of disadvantaged students entering Higher Education, Balfour's (2000) research reveals the extent to which the use of English in the teaching of literature can be a valuable approach to undo the negative effects of apartheid education. It may be argued that it is unlikely for a student who is not competent in reading or writing, or even constructing a logical argument, to succeed in Higher Education. In order to succeed, students require the linguistic capital and

cognitive abilities necessary to gain epistemological access (Bourdieu, 1988; Mgqwashu, 2007; Morrow, 1993).

The September 2008 report by the Ministerial Committee on Progress towards Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions (the 'Soudien report') indicates that there are pervasive problems in terms of social inclusion which need to be understood and addressed at a systemic level. "If one understands that the transformation agenda includes the necessity to examine the underlying assumptions and practices that underpin the academic and intellectual projects pertaining to learning, teaching and research, then transformation is clearly a challenge facing *all* South African Higher Education institutions, irrespective of their historical origins" (DoE, 2008, p11). This study will focus on this issue in terms of our institutional assumptions and practices. The focus is on how these assumptions serve to impede some social groups from gaining the 'epistemological access' they need to succeed in two disciplines at a Higher Education level (Morrow, 1993). These disciplines are English literary studies and English education.

1.2 The goals of the study

The reason for choosing to investigate inclusion and exclusion within English disciplines and not in other disciplines such as Geography, History, or even Science, is that English is the central focal language of these departments, as well as the language of learning and teaching (LoLT) in most Higher Education institutions in South Africa. Two English disciplines were selected specifically, English literary studies and English education. These two were selected as the researcher wanted to

explore how English as an art contrasts with English in education. Moreover, both disciplines are carriers of cultural knowledge which will be explored later. English education was chosen because of the importance of being able to teach English literary studies and/or language skills, as well as English being an important language medium. What then constitutes the nature of English Studies? According to Mgqwashu (2007, p.38), English Studies concerns itself with, among other things, an "analysis of ways in which language in literary, oral, and visual texts, as well as in media and popular culture, is used to construct meanings about individual and group identities". More broadly, and Mgqwashu (2007, p.39) is useful here, English Studies engages with such issues as;

> ➢ ways of thinking, writing, and speaking about individual existence as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence;
> ➢ distinguishing between knowledge *of* and *about* language, and knowledge *of* and *about* discourse communities;
> ➢ transcending the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts, may be transformed into something more generalisable and;
> ➢ examining ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry.

It is within the context of these characteristics of English Studies that the main objective in this study is to engage critically with, firstly, how lecturers' pedagogical practices (teaching identity, methods and assessment) in English literary studies and English education serve to include or exclude certain students and secondly, how disciplinary identities serve to include certain students and exclude others.

Given the fact that everyone has access to Higher Education regardless of race or class (Republic of South Africa, 1996), and that the ideals of epistemological access have to be realised (Morrow, 1993), English disciplines need to re-examine ways in which they (English literary studies and English education) can be informed by the broader aims of university education, which has the ability, as Turner (1996, cited in Mgqwashu, 2007, p.21) states, to "transform the immature into the mature, the unformed into the formed, the unreflective into the reflective, and the youth into adult". It is for this reason that I have chosen Higher Education as opposed to a school context to conduct my study. An examination of ways in which pedagogic practices and knower disciplinary identities serve to include or exclude certain students in English literary studies and English education with varying purposes seemed an appropriate focus for this study.

This study aims to build on research undertaken by Boughey (2005) which used a critical framework to investigate teaching and learning in Higher Education in South Africa. The study builds on this work by examining the construction of knowledge and pedagogical mechanisms related to teaching and learning in English literary studies and English education, and the manner in which it impacts on social inclusion and exclusion in Higher Education. It may be argued that since our first democratic election in 1994, all universities have been founding structures and initiatives intended to guarantee and enhance quality in teaching and learning. The problem remains that most Black students still drop out of university and/or take longer to graduate. It is in this context that this study seeks to contribute to the developmental promises of Higher Education by exploring the interplay between the construction of knowledge and lecturers' disciplinary identities, on the one hand, and on pedagogical

practices in English literary studies and English education, in order to better understand how teaching and learning can be improved so as to ensure access for success to a greater number of students.

If Higher Education is understood to have a number of aims (such as being a public good, fostering a critical citizenry, ensuring social justice and developing graduates who can positively contribute to the economy (Republic of South Africa, 1996)), then there are as many reasons for us to be concerned about the number of students who drop out of the Higher education system every year. We should also be concerned about the demographically skewed nature of Higher Education success in South Africa. If South Africa is to enjoy the transformation spoken of in so many of its language policy documents and address the massive problem of social inequality and poverty, then it will have to address the issue of social exclusion in Higher Education (Balfour, 2000, Boughey, 2010). The link between poverty reduction and language and education levels is not just the direct one of the graduates themselves being better able to sustain themselves and their families, but incorporates the role such graduates can play in transforming society to better address the needs of all citizens (Boughey, 2010). As a result, this study asks the following key question with its substantive questions:

> How does the construction and practice of teaching in English literary studies and English education serve to include some students and exclude others in the University of Kwa-Zulu Natal (UKZN)?

 This question subsumes two sub-questions:

→ What are the disciplinary knowledge structures in the two disciplines that inform pedagogic practices which serve to include or exclude students?

→ How does disciplinary identity and disciplinary culture in these disciplines impact on pedagogical practices of lecturers which serve to include or exclude students?

1.3 Structure of the thesis

Chapter 1 has already discussed the context and background of the study. This Chapter has, moreover focused on the goals of the study and presented the key question and sub-questions to be answered in the study, which aids in organizing data in Chapter 5.

Chapter 2 articulates conclusions reached in Boughey's (2005) ethnographic study of students in a first year class at a historically black South African university in order to engage with the issue of epistemological access to the university in general and, more particularly, with what constitutes access in terms of language development. The research indicates that recommendations for quality improvement are focused on structural changes. Such recommendations fail to interrogate the extent to which such changes are dependent on changes in the domain of culture and identity. In particular, Boughey's (2005) study call for further attention to be paid to the ways in which teaching and learning are constructed discursively in Higher Education and in the ways these constructions inform pedagogic practice. Moreover, this Chapter analyses literature by Mgqwashu (2007), who investigated ways in which English Studies at four universities (Rhodes University, University of the Witwatersrand, University of Natal and University of Sydney) responded to the academic literacy needs of first year students. Furthermore, the Chapter discusses studies conducted by Materu (2007) who

looked at quality assurance in African HEIs, Balfour (2000) who focused on creating a new English curriculum for learners in school and Mabunda (2008) who investigated pedagogic practices in the teaching of literary works in order to ascertain whether or not they enable student teachers in Higher Education to make use of knowledge in the interpretation of social reality.

Chapter 3 discusses the conceptual framework used in the study. Bhaskar's (1979) Critical Realism and Archer's (1995, 1996, 1998) Social Realism are the core theories that the study uses to engage with data. Bhaskar (1979) identifies three ontological layers: the empirical, the actual and the real. The real comprises underlying structures and causal mechanisms which give rise to events in the world. The real, in the context of the study will refer to social inclusion and exclusion in Higher Education. The domain of events concern what actually happens when structures and mechanisms are activated. The actual structures that the study refers to are English literary studies and English education knowledge structures. Hence, the study focuses on how knowledge is constructed to include or exclude students. The empirical then consists of our experience of these events and is affected by our own history and social location. The empirical in the study will focus on lecturers as agents of social change and how their culture and identity affect their pedagogical practices which includes and/ or excludes. Archer (1996) takes Bhaskar's (1979) critical realist notions of a stratified reality and focuses specifically on the social world. She provides a model of social reality as comprising three milieus; structural, cultural and agentic. The structural milieu comprises of things which exist; such as policies, committees as well as more abstract phenomena such as race, gender, social class and knowledge structures in the disciplines themselves. In the context of this study, the structural milieu refers to the

disciplinary knowledge structures and policies that are used in English literary studies and English education to include or exclude students. The cultural milieu comprises how and what we think about things. This includes our values, beliefs, attitudes, ideologies and identities. The study focuses on how identity and culture in English literary studies and English educations impact on a lecturer's role in terms of ensuring inclusivity in Higher Education. The agentic milieu comprises people. The agents that the study focuses on are the lecturers in the two English disciplines in Higher Education, both in the faculties of Education and Arts. The study will be concerned with how lecturers, as agents of social change, construct pedagogy to include or exclude students in Higher Education.

In addition to Bhaskar (1979) and Archer (1995, 1996), the study will draw on a number of substantive theories, including the work of Bernstein (1990) and Bourdieu (1979, 1988). 'Bourdieu highlights how intellectual fields structure educational knowledge, while Bernstein highlights the structuring significance of educational knowledge for intellectual fields. Between them, their approaches conceive educational knowledge as a structured and structuring structure' (Maton, 2000). For Bernstein (1971, p37), education "transforms the identities of many of the students: transforms the nature of their allegiances to their family and community, and gives them access to other styles of life and modes of social relationships". Higher Education, therefore, structures the identity and the culture of the knowledge being dispersed to the students, knowledge that can either include or exclude students at university level.

Chapter 4 discusses the research design, methodology, research paradigm, research sample and methods used in the study. Phenomenology is the research design selected to collect data in the study because it intends to investigate how students are included and/ or excluded as a result of pedagogic practices dominant in English literary studies and English education. Therefore, the phenomenon that was investigated in this study is inclusion and/ or exclusion. The researcher explored students' and lecturers' experiences of their disciplines to explain the essence of a phenomenon: inclusion and/ or exclusion. Phenomenology, according to Cohen, Manion & Morrison (2007, p.23), uses a "theoretical point of view that advocates the study of direct experience taken at face value; as one which sees behaviour as determined by the phenomena of experience". This study uses a qualitative methodology which allows for the integration of varied methods and methodologies of construing data in order for the research to generate a reasonably high degree of reliability and accuracy in its findings (Neuman, 2006). In addition to being subjective, in-depth, exploratory, interpretive and open-ended in nature, qualitative studies are conducted on entities in their natural settings, as opposed to quantitative studies, which are mostly conducted in controlled settings (Falconer & Mackay, 1999). In the context of this study, these qualities aim to ensure that this research yields rich, detailed and in-depth data from its participants. Furthermore, this study locates itself within the critical interpretive paradigm as it is grounded in the world of lived experiences. The researcher was concerned chiefly with experiences involving lecturers and students in English literary studies and English education. This study sets out to understand human behaviour and empathize with it in order to critique from an informed perspective (Cohen and Manion and Morrison, 2007). The researcher critically examines ways through which certain students in English literary

studies and English education are socially included and/ or excluded. Data was critically interpreted arising from disciplinary knowledge and identities of the practitioners in their English disciplines and how these affect inclusion and exclusion in Higher Education at the University of Kwa-Zulu Natal.

Purposive sampling rather than other sampling techniques was used since the study deals with a sensitive topic (inclusion and exclusion). In purposive sampling, the researcher selectively chooses participants who would suit the need and interests of the study (Cohen, Manion and Morrison, 2007). Lecturers and students were used as participants since the study wished to investigate how the pedagogical practices of lecturers impact on including and excluding students. The researcher purposively selected four lecturers and four students from each discipline. The study used a small sample that would yield rich, in-depth data. The research instruments that were chosen in the study are semi-structured interview schedules, an unstructured observation schedule and a document analysis schedule. As a result, triangulation as a method was chosen to enhance the reliability and trustworthiness of data.

Chapter 5 discusses, interprets and critiques data in the study. The data emerged from the research methods that were discussed in Chapter 4: audio-recorded interviews, unstructured observation and documentary evidence. The research question and its sub-questions were used to organise data in this Chapter. In Chapter 5, an outline of the data collection process is presented. Then, the Chapter presents and discusses research findings and offers a critical analysis according to the three themes that emerged out of the research questions:

➢ understandings of disciplinary knowledge structures in English literary studies and English education;

- ➤ conceptions of disciplinary identity and their impact on pedagogic practices and;
- ➤ perceived role of pedagogy in facilitating epistemological access.

With the interpretation of the findings, this Chapter draws on the conceptual understandings of Chapter 3 and draws significantly on the theories of Archer (1995, 1996) and Bhaskar (1979) and the substantive theories of Bernstein (1990) and Bourdieu (1988). Among other findings in Chapter 5, and most importantly, is that the massification of HEIs does not necessarily guarantee epistemological access to all students.

Chapter 6 is the final Chapter of the study and discusses the arguments that were raised in Chapters 1, 2, 3, 4 and 5. These arguments reflect the nature and purpose of the study, which is to expose underlying structures and mechanisms at play in Higher Education which serve to include and/or exclude students. Then, the Chapter moves on to present some implications of the findings for the study which is concerned with epistemological access, policy, pedagogy and disciplinary identity and disciplinary knowledge. The Chapter concludes by presenting some prospects for future study.

1.4 Limitations of the study

Since the study focuses on the role of pedagogy in English, this study only looked at two disciplines in particular: the English literary studies and English education disciplines. In these two respective disciplines, social inclusion and exclusion was explored with regard to pedagogy and disciplinary identities. Chapter 6 provides some recommendations for future study and states that this study can be widened to include other disciplines to strengthen and improve the trustworthiness of the data.

Data from documentary evidence emerged from assignment topics, test questions and course outcomes. However, the exam questions, test, assignment and exam marks were not analysed due to time and space constraints in the study. These factors were unavoidable since time was a major factor. However, to improve the reliability and validity of the data, the researcher has used triangulation as a method.

Conclusion

It is clear in this Chapter that there is a persistent problem in Higher Education with regard to the inequality that persists between Black and White students in South African Higher Education. An engagement with these issues in this Chapter, suggests that there is more be done in the area of social inclusion and exclusion in Higher Education. As a result, this study looks specifically at the English literary studies and English education disciplines at the UKZN and focuses on how the pedagogical practices of lecturers work to include and/ or exclude students. Two other factors which seem to have an exclusionary impact on students will be critically examined: disciplinary identity and disciplinary knowledge structures. The Chapter's identification of the limitations to the study suggests that decisions were made as a result of time and space constraints and unavoidable factors at the time of the study. Chapter 2 discusses literature within the field of inclusion and exclusion in Higher Education in an African context in order to get an understanding of later Chapters.

Chapter 2

On understanding the phenomenon

Introduction

Chapter 1 set the context for the study. It focused firstly on the background and context of the study. Secondly, the Chapter moved to a discussion of the goals of the study and presented the key research questions to be answered. Thirdly, the Chapter outlined a detailed description of the structure of the thesis and finally, it concluded with limitations of the study. What is apparent in Chapter 1 is that there still remains a discrepancy between the number of Black students that get admitted into the first year of study, and those that finally graduate at the end of their BA and B.Ed degrees at the UKZN. Chapter 1 argued that prior to 1994 in South Africa, quality education in Higher Education Institutions (HEIs) was a segregated entity restricted to the elite few who were granted epistemological access. During this time, Black students in schools were conditioned to fulfil menial roles they were to play in society. It is now seventeen years after democracy and HEIs are now open to all people and races. However, it is argued that the massification of HEIs does not guarantee epistemological access to all. Even though Black students are granted access into HEIs, it is argued that HEIs exhibit a sink or swim approach. The concern is that in South Africa, the role of Higher Education is over-essentialized. This is echoed in the words of the former UN Secretary General, Kofi Annan, when he claims that:

> The university must become a primary tool for Africa's development in the new century. Universities can help develop African expertise; they can enhance the analysis of African problems; strengthen domestic institutions; serve as a model environment for the practice of good governance, conflict resolution and respect for human rights, and enable African academics to play an active part in the global community of scholars (World Bank, 2002, p.22).

This Chapter argues for a contrary view. Even though Black students are given access to HEIs, it may not necessarily "help develop African expertise…enhance the analysis

of African problems" (World Bank, 2002, p.22). Black students are predominantly still the ones that are failing and unsuccessful at primary, secondary and tertiary levels of education (Scott *et al*., 2007, Letseka, 2007, 2008; Boughey, 2005). It is against this background that this Chapter begins by, firstly, critically engaging with Boughey's (2005, 2010) studies out of which this study arose, and which inform the purposes of this study. Secondly, the Chapter proceeds with a review of issues related to what the knowledge to which students seek epistemological access is, and how this knowledge is constructed (Maton, 2000; Maton and Moore, 2010; Gee, 2003; McKenna, 2004; Mgqwashu, 2007; Mabunda, 2008; Balfour, 2000). Finally, this Chapter argues that if social exclusion still persists in Higher Education, "and unless English departments in universities reclaim English language as part of their scholarly engagement" (Mgqwashu, 2007, p. 37) to "develop African expertise" (World Bank, 2002, p.22), then Black students will still perform poorly, fail and drop out of the system.

The Bill of Rights in the Constitution of the Republic of South Africa (Act 108 of 1996) declares that all citizens have the right to equality and quality education. However, this seems not to be the case in our present Higher Education system. According to Scott *et al.* (2007), the graduation rates of Whites in comparison to Blacks still remain in the region 2:1. Following Scott *et al*. (2007), how can our Higher Education system be considered to be equal when, clearly, it is still persistently Black students who are carrying on their shoulders the shackles of our country's past, while the White students continue to be favoured by our education system? Higher Education preaches equality for all races in education (World Bank, 2002), but what is regarded as equal education for all? It is argued that Higher

Education can only be regarded as equal when all students can meaningfully and equally access epistemology. South African Higher Education still has a long way to go before equal access to Higher Education is realised since the themes highlighted in a study conducted by Boughey (2005) still reflect those of marginalisation, exclusion and inequality which goes against what our Constitution (Act 108 of 1996) stipulates. Scott *et al.* (2007, p.10) correctly argues that most Black students are not given equal access to acquire epistemology as only "12% of black youth participate in Higher Education". Their position is supported by the results of their quantitative, empirical study which shows that after five years of study, 56% of the 2000 cohort of Higher Education students had dropped out of the system. It is argued that Black students are still excluded in terms of acquiring knowledge, succeeding and graduating in South African Higher Education systems, even though all students are given 'equal opportunity' to gain access into these institutions. The term 'equal opportunity' seems to be a type of 'cosmetic outwardness' to display "political symbolism" rather than a guarantee of real change in Higher Education in our country (Mgqwashu, 2006, p.1).

This study arises from the conclusions reached in Boughey's (2010) examination of the five "research intensive" universities which were: University of Cape Town (UCT), Stellenbosch University (SUN), University of Pretoria (UP), Rhodes University and University of the Witwatersrand (Wits). Of all these universities, Wits was the only university which supported the diversified massification of students with low success rates. Following this, in terms of low pass rates, was Rhodes University. According to research by Boughey (2005, 2010), most Black students just manage to pass the modules for which they are registered, attaining marks between 55-58%. Her study of the remaining HEIs in South Africa (2010) analyses documentation related to

institutional quality audits conducted by the Higher Education Quality Committee (HEQC), indicates that recommendations in those documents for quality improvement is focused on structural changes. Such recommendations fail to interrogate the extent to which such changes are dependent on change in the domain of culture and identity. In particular, this calls for further attention to be paid to the ways in which teaching and learning are constructed discursively in Higher Education and in the ways these constructions inform pedagogic practice.

A study conducted by Mgqwashu (2007) investigated ways in which English Studies at four universities (Rhodes University, University of the Witwatersrand, University of Natal and University of Sydney) responded to the academic literacy needs of first year students. He used a qualitative and quantitative methodology which was integrated with his own personal autobiographical narrative, interviews and documentary evidence. Mgqwashu's (2007, p.ii) findings reveal that "Given the fact that not all students possess relevant cultural capital to negotiate meanings successfully within this discourse, many of them are excluded during lectures". This study links effectively with his study, since his findings revealed elements of social exclusion with regard to pedagogy in the English Studies discipline. Mgqwashu's (2007) study showed that social exclusion is prevalent when students, who do not have access to linguistic and cultural capital, fail to select grammatical structures according to the purposes for which they are writing or speaking. Mgqwashu's (2007) study is similar to this study in that it focuses on English literary studies, however, this study will build on his study by comparing English literary studies to another language discipline, English education. Like Mgqwashu's (2007) study, this study, moreover, looks at pedagogy in the English disciplines to investigate the phenomenon of inclusion and exclusion.

Research by Boughey (2010) shows that lecturers should consider how they can support the learning process as knowledge making, rather than knowledge reproducing. Knowledge making refers to critically understanding knowledge of the discipline with "its own specialized modes of interrogation and specialized criteria" (Bernstein, 1990, p. 172-173; Maton, 2000) and building on that knowledge to make new knowledge, whilst knowledge reproduction focuses on knower structures (lecturers) who have access to epistemology and who impart it to students who are less knowledgeable and who reproduce that knowledge with or without understanding (Maton, 2000). It is argued that knowledge reproduction widens the gap between those who have access to linguistic and cultural capital (Bourdieu, 1988) and those who do not. Boughey's (2005) study concurs with the September 2008 report by the Ministerial Committee on Progress towards Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions (the 'Soudien report') and indicated that there are pervasive problems in terms of social inclusion which need to be understood and addressed at a systemic level (Incudisa, 2009, July 28). The Soudien Report was written by UCT's Acting Deputy Vice-Chancellor, Professor Crain Soudien. UCT's Institute for Intercultural and Diversity Studies of Southern Africa hosted a colloquium which was organised by leaders from UCT, Wits, the University of the Western Cape, and SUN. The findings of the report include decreased and unequal participation rates, decreased Black student graduation and success rates. For the Minister of Education, Dr Blade Nzimande, the Soudien Report "lifted the lid on a shameful feature of higher education institutions in South Africa" (Incudisa, 2009, July 28). He states his position very aptly:

> Discrimination comes in many guises and pretexts, which therefore requires us to unmask and expose it continuously…It is no secret that the media in South Africa do not reflect the voices nor serve the interests of the majority of the citizens. In fact, they do not even aspire to do so, and pander unashamedly to class and financial interests (Incudisa, 2009, July 28).

An interesting point noted above is that in our society and Higher Education, the interests of Black students are not considered. These students are left to their own devices in a sink or swim approach. It may be argued that if students cannot adapt and cope in Higher Education, they will be excluded academically. The Soudien report, therefore, is in line with the thesis of the study since it declares that our Higher Education system still disadvantages and marginalizes Black students. Even though they are given opportunity to acquire epistemological access, many Black students are unable to access epistemology, which is claimed to uplift and empower them to free their potential that was once locked away (Mgqwashu, 2007). This is reminscent of the Quota Act, which was established in 1983, also known as the University Ammendment Act (Act 83 of 1983) which attempted to 'control' the numbers of Black students entering universities and implicitly 'marked' and marginalised black students. During this time, early academic support programmes were developed to assist black students since they were claimed to never have had the necessary background knowledge to benefit from lectures and tutorials in the way that white students did (Boughey, 2005). However, since democracy in 1994, Higher Education requires "a new range of competences, such as adaptability, team work, communication skills, and the motivation for continual learning" (Materu, 2007, xiii) which are now critical skills and which are *sine qua non* to achieving educational freedom.

A paper presented at the RITAL conference by Boughey (2005) indicates that dominant assumptions surfaced that these 'disadvantaged' students were unprepared to engage in mainstream academic learning but had to attend extra classes, tutorials and special courses. The key findings to their study refer to how culture, which is how teaching and learning takes place, is still a challenge and a problem across all universities. Black students were, and still are, constructed as lacking important skills, experiencing gaps in knowledge areas, they are in need of language development and they lack the ability to think critically. It can be argued that the way in which lecturers understand students, their learning, their context, themselves and their learning and what they do as lecturers often is not consistent. Lecturer's pedagogies, as a result, are changed to remain the same since they still teach the traditional, old-fashioned way with an assumption that all students come with the same cultural and linguistic capital (Bernstein, 1990). Mgqwashu (2007, p.56) similarly states that, "it would be inadvisable for English departments to maintain a teaching practice that is essentially content centred, and relies on unverified assumptions about students' linguistic and/or academic literacy abilities". Hence, pedagogic practices, in terms of teaching and student support, do not fulfil what they claim to fulfil.

The pedagogic practices of practitioners play a role in the inclusion and exclusion of students. Mabunda's (2008) qualitative study that investigated pedagogic practices in the teaching of literary works in order to ascertain whether or not they enable student teachers in Higher Education to make use of knowledge in the interpretation of social reality demonstrates this clearly. By means of a literary analytical approach, document analysis and narrative recounts, Mabunda (2008) revealed that pedagogic practices that scaffold students through module content that is sensitive to South

Africa's realities, epistemological access is possible. Furthermore, his findings reveal that the teaching of literary art in the English education discipline at the UKZN has, in some respects, provided students with the knowledge of using literary works in understanding social reality. These findings relate to this study in that, as pointed out, they reveal the role of pedagogy in an English education discipline context. This study, thus, will build on Mabunda's (2008) study by critically investigating how practitioners construct pedagogy to include and/ or exclude students. Since his study was only conducted in the English education discipline, this study will build on his by investigating the phenomenon of social inclusion and exclusion in two disciplines: English education and English literary studies. In Mabunda's (2008) words:

> This will assist in identifying areas of concern, and developing other alternative means for ensuring that the teaching of literature does not simply serve as a means to an end or for deepening students' language skills, but as a tool for inculcating knowledge and infusing students' awareness of the role of literary art in [HEIs] and society (Mabunda, 2008, p.83).

As a result, this study investigates the extent to which literary studies and language education are accessible to some, as some students are able to access epistemology more easily than others (Boughey, 2005, 2007b, 2010). If we accept the premise that apartheid education still haunts our Higher Education system today, we can then reasonably argue that social exclusion in South African Higher Education is by no means fictitious. A study by Materu (2007), which is similar to Boughey's studies (2005, 2010), was conducted in Sub-Saharan Africa in 52 countries with 6 countries (Cameroon, Mauritius, Ghana, Nigeria, South Africa and Tanzania) being his main focus. Materu's (2007) study utilises research which was collected from document and web reviews, interviews and 6 detailed case studies of these countries. The research purpose was to establish the status of quality assurance in African Higher Education systems. The key finding to the study indicated that even though some of

the above mentioned countries claimed quality assurance, there is still a decline in the quality of Higher Education in Africa. Materu (2007, pp.34-35) found that, out of the 52 countries, only 16 (31%) have quality assurance agencies. These are: Cameroon, Cote D'Ivoire, Egypt, Ethiopia, Gabon, Ghana, Kenya, Liberia, Libya, Mauritius, Mozambique, Namibia, Nigeria, South Africa, Sudan, Tanzania, Tunisia, Uganda, and Zimbabwe. He states that the high percentage of countries who do not have quality assurance may be due to expenditure due to "rapidly arising enrolments", insufficient number of academic staff in universities, retirement and HIV/AIDS and poor governance (Materu, 2007, p.xiv). Unlike this study, Materu's (2007) study was conducted in different countries in Africa and it investigates quality assurances of HEIs in Africa. A premise of this study is that issues of quality assurance can never be complete if an investigation of the pedagogic practices of practitioners to determine the extent to which their pedagogy includes and/ or excludes students does not form part of the process.

In order to succeed in Higher Education, students require the linguistic capital and cultural capital necessary to gain epistemological access (Mgqwashu, 2007, 2008; Morrow, 1993; Bourdieu, 1988). It is argued that students can only be successful if they have acquired the necessary Cognitive Academic Language Proficiency (CALP), which is defined as "the extent to which an individual has access to and command of the oral and written academic registers" (Street & Hornberger, 2008; Cummins, 2000, p.67) in their respective disciplines. If a student at university is only at a level of Basic Interpersonal Communicative Skills (BICS), on the other hand, which refers to student's basic conversational ability and language proficiency from birth, that student may be excluded in Higher Education. The problem still remains, however, that the conversational and academic dimensions of English are too often conflated,

which can account for the creation of academic language difficulties for students who speak English as an Additional Language (EAL) and are excluded, not only from the Higher Education system, but from the economy.

The statistics in Figure 2.1show major disparities in terms of race and unemployment rate in South Africa:

Figure 2.1: Unemployment rate by population group from 2000 to 2006[1]
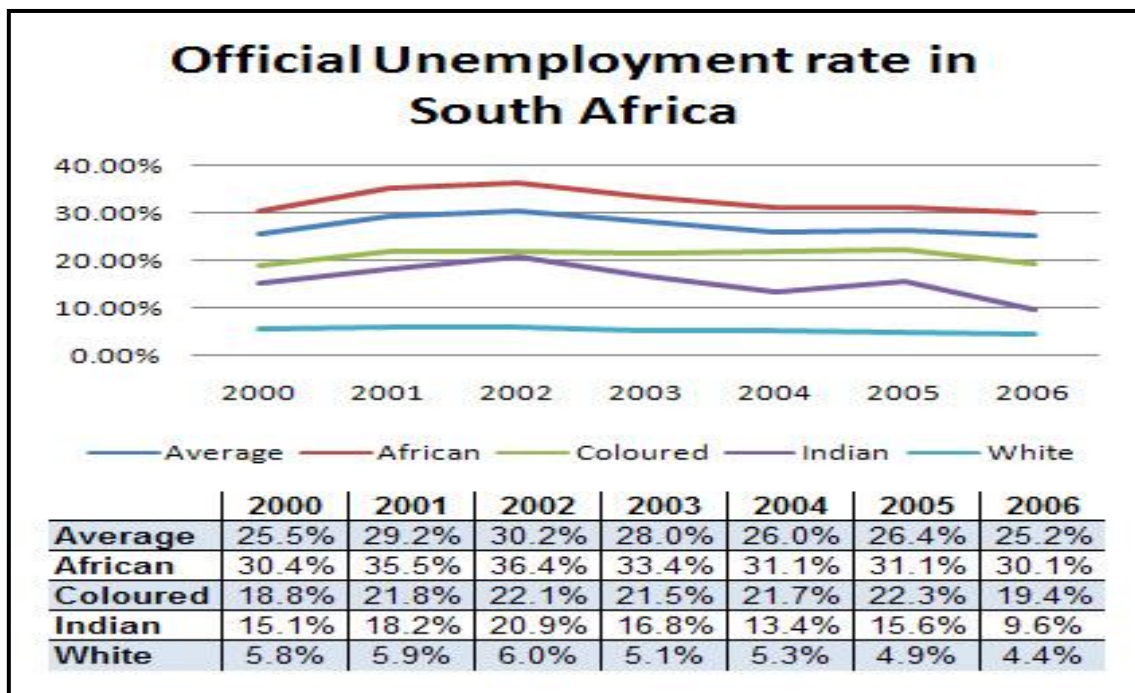
Figure 2.1 illustrates that African or Black people have occupied the largest percentage of unemployment from 2000 to 2006. The unemployment rate in 2006 (30.1%) remains more or less constant since 2000 (30.4%). However, the unemployment rate of White people in 2000 (5.8%) has dropped to 4.4% in 2006. The discrepancy between Black and White people in terms of unemployment is evident. Moreover, literature (Letseka, 2008; Boughey, 2005, 2007a and b, 2010) shows that

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[1] Source adapted from www.quantec.co.za/aboutus/news/2007074

the discrepancies between Black and White students are still evident in our HEIs to date.

Boughey's (2005, 2010) studies have shown that Black students often drop out of university and/ or take longer to graduate. Letseka's (2008) study was interesting in this regard as her findings confirmed many of Boughey's (2005) findings. Letseka (2008) investigates the drop-out rates of students in selected HEIs in South Africa. Similar to Boughey (2005, 2010), she was persuaded by the belief that Black students in Higher Education were and are still believed to be characterized by 'unpreparedness', a lack of conceptual understanding (of knowledge) and critical thinking skills. What was alarming in the literature review of her study was the discrepancy in terms of expenditure in HEIs during the apartheid era. Before the transition from apartheid to a democratic South Africa in 1993, the white government allocated the following expenditure to each child according to race in schools:

Table 2.1: Allocation of expenditure allocated to racial groups in schools in 1993 (ibid., p.90)

Race	Expenditure allocated to each student:
White	R4504
Indian	R3625
Coloured	R2855
Black	R1532

Table 2.1 indicates that White learners received approximately three times the expenditure of an average Black student. In this regard, Ramphele (2001, p.3) accords that "South African whites were raised to become citizens while black South Africans were denied not only the rights of citizenship, but also the kind of education that would prepare them to become morally autonomous agents". Letseka (2008)

argues in her study that university drop-out rates of Black students are attributable to our South African apartheid legacy, "which excluded the vast majority of blacks from opportunities and privileges while availing these opportunities and privileges to the minority whites" (2008, p. 100). Letseka (2008) defends her position with quantitative data derived from student surveys, qualitative interviews with senior academics and extensive literature reviews. The key findings of her study show that students drop-out or perform poorly due to personal and family reasons, lack of finance and academic failure. Interestingly, "80% of the surveyed drop-outs indicated that they were failing some or all of the courses and realised that they were unlikely to pass at the end of the year" (Letseka, 2008, p.95). No career guidance was another reason that students often drop out as it can be argued that most Black students, because of South Africa's history, do not have exposure to role models who are literate. Boughey (2010) asks the following questions aptly:

> How many of our own children have grown up experiencing intellectual consensus? Has their experience been of one answer to the problems, one approach to the topics they have heard discussed at the supper table or from the back seat of the car? How many of our children have grown up watching us read books – and even write them – and, as a result, have come to understand reading and writing as positive activities rather than as chores? How many of our children have heard us disputing a text even if the text in question is only a newspaper article we disagree with? (Boughey, 2010, p.1)

These are the kind of taken-for-granted practices that are a necessary pre-requisite to succeed in HEIs. However, what HEIs do not realistically realise is that not all students come from the same educational or home contexts (Boughey, 2010). From teaching experience, it has been observed that many students come from homes where parents cannot read and cannot even sign their own name. Some students have different views of a novel. Some see it as something to be studied as opposed to deriving pleasure from it. These students are excluded as a result of not fulfilling the 'what-should-be-known' requirements.

For Balfour (2000), the concern is that in schools, English still continues to be taught but Black learners are still unable to correct or identify errors in their writing. He observes that writing skills of Black learners are not adequately developed at school level. He then evaluated alternative approaches of teaching English to learners who are non-native speakers. The aim of Balfour's (2000) study was to develop an alternative curriculum which could develop English skills in the classroom. Balfour's (2000) study was largely qualitative in that he analysed learners writing in their workbooks. His study was supported quantitatively by analysing the text and exam marks of the learners. As in this study, Balfour (2000) used triangulation as a method to enhance the reliability and validity of his findings. Apart from documentary evidence, questionnaires and observations, interviews were also conducted. His study aimed at introducing a new curriculum which consisted of new literary texts and learning materials. He piloted his material for 3 terms in a Zulu secondary school in Kwa-Zulu Natal. His project ran alongside the existing curriculum to ascertain the impact it would have on teaching and learning. In his findings, Balfour (2000, p.v) reveals:

- ➢ learners with least exposure to the new syllabus "achieved poor results, on average, in both projects and prescribed tests";
- ➢ learners with exposure only to the literary texts performed better in projects but not so well in prescribed texts;
- ➢ learners with the most exposure to the new syllabus performed the best.

Balfour's (2000, p.v) findings suggest that "the long term effect of the syllabus could be positive if more time was allocated to it". Furthermore, the poor performance of

Black students in school seems as if it was due to the "historical unequal educational development of different ethnic groups in South Africa" (Balfour, 2000, p.426). He argues that it is not the popular local stories that make learners reading and writing skills better. Rather, it is the "pedagogic process (teaching, task, formulation and assessment) that brings about development in reading and writing" (Balfour, 2000, p.427). As a result, this study will re-examine the role of pedagogy in English to ascertain how practitioners construct pedagogy to include and/ or exclude students in Higher Education.

In line with the purpose of this study, which is to examine the role that pedagogic practices play in social inclusion and exclusion in HEIs, it is worth examining the National Education Policy Investigation (NEPI) report (1992) on post secondary education to distinguish in the findings of this study the changes that have taken place since then. The NEPI has popularly been termed the 'People's Education Project' (Cloete, 2002, cited in Boughey, 2010, p.9). Equity was a major issue and is defined in the documents as "the improved distribution of educational resources to disadvantaged communities" (NEPI Report, 1992, p.11). This involved the increased access of Black students into HEIs, which still remained unequal in terms of its resources and capacity (Boughey, 2010). In Archer's (1996) terms, Black students were not given the privilege of *agency* which all citizens have the right to, rather they were 'marked' as being disadvantaged and in need of being fixed. Bhaskar (1979), who is the pioneer of Critical Realism, would interpret disadvantage as not something students bring into Higher Education, but as something which is derived from the universities themselves. At the time of the apartheid dispensation, Vilakazi and Tema (1985, cited in Boughey, 2010), argue that it is not the students who were in need of

development, but it is the universities themselves. The new political dispensation requires that universities should adapt themselves to meet the needs of their new student bodies in respective disciplines because of the idea of institutional and cultural transformation (Archer, 1995). As a result, this study investigates social inclusion and exclusion, particularly in the English departments of the UKZN, which is concerned with both relations *to* English literary studies and English education and relations *within* these disciplines (Bernstein, 1971, 1990, 2001). This follows from Bernstein's (1990, p.132) comments that, while we do indeed need to consider relations *to* disciplinary identity from a socio-cultural perspective, we also need to turn attention "to the analysis of the intrinsic features constituting and distinguishing the specialized form of communication realized by the pedagogic discourse of education". In other words, the researcher needs to interrogate what the knowledge to which students seek epistemological access is and how this knowledge is constructed.

Gaining epistemological access is thus closely tied to university success and entails more than an acquisition of a neutral set of language and study skills which are intimately tied to issues of identity (McKenna, 2004). It is argued that students competing for access to the 'limited status and material resources in higher education' (Maton, 2000, p.23) have to use the language of the discipline in ways accepted by disciplinary 'members' if they are to be granted membership. These socio-cultural norms and gaining access into a discourse community are rarely made explicit to students who are then excluded for not taking on the appropriate 'way of being' (Gee, 2003, p.9). Gaining access into the discourse communities of English literary studies and English education at the UKZN will, furthermore, provide a mode of understanding the dimensions of disciplinarity and the capacity of students to build

knowledge over time. Bernstein (1990) and Maton (2000), in similar vein, like Gee (2003), argue that pedagogic discourse in education operates to produce external relations of social power, such as class, race and gender.

'English' within the English literary studies and English education disciplines, in the context of this study, is regarded as the language of legitimation (Maton, 2000) in Higher Education as these disciplines are frequently portrayed as offering practitioners pedagogic methods that are capable of giving voice to silenced groups within pedagogic discourse. For Carvalho, Dong & Maton (2009), "languages of legitimation constitute the unwritten rules within a discipline or field of inquiry for distinguishing what makes someone or something different, special and worthy of distinction". The idea of giving voice to the marginalized social class is said to have been a recurring theme in the legitimation of English literary studies and English education disciplinary knowledge practices, pedagogy and epistemology at the UKZN (Maton, 2000). In the context of this study, the researcher will be investigating the underlying structures and causal mechanisms regarding missing voices of pedagogic discourse, for example, who is silenced or given voice in the classroom or in the text?

Literature shows that practitioners of the two English disciplines display a "mystification of the disciplinary discourse…and this has detrimental cognitive effects on most students, particularly those who come from either illiterate and/or oral culture backgrounds, and have EAL" (Mgqwashu, 2007, p.53). During lectures, most lecturers assume that all students are conscious of the discourse of academia or CALP in English Studies. Disciplinary discourse, then, according to literature, is a cause of social exclusion in the classroom as it is likely to include those students who are

conscious of the discourse and exclude those who are merely at the level of BICS (Cummins, 1976, 2000). For Ellsworth (1989, cited in Mgqwashu, 2007, p.55):

> [T]here is no communication without disturbing background effects, and this 'static' is likely to be greatest in the pedagogical communication between one who knows and one who is to learn...Communication can only be regarded as pedagogical when every effort is made to eliminate the faulty signals inherent in an incomplete knowledge of the code and to transmit the code in the most efficient way (cited in Mgqwashu, 2007, p.55).

Learning, in the context of this study, will thus include learning the disciplinary knowledge of English literary studies and English education and learning the implicit discourse codes that all lecturers employ. In the opinion of Mgqwashu (2007), it is unrealistic to expect all students to be proficient in the discourse codes of pedagogic practices employed by their lecturers as, for many students, English, the medium of instruction, is not their mother tongue and this may pose a barrier to students' success.

Since this study is theoretically underpinned by Archer's (1996) social realist framework, it aims to see through "appearances to the real structures that lie behind them [and] acknowledge that these structures are more than the play of social power and vested interests" (Maton and Moore, 2010, p.4). Social realists believe that epistemology is not necessarily universal or the eternal truth (Bernstein, 2001; Maton and Moore, 2010). Mgqwashu (2007), furthermore, argues that individuals can gain epistemological access to the world only based on how it is socially interpreted for them. In this context, knowledge can change over time across social and cultural contexts. It was interesting in the context of this study to have determined who the producers of disciplinary knowledge structures are and who really has access to it. Moore (2000) contends that:

> [A] crucial distinction must be made between the production of knowledge and its emergent properties, i.e. knowledge is socially produced, but at the same time has the capacity to transcend the social conditions under which it is produced (Moore, 2000, p.32).

Expanding on Moore (2000), in the context of the UKZN, the lecturers are regarded as the knowers of the discipline and it can be argued that they are the producers of disciplinary knowledge, as they embody the agents which form part of Archer's (1996) social realist model. This model deals with the social transformation of individuals on a societal level. Lecturers are epistemologically attributed with social power to instil in members of the discipline, knowledge regarding English literary studies and English education. This knowledge can be anything from literature, the language taught and spoken, the implicit and explicit pedagogy of the lecturers, lecture notes, tutorial and assignment questions. These tools were analyzed in the data collection process and are explicated in detail in Chapter 5. The questions still remain: do all students have access to epistemology? What determines epistemological access? Who benefits from disciplinary knowledge in English literary studies and English education? Discussion of data in later chapters engages with these questions.

Boughey's (2005, 2010) studies indicate that many Black students drop out of the system and/ or take a longer time to graduate. For Daniel *et al.* (2006), a drop-out is a student who does not complete a programme of learning or who takes a direction that does not enable him/her to graduate successfully. The problem of student drop-outs is very alarming and is perceived to reflect inadequacies of South Africa's past Bantu Education system which operated to marginalize the majority of the country's citizens. The fact that the unemployment rate of Black people seems to have negatively stabilized over a seven year period (See Figure 2.1), may be seen to indicate that we still have an inefficient South African education system with limited resources (Letseka, 2008). Since democracy promises equality for all its citizens,

arguably, the drop-out rate of Black students should be decelerating and South Africa should be producing more Black students who would positively impact on the economic throughput. Pandor (2007) argues that drop-out rates in Higher Education may be considered to be "an unjust subversion of the historic promise of freedom and democracy". The Department of Education (DoE) acknowledges the fact that the drop-out rates are high and this it believes is "due to financial and/ or academic exclusions" (DoE, 2001, p.17). If these "academic exclusions" are not yet resolved as we are seventeen years into democracy, arguably it may take a long time to achieve the idealistic notion of Higher Education contributing to equality and social justice as well as social, intellectual and economic development (DoE, 2001). In the context of this study, it may appear that it may take a long time until Black students are given equal opportunities in Higher Education.

Conclusion

Firstly, this Chapter critically engaged with the findings and conclusions of research undertaken by Boughey (2009, 2010, 2011), which influenced the study being conducted. Boughey's (2005, 2010) studies found that it is predominantly Black students who drop out of the system each year, and who are academically excluded in their disciplines. This study investigates levels of inclusivity specifically within the English literary studies and English education disciplines at the UKZN to ascertain if inequalities and power relations persist in terms of the pedagogic practices of practitioners. To understand the phenomenon in this study, social inclusion and exclusion, this Chapter briefly discussed literature concerning education during the apartheid regime which worked to 'mark' and marginalize students based purely on the issue of race. Then, since the study is specifically held within the limits of the two

English disciplines, the Chapter explicated issues related to language discourses in Higher Education and how this impacts on the phenomenon under study: social inclusion and exclusion. Then, the Chapter provided a discussion of epistemological access and critically engaged with issues pertinent in the study such as: What constitutes epistemology in English literary studies and English education? Who produces and benefits from this knowledge? This Chapter provided the necessary literature that is essential in understanding Chapter 3 which explores the theories and concepts that were used in this study.

Chapter 3

On deconstructing the social world in Higher Education

Introduction

In the process of deconstructing the social world, May (1998, p.160) contends that researchers should consider a reflection of "what is the relationship between thought, action and reality? …. [and] how do we conceive of reality itself?" Since "facts do not speak for themselves", May (1998, p.30) argues that social and critical research in the findings to the study are pointless unless they are situated in an explicitly tailored conceptual framework. Grix (2002) shares a similar notion that empirical research methods need to be strengthened by ontological and epistemological facets. For Archer (1995), the way in which we understand society influences how we study it. In the context of this study, the way in which the researcher understands South African Higher Education influences how the phenomenon inclusion and exclusion within it is studied.

Some researchers (Magill, 1994; Kemp, 2005), however, claim that social and critical realist researchers should discard conceptual frameworks based on critical and Social Realism altogether since, they argue, these are 'pointless' as they do not adequately address the findings and conclusions to a study. Kivinen and Piivoinen (2006), in similar vein, insist that social scientists should abandon social and critical realist theory in conceptual frameworks since they are not consistent with each other and do not regulate each other. Hammersly (2009, p.7) shares a similar view that we should reject the 'critical project' since he claims, even though critical realist theory attempts to bring about social change, it is susceptible to the danger of bias. For him, social

scientists have no expertise to base value judgements upon the situations they seek to describe.

In the context of this study, however, a contrary perspective is held. It draws on May (2001), Archer (1995a,b) and Bhaskar (1979), who argue that social and critical realist theories are necessary concepts for interpreting empirical data since they act as a basis of critical reflection in the research process and conclusion. Archer (1995b) puts it best:

> … no [realist] theory can be advanced without making some assumptions about what kind of reality it is dealing with and how to explain it. All [realist] theory is ontologically shaped and methodologically moulded even if these processes remain covert and scarcely acknowledged by the practitioner (Archer, 1995b, pp. 57-58).

Like Archer (1995b, p.57-58) and May (2001), this study is persuaded that a social and critical realist theory is integral to investigating social phenomena in order to understand our social reality and to understand "how to explain it". In this Chapter, first, it will be argued that the social and critical realist theory is the best theory to interpret the phenomenological data of inclusion and exclusion in Higher Education. Phenomenology was selected as a research design simply because the study wishes to understand how the phenomenon of social inclusion and exclusion operates in Higher Education. Social and critical issues and ideologies spring from social inclusion and exclusion and as a result, this study has chosen social and critical realist theories to frame the study. Since the study focuses on social inclusion and exclusion, the researcher will need to be critical in analysing the social ideologies which include and/ or exclude institutionally. As result, Bhaskar's (1979) Critical Realsim and Archer's (1995a, b) social realism were selected as core theories to underpin the study. Using these theories will enable the study to investigate how the construction and

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practice of teaching in English literary studies and English education serve to include some students and/ or exclude others at the UKZN. It will be argued in this Chapter that the theories of Archer (1995a, 1996) and Bhaskar (1979, 2002) and the substantive theories of Bernstein (1990) Bourdieu (1977, 1988) and Maton (2000, 2011) are crucial in the understanding of the phenomenon investigated in this study and, most importantly, for the interpretation and analysis of the findings and conclusions.

3.1 The social world as an open system

Building on the views of Sibeon (2004, p.31) "…our conception of what and how we can know about any particular thing is conditioned by our conception of the general nature of things", the ontological position of theories and explanations in this study emerge out of the milieu of social inclusion and exclusion in Higher Education (Archer, 1998). To understand social inclusion and exclusion, it is crucial to understand the reality within which it is based. In the context of this study, the social reality that will be studied is pedagogy and epistemology within English literary studies and English education in Higher Education. While a realist approach to society recognizes the open-ended nature of knowledge, it nevertheless acknowledges the fact that there are aspects in the natural world which are independent of our epistemologies. For example, language barriers and poor pedagogical practices of lecturers may be the focus factors that socially exclude students in English. However, it may be that, in the course of the study, other factors also arise, such as a lack of finances and a dysfunctional family unit. It can be argued that a social realist theory will add value and strengthen the quality of the study as it allows space for a richer analysis of data. Hence, the social realist approach recognizes the unlimited nature of

knowledge and underlying causal mechanisms which are at play in Higher Education

which this study hopes to investigate further. It is for this reason that this study is

underpinned by a social realist ontology (Archer 1995b, 1996, 1998, 2000).

To get an understanding of the social construction of Higher Education, it is

practicable to understand the stratified ontology of society which social and critical

realists propose, something which is seen as essential in interpreting the research

findings in the study (Quinn, 2006). For Archer (1995, 1996), society is constructed

of structural, cultural and agential emergent properties which demonstrate the internal

and essential structured relationships illuminated in Figure 3.1:

Figure 3.1: A stratified layering of society according to the social realist theory
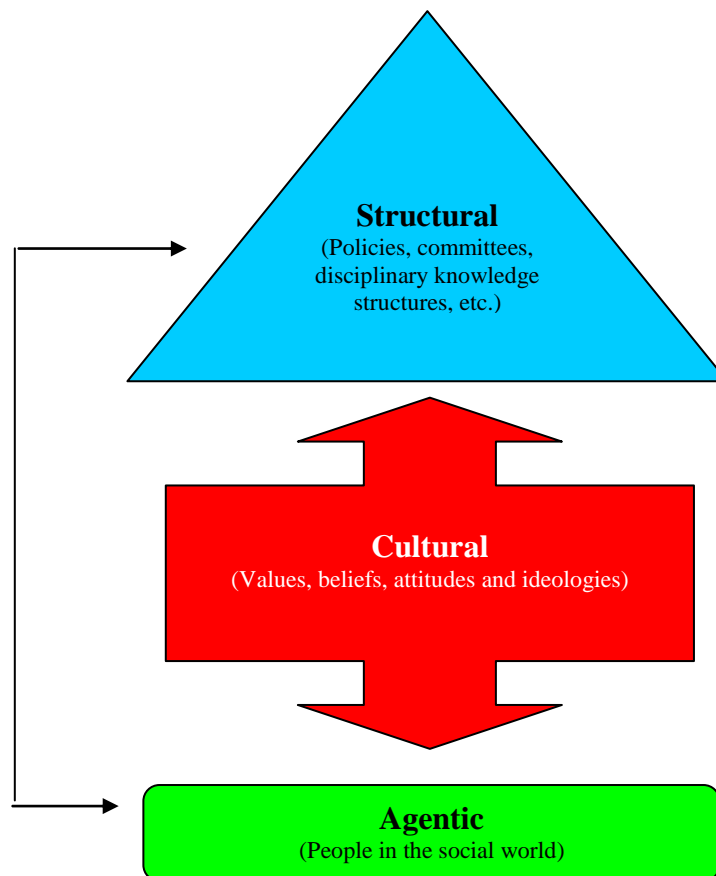
In the Figure above, the first milieu consists of the structural layer which includes

policies, committees, as well as more abstract phenomena such as race, gender, social

class and knowledge structures in specific disciplines. In the context of this study, the structural component will include English literary studies and English education disciplinary knowledge structures. The lecturer and student participants will be race and gender specific since, according to Boughey's (2005, 2010) research, it is predominantly Black students who drop out of Higher Education. The participants will be representative of race, gender and social class to represent the wider population of the diversity of South Africans. Then, the cultural layer includes how and what we think about things. The cultural layer includes our values, beliefs, attitudes and ideologies. The cultural component in this study will refer to how the culture and identity of English literary studies and English education impact on a lecturer's role in including and/ or excluding students. Finally, the agentic layer comprises of 'people' in the social world. The people who will be focused on in this study are lecturers and how they as agents construct pedagogy to include and/or exclude students at the UKZN. Structures can evolve, cultures can shift, agents can exercise agency or fail to do so. These interactive layers are always at play in the social world. This stratified model will be implemented in the interpretation of the findings in this study.

In her introduction to *Culture and Agency* (1996), Archer reveals that both structure and culture are interactive elements which must not be reducible to each other. While culture involves "matters of interpersonal cultural influence" (Zeuner, 2000, p.80), agency, on the other hand, involves agents having "causal influences through the effects of the social groups to which they belong" (Quinn, 2006, p.52). By keeping in mind their individual differences, the researcher is able to understand the interactions and interrelations between them. The social realist ontology therefore bases itself on a

stratified view of Social Realism in which society and people have emergent properties and powers which are irreducible to each other. For Archer (1995a, p.13), "Irreducibility means that the different strata are separable by definition precisely because of the properties and powers which belong to each of them and whose emergence from one another justifies their differentiation as strata". Since the central components of this study include structure, culture and agency, Archer's social realist theory is selected as a framing as it coherently combines the ontological, methodological and epistemological elements of realism together. This means that the social realist theory combines the theoretical, practical and knowledge aspects of society. These elements fit perfectly in the light of the study as the researcher will be able to appropriately link Archer's theory to social inclusion and exclusion in Higher Education. Since Higher Education is constructed by means of structures, cultures and agents, by using Archer's theory, the researcher will be able to analyze underlying structures and causal mechanisms in English literary studies and English education which serve to include and/ or exclude students and critique it to provide recommendations for the pedagogical practices of lecturers in South African Higher Education. It is argued that structures and causal mechanisms have the power to bring about events and states which focus on social transformation in social processes. On causal mechanisms, Little (2005) states that:

> It takes us away from uncritical reliance on standard statistical models…it also may take us away from excessive emphasis on large-scale classification of events into revolutions, democracies, or religions, and toward more specific analysis of the processes and features that serve to discriminate among instances of large social categories (Little, 2005, p.4).

If South African Higher Education holds the promise of contributing to equity, intellectual, cultural, social, economic and political development, democracy and social justice, then institutions of higher learning should encourage the understanding

of and respect for inclusivity. To understand more about inclusion and exclusion in Higher Education, it is worth noting, in Archer's terms, that Higher Education, like the social world, is made up of 'parts' and 'people' (Vorster, 2010, p.19). The parts are the social structures such as English literary studies and English education disciplinary knowledge, race and gender, while the cultural systems illuminate the identity of its people and disciplinary knowledge. The people are those who function within these systems. In the context of this study, it is the lecturers and students who function within Higher Education in their specific disciplines. Archer (1995, 1996) developed the concept of *analytical dualism* that demonstrates her departure from forms of theorizing about the affiliation between structure and agency that have a propensity to conflate the relation linking the two (Archer, 1995, 1996). In Figure 3.2 I display this concept aptly. Like a colour puzzle; blue represents structure, red represents culture and agency represents green. This puzzle can be separated into individual pieces, but more importantly, all pieces are interrelated to make up a picture. However, all the pieces must not be mistaken for the same thing. They cannot be conflated! Similarly, it is argued that structures, cultures and agency are separable components that are interrelated. Each concept must not be conflated or reduced in isolation to itself.

Figure 3.2: The components of Archer's social realist theory
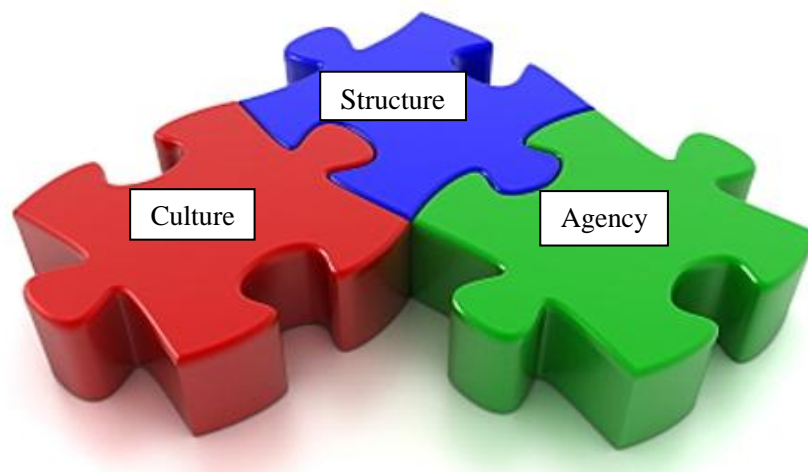
In contrast to the 'undeveloped' ontologies demonstrated by methodological individualism, methodological collectivism and structuration theory which are discussed in Vorster (2010), the analytical dualism and morphogenetic approach developed by Archer (1995) provides a coherently stratified ontology and an "explanatory methodology that allows for distinctions to be drawn regarding the relative influence of structure or culture on agency or vice versa" to understand inclusion and exclusion in South African Higher Education (Vorster, 2010, p.19). It will be argued that since this study is grounded in the world of lived experiences which uses a theoretical point of view to critique phenomena from an informed perspective, the morphogenetic approach is a suitable one to use since it is concerned with social transformation. Morphogenesis is a theory about transformation – structural, cultural, social and agential transformation or change (Vorster, 2010). Archer (1995) marks three distinctive stages in the process of social change or transformation which is depicted in the Figure 3.3 below:

Figure 3.3: The morphogenesis of structure, culture and agents
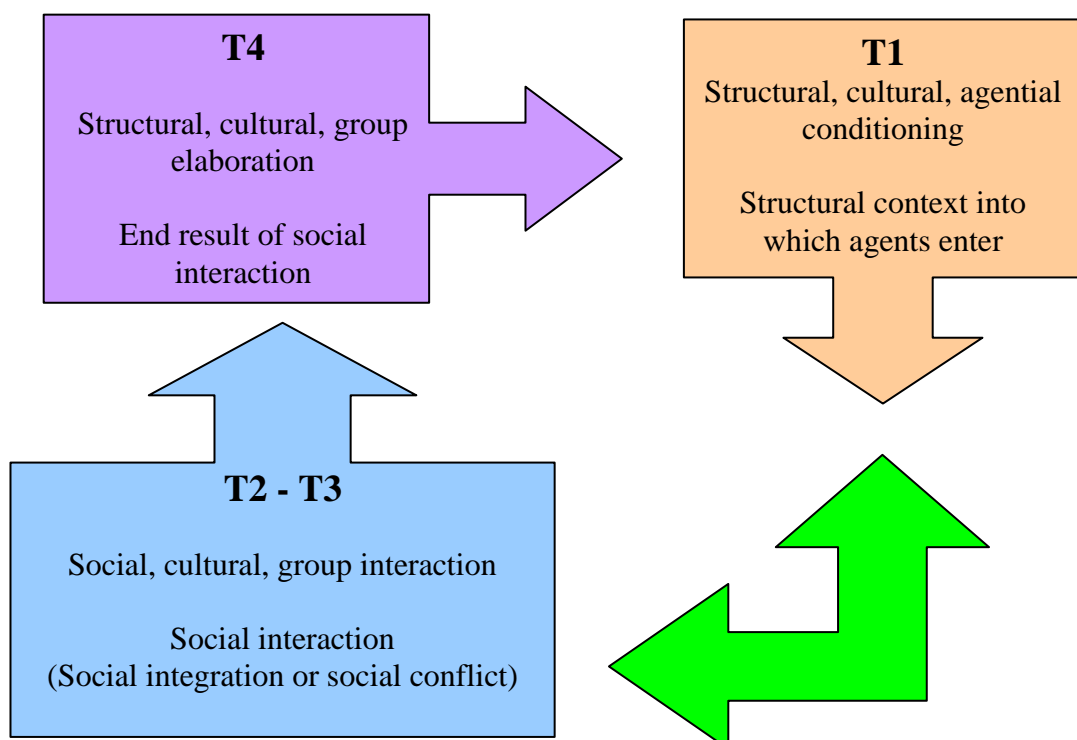
The initial stage in Figure 3.3 signifies the start of the process T^1 (where T stands for time) (Archer, 1995a, p.89). T^1 is the structural or cultural context into which agents or people enter. The agents I am referring to are the lecturers that teach English literary studies and English education at the UKZN. This state is not of their construction, but it is the context that conditions the behaviours of these agents. Social interaction of the agents *(lecturers)* occurs during the time period T^2 to T^3 (ibid, p.90). It is during these periods that social agents are able to have a positive or negative influence on social conditions like the students in English. Whether change or transformation results from the social interaction depends entirely on the relationship amongst structural, cultural and social integration or conflict. Lecturers as agents of social change have the ability to exercise change or they can choose not to do so. T^4 is the product or end result of the social interaction and it is, moreover, the beginning of the new T1 and, hence, "forms the conditioning influences of the next cycle of morphogenesis" (Vorster, 2010, p. 36).

Thus, from examining Figure 3.3, it is apparent that structure, culture and agency function in a dialectical relationship with one another and morphogenesis takes place on a number of levels. The processes that occur across the time periods T^1 to T^4 are not separate from each other. They are interrelated since agency is influenced by and acts on structures or cultures in a continuous way (Vorster, 2010; Quinn, 2006). Thus, lecturers as agents of social change play a huge role in the lives of their students. The pedagogical practices lecturers utilize will influence the way students internalize understanding in their English disciplines. Analytical dualism, then, permits the researcher to separate the different processes to be able to analyze and examine the

degree of the influences of structure, culture and agency on the transformational process (Quinn, 2006).

Morphogenesis, it is argued, is the process of transformation "within and across the three sets of emergent properties that make up the social world" (Vorster, 2010, p.39). The three sets of emergent properties and powers operate on an ongoing basis in society and they interconnect constantly. The structure of the English literary studies and English education disciplines, the socio-economic context of the students and the cultural identities of the lecturers and their pedagogical practices will influence whether students are included and/ or excluded in Higher Education. It must be noted that these properties are also relatively independent of one another and, as a result, they may not operate congruently. Analytical dualism enables the explication of the various morphogenetic cycles to take place autonomously and for the convergence between them to be explained (Quinn, 2006). Vorster (2010) summarizes the morphogenetic process:

> …the morphogenetic processes take place in three cycles across the three sets of emergent properties. T^1 is the context of social, cultural or socio-cultural conditioning. T^2 to T^3 denotes social interaction which takes place against a background and within a context which was formed prior to the interaction…. T^4 is posterior to social interaction and denotes the social, cultural or agential elaboration… T^4 then forms the context that conditions the next morphogenetic cycle and presents the next set of agents with either an enabling or a constraining context within which to operate (Vorster, 2010, p.38).

According to a stratified social realist ontology, the world is an open system and Danermark *et al.* (2002, p.206) describe an open system when they state that "generative mechanisms operate in combination with each other". There are underlying structures and mechanisms at play which research can help us to understand. To understand that the world is not obvious but knowable, the analogy of

poverty may prove to be useful. The reality of poverty is related to that of a poor person. However, the reasons of this state of poverty are not always obvious to the poverty-stricken people or the onlookers. Even if onlookers or agents were not there to observe poverty, there would still be patterns of poverty in the social world. The task of research may be to make translucent the role of, for example, the structures that are implicated in people becoming poverty-stricken. This study then, attempts to make clear the factors which make some students to be socially included and others excluded in Higher Education.

To get a better understanding of the underlying structures and causal mechanisms which are at play in the social world, it is first worth considering the concept 'society'. According to Bhaskar (1979), in many studies, the term 'social' is used as a synonym 'for the group'. These researchers contend that society, the whole, is greater than the sum of its smaller parts, that is, individuals. Thus, for these researchers, social behaviour is treated as the behaviour of groups of individuals or of individuals in groups. For example, the UKZN is regarded as a society and is more significant than individuals such as students and lecturers. These researchers claim that the whole is more important than the sum of its parts. It may be argued, just like Bhaskar (1979, p.30), the concept of "social is radically misconceived". Sociology is not a large scale, mass or group behaviour, rather, it is concerned with the relations between individuals and with the relation between these relations. The relation between lecturers and students are interrelated and conceive a sociological relationship. This concept of sociology is best understood through the exemplification of relations between a husband and wife, capitalist and worker or lecturer and student. Certainly, these relations are general, but they do not involve mass behaviour like in the way a mass

strike or voting for a political party does. However, the former may aid in explaining the latter. For Bhaskar (1979, p.36), "mass behaviour is an interesting social-psychological phenomenon, but it is not the subject matter of sociology".   For Bhaskar (1979):

> …people do not create society. For it always pre-exists them and is a necessary condition for their activity. Rather, society must be regarded as an ensemble of structures, practices and conventions which individuals produce or transform, but which not exist unless they did so (Bhaskar, 1979, p.45).

Thus, society and Higher Education do not exist in isolation from individual activity, rather, society is the product of the activity. Arguably, when students are socialized in their respective disciplines in Higher Education, they can be said to exhibit skills and competencies in English literary studies and English education which are important for the transformation of society, then the student acquires and maintains these skills and competencies. The connection between individuals and society can be illustrated by means of Figure 3.4 which was adapted from Quinn (2006, p.34).

Figure 3.4: The transformational connection of the individual-society connection
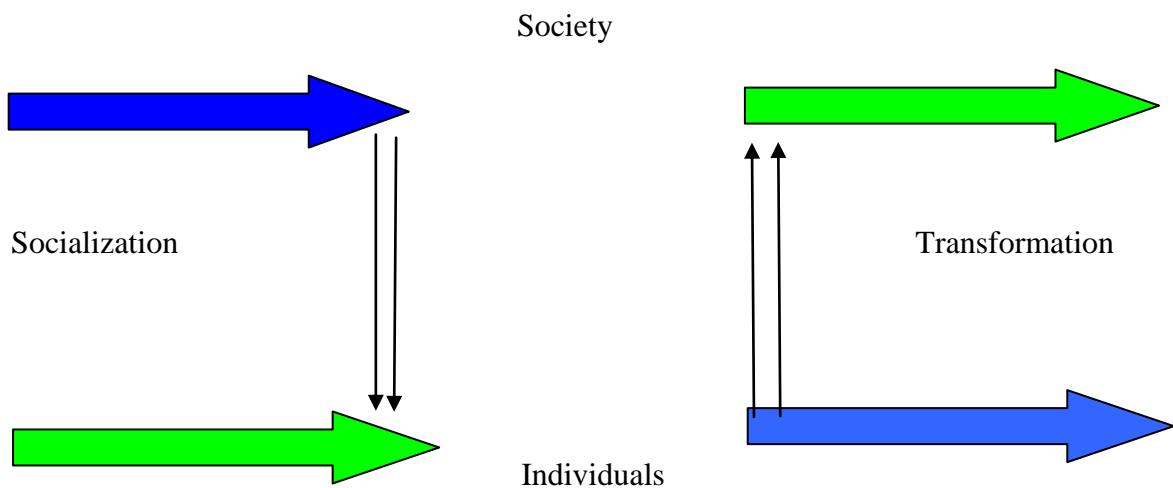
From the model above, it is apparent that society provides important conditions for intentional individual action, and intentional individual action is an important condition for society. As a result, there is an ontological gap between individuals and

society that other models ignore (See Bhaskar, 1979 and Vorster, 2010). This transformational model, which illustrates the connection between individuals and society attempts to place emphasis on material continuity which can sustain a real concept of change and of history. This model, in the context of this study, entails complete social transformation and generates a clear illustration of historically significant events.

Since this study focuses on critically understanding the phenomenon of inclusion and exclusion in Higher Education to encourage the social transformation of its participants, it locates itself within the critical interpretive paradigm. Critical realist theory, which informs Archer's social realist theory, is arguably an effective theory to utilize in the study since, like Archer's morphogenetic approach, this theory deals with social transformation. Researchers such as Hammersley (2009, p.7) and Foster *et al*. (1996) claim that Critical Realism does not bring about social transformation of any kind as it is "liable considerably to increase the danger of bias". Hammersley (2009, p.8) misguidedly and judgementally points out that social scientists pretend to have the capacity to make value judgments and as a result they do not derive value conclusions. Hammersley (2009) contends:

> What is required to reach value conclusions is practical, situated argument:
> neither philosophy nor science can tell us, on its own, whether a situation is
> good or bad, who is to blame, or what we should do about it. And they [social
> scientists] should not pretend to have this capacity (Hammersley, 2009, p.8).

Other authors such as Habermas (2003), Elder-Vass (2008a,b) and Gray (1995) go as far as to claim that it is possible to get negative evaluations of judgment from critical realist theory solely from the premise that judgments promote false ideas and that they frustrate the meeting of the study. A contrary perspective is held by Danermark *et al.*

(2002), who state that critical realist theory endeavours to expose the causal mechanisms at the social level and has emancipatory aims similar to those of critical theory. This study shares Sayer's (2000) and Vorster's (2010) positions when they state that critical realist theory attempts to explain things the way they are and that its explanations are regarded as truthful. Sayer (ibid, p.43) more clearly asserts "critical realists do *not* need to suppose that knowledge mirrors the world; rather it interprets it in such a way that the expectations and practices it informs are intelligible and reliable". Arguably, Critical Realism is not based on immature empiricist ontology, which is discussed in Vorster (2010), but it attempts to go beyond the empirical and the actual in order to really expose that which lies beneath in order to build up an understanding of the mechanisms that make up an event possible. In Figure 3.5 I illustrate Bhaskar's (1979) notion of Critical Realism, which comprises of three ontological layers: the real, the actual and the empirical, is sketched:

Figure 3.5: Three ontological layers of Critical Realism
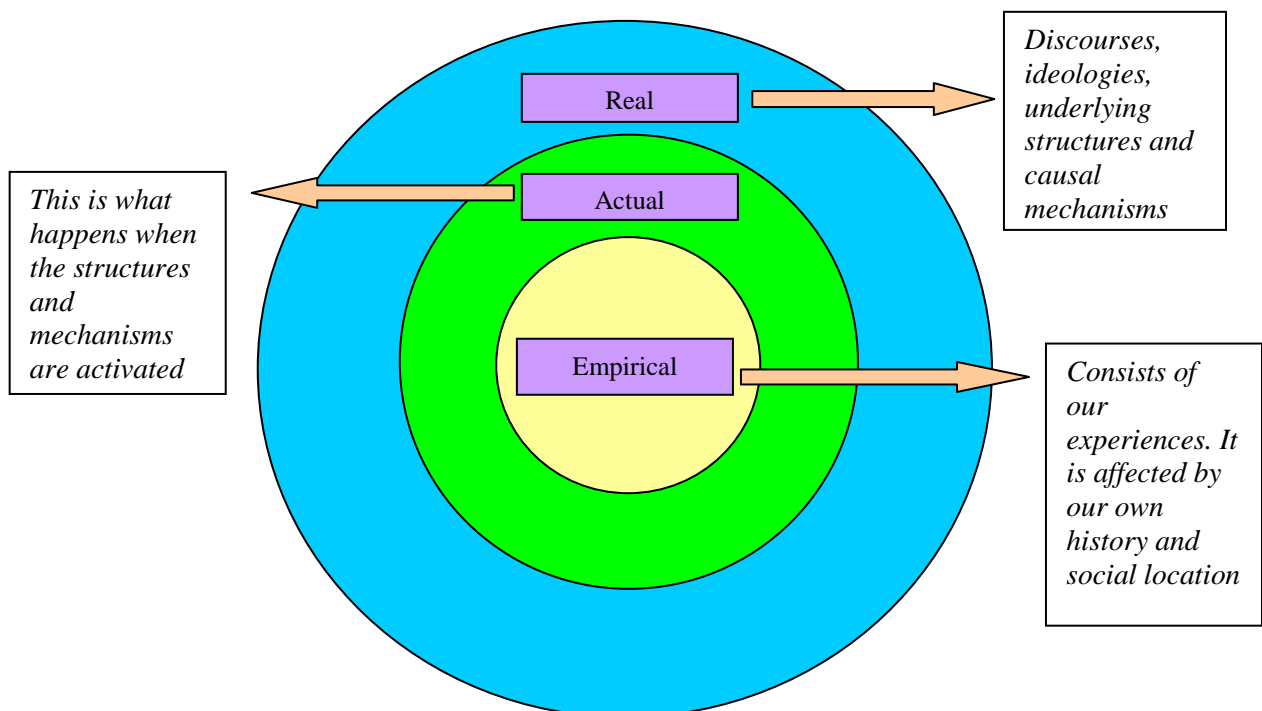
From the Figure above, the real, which is said to be intransitive, refers to that which exists in the natural and the social world, independent of our knowing (Bhaskar, 1979). The real consists of discourses, ideologies, underlying structures and causal mechanisms which give rise to events in the world, which research seeks to expose. The real aspect the study will be dealing with is inclusion and exclusion in Higher Education. Then, the actual, which is transitive, that is, changing, depending on historical and social contexts, is what happens when the structures and mechanisms are activated. The actual component that the study focuses on is English disciplinary knowledge. Finally, the empirical which is also transitive, is that which consists of our experience or which is observed by our senses. The empirical is affected by our own history and social location. The empirical aspects that I will be dealing with in the study are lecturers' and students' experiences of teaching and learning in Higher Education.

Bhaskar (2002, p.13) developed the following table (Figure 3.6) to illustrate this differentiation:

Figure 3.6: Three domains of reality

	Empirical	Actual	Real
Experience	✓		
Event	✓	✓	
Mechanism	✓	✓	✓

Figure 3.6 clearly illustrates that Critical Realism, unlike other theories discussed in Vorster (2010), encompasses all three domains of reality. Figure 3.5 and Figure 3.6 show how reality is seen as being *structured*. For Danermark *et al* (2002: 47), structure is defined as "a set of internally related objects". Some of these relations are essential, while other relations are contingent. Essential relations imply that X needs Y to exist as in the situation of the relation between a lecturer and students. Whether

relations are essential or contingent is important in social analysis. Reality is also regarded as *stratified*. The branches that make up the social world consist of social structures, cultural systems and agents (people) (Archer, 1995, 1996, 2000). Higher Education can be said to be stratified as it comprises of these elements.

The concept of *emergence* is fundamental to Critical Realism (Archer, 1995b; Sayer, 2000). "Emergence is when something new comes into being as a result of the interaction [between] two or more things" (Vorster, 2010, p.15). For example, when students receive an assignment, they interact with it. What emerges, therefore, can be an understanding of the assignment topic or a lack of it.

Figure 3.7: Success and failure as a concept of emergence[2]

Success can emerge from the understanding of tasks set by lecturers or failure, on the other hand, can result if a lack of understanding occurs. Figure 3.7 above illustrates this aptly.

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[2] Adapted from: Mahmood, S. (2009). Impact of dropout crisis on local economy from, http://www.uwsepa.org/media_release.asp?releaseid=419, June 10, 2011.

3.2 The medium is also a message

For Danermark *et al.* (2002, p.27), language is "one of the most important tools in the search for knowledge of reality". It is argued that language is the chief means through which meanings are conveyed, exchanged, discussed. We, moreover, relate and compare our experiences through language. Sayer (2000) advocates that semiosis should be given attention since the "issue of the causal efficacy of reasons is one aspect of semiosis at work within a critical realist analysis" (Vorster, 2010, p.17). Arguably, language poses a huge barrier to academic success, especially with regards to students who speak English as an additional or second language in Higher Education. Language, furthermore, provides a means of communicating knowledge as a reality (Vorster, 2010). However, for Sayer (2000, p.64), there may be opposing interpretations of what is communicated. He argues that "semiosis has real effects on social practice, social institutions, and social order." It is important to note that the initial points for knowledge production are the concepts that already are part of the cultural world. Danermark *et al.* (2002) come to the final standpoint that there is an

> intrinsic and mutual relation between concept / knowledge, the practices that we as human beings are involved in, and the world that our practice deals with. It is because of this relationship that language is one of our most important instruments for exploring reality (Danermark *et al*., 2002, p.30).

Seeing as the study's data collection methods constitute a succession of meaning making encounters such as interviews, classroom observation and an analysis of documents, it is imperative that language or semiosis as a causal mechanism within the critical realist framework is brought to the forefront. The researcher has already sketched the idea that epistemology is open-ended in nature, in both the natural and social world. Archer (1995b) and Sayer (2000) state that we can never claim to know the world fully and knowledge of the world can be said to be fallible or corrigible.

One plausible explanation for this fallible epistemology is that "knowledge of the world is concept dependent" (Vorster, 2010. p.17). The world can only, at all times, be known and explicated in terms of the knowledge that is accessible to us (Sayer, 2000). Since the phenomenon of inclusion and exclusion are known to us, we will be able to use these to make sense of the world, in this case, Higher Education. Furthermore, it is always probable to go deeper and uncover more basic causal mechanisms than are known at any point in time. This is because knowledge is constructed socially and culturally to include and/ or exclude students who are corresponding to the ideals of critical and Social Realism. According to Maton and Moore (2010), 'Knowledge' is often viewed as isolated, 'generic' skills or identical bags of information and the source of its selection and sequencing in a curriculum are seen as arbitrary. Following Moore (2000, cited in Maton and Moore, 2010, p.5), it is agreed that, "[A] crucial distinction must be made between the production of knowledge and its emergent properties, i.e. knowledge is socially produced, but at the same time has the capacity to transcend the social conditions under which it is produced". Knowledge, then, where agents learn how to think and act, cannot be developed independently of society. For Maton and Moore (2010), *ontological realism* involves the identification that knowledge is about something more than itself: there exists a reality outside our symbolic social realm. This 'otherness' of independently existing realities, both social and cultural, provides an autonomous, external limit not only on what we can believe and value, but, also on what we can *know*. Sayer (2000, p.42) states that "Realists do *not* need to suppose that knowledge mirrors the world; rather it interprets it in such a way that the expectations and practices it informs are intelligible and reliable". Socio-cultural theory, then, offers an epistemological framework within which to explore the pedagogic practice of

lecturers in Higher Education and disciplinary knowledge structures, not just from the perspective of the individual lecturers involved, but also from the perspective of the social and cultural world in which the practices take place. This reflects the perception that pedagogic practices in Higher Education are a complex and socially situated phenomenon that entail both cultural and social transformation and, on the whole, individual transformation.

In his article, *Languages of Legitimation* (2000, p.147), Maton discusses the 'significance of the structuring of educational knowledge' to understand the formation and development of intellectual fields of knowledge. Educational knowledge was previously taken for granted and it was considered as if it were 'no more than a relay for power relations external to itself; a relay whose form has no consequences for what is relayed' (Bernstein, 1990, p.166). Maton's (2000, p.148) argument is that the medium of language in education "is itself also a message". In the context of this study, Bernstein's (1990) and Bourdieus' (1988) theories ask the question: how lecturers and students analyze, and the significance of, these relations, English literary studies and English education, within educational knowledge, and what messages this medium might tell them, and how they can register them.

Bernstein (1990, p.164) argues that discourses of education work to reproduce external social relations of power such as social class, race and gender. Bernstein (1990) correctly argues that sociological approaches construct pedagogic discourse as external power relations, where the main concern is the voices that are silenced by pedagogic discourse, as:

> It is often considered that the voice of the working class is the absent voice of pedagogic discourse, but…what is absent from pedagogic discourse is its own

> voice…It is as if the specialized discourse of education is only a voice
> through which others speak (Bernstein, 2001, pp.165-166).

For Bernstein (2001), then, the system determines pacing and pedagogic discourse. However, for Bourdieu (1988), it is the idea of giving voice to the knowledge and experience of marginalized and previously excluded social groups and classes. Bourdieu's (1977, 1988) theory discusses cultural capital which focuses on offering solutions to marginalized social groups. Giroux (1983) claims that when culture is viewed primarily as 'capital', it becomes impracticable to accept the role it plays in enabling those in marginalized positions to resist domination. However, a contrary perspective in this study is held. The attainment of cultural capital necessarily assumes the investment of time devoted to learning and teaching. For example, a student who studies English education has attained a competence which, because it is highly valued in schools, becomes a personified form of cultural capital (Maton, 2000). Arguably, objects themselves may act as a type of cultural capital, insofar as their use presumes a certain amount of cultural capital. For example, an English literary studies text may be a form of cultural capital since it requires prior training in the discipline to understand.

Bernstein's (1990) and Bourdieu's (1977, 1988) theories offer significant insight into intellectual fields, *inter alia*, the sociology of knowledge fields and a theory of knowledge itself. This has importance for this study as it investigates how knowledge is constructed in English literary studies and English education to include and/ or exclude students. It may be argued, then, that social class and power relations influence the pedagogical practices that govern epistemology. The concept of *languages of legitimation,* then, creates the foundation for opposing claims to limited status and material resources within Higher Education as "they are strategic stances

aimed at maximizing individual positions within a relationally structured field of struggles" (Bourdieu, 1988 cited in Maton, 2000, p.149). The knowledge encompassing these claims may be labelled legitimate. According to Maton (2000, p.150), educational knowledge is not only an indication of power relations and hegemony, but involves "more or less epistemologically powerful claims to truth". Social power and epistemology are relationally intertwined, but they are irreducible to one another, and the two cannot be conflated. Thus, knowledge involves both sociological and epistemological types of power (Maton, 2000). Hence, Maton (2000) states that, through conceptualizing educational knowledge as legitimation, a consciousness of

> the structured and positioned nature of strategic position-takings within a field may be brought together with an emphasis upon the structuring and non-arbitrary nature of potentially legitimate knowledge claims, i.e. embracing 'relations to' and 'relations within' analyses of knowledge, the knower and the known (Maton, 2000, p.244).

Foucault (1991, 1998) has been a huge influence in shaping understandings in terms of power relations in society. For Foucault (1998, p.63), "power is everywhere" and "comes from everywhere", but more importantly,

> Truth is a thing of this world: it is produced only by virtue of multiple forms of constraint. And it induces regular effects of power. Each society has its regime of truth, its "general politics" of truth: that is, the types of discourse which it accepts and makes function as true; the mechanisms and instances which enable one to distinguish true and false statements, the means by which each is sanctioned; the techniques and procedures accorded value in the acquisition of truth; the status of those who are charged with saying what counts as true (Foucault, cited in Rabinow, 1991).

It may argued that the 'general politics' and 'regimes of truth' that Foucault refers to are the product of scientific discourse and institutions, and is reinforced continuously through the education system, media and political and economic ideologies. Foucault's approach to power is that it transcends politics and sees power as an

everyday, socialised phenomenon that we encounter day to day. For the purposes of this study, Foucault puts it best when he says, "Discourse transmits and produces power; it reinforces it, but also undermines and exposes it, renders it fragile and makes it possible to thwart' (Foucault 1998: 100-1).

Taking Foucaults understanding of power relations and both Bernstein's and Bourdieu's theories into account, it may be argued that discourses in educational knowledge in Higher Education is a "structured and structuring structure" (Maton, 2000, p.154). However, what is questionably left out from this depiction is what this structure comprises of, and how is it different from other structurings. It is the intention of this study to utilize both theories since its focus is on both relations within and relations to educational knowledge in English Literary Studies and English education. This study attempts to investigate the questions regarding what can be legitimately depicted as English Literary Studies or English education, and who can legitimately claim custodianship over the legitimation of English literary studies or English education knowledge. The language of legitimation of English literary studies "places different strengths of boundaries around and control over the definitions of, on the one hand, what can be claimed knowledge, and, on the other, who can claim knowledge" (Maton, 2000, p.155). Is what students are learning really considered to be knowledge that is meaningful to them? Who does this knowledge benefit? The discussion now turns to the definition of two modes of legitimation: the *knowledge mode* and the *knower mode*.

Knowledge modes are restricted to specific procedures which claim to supply unique knowledge of an ontological field of study. Knowledge modes emphasize the

distinction between the field's "constructed object of study and other objects", and between the knowledge it produces that are claimed to be provided by other intellectual fields (Maton, 2000, p.156). Arguably, everybody is equally positioned in relation to the educational knowledge and practices of the field, and the assumption is that everyone is capable of constructing knowledge if they conform to extra-personal practices. Knowledge modes, therefore, legitimate intellectual knowledge fields according to specialized procedures for producing knowledge of a distinctive object of study.

Knower modes of legitimation, conversely, support claims for fields on a privileged object of study, the *knower* (or lecturers), as Maton (2000) puts it:

> This specialised knower may claim unique knowledge of more than an academically delimited object of study; the knower's focus for truth claims may be hypothetically boundless, difficult to define, or encompass a host of disparate and seemingly unconnected objects of study. Based on the unique insight of the knower, claims to knowledge by actors within the intellectual field are legitimated by reference to the knower's subjective or intersubjective attributes and personal experiences (which serve as the basis for professional identity within the field) (Maton, 2000, p.156).

The purpose then of knower modes of legitimation is to allow experiential knowledge to be heard through a *voice*, with *truth* eventually being defined by the *voice*. If one has to analyze educational knowledge, one has to focus on its social and institutional arrangement. For the purposes of this study, English Literary Studies and English education need to be studied on the basis of their social and institutional arrangement and Higher Education is structured according to a hierarchy. For Bourdieu (1988), society is characterized as structured according to dominant and dominated classes (see Figure 3.8 which I have illustrated) and he states that Higher Education is positioned within the dominant class where its social position is built upon cultural capital, which is relative to economic capital (Bourdieu, 1988). It must be noted that

English emerged and industrialized within fairly high-status institutions associated with the teaching of socially and educationally elite social groups. It has consequently occupied dominant social positions within the dominated division of the dominant class in Higher Education.

*Figure 3.8***:** The social position of Higher Education
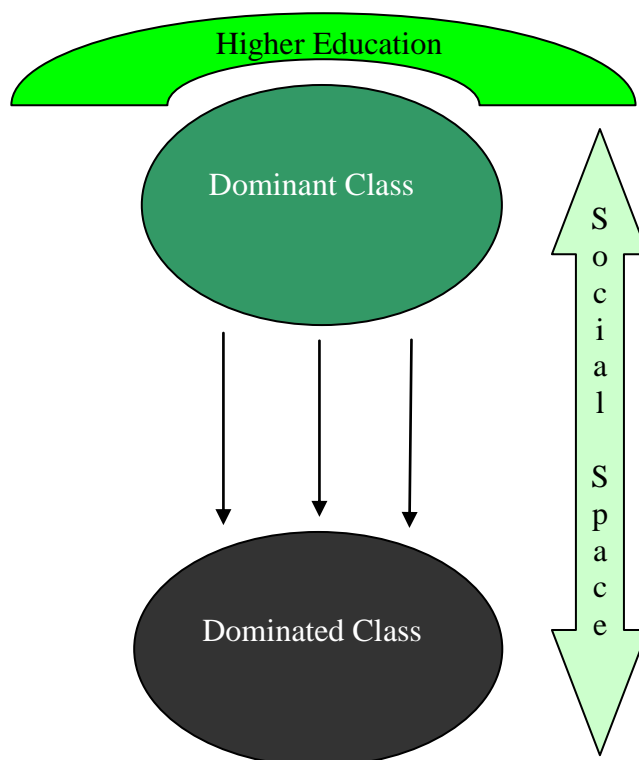
English has occupied manifold positions of domination within Higher Education, making it an interesting research area for this study. In the case of English, the history of its educational knowledge forms a processional sequence of the excluded: the working class, women, ethnic minorities, and so forth. In other words, the field of English takes on the features of a queue or line: once one social group enters, then another group appears to take its place on the outside, demanding admission. Until all students and their experiences are included within Higher Education and/or educational knowledge structures, "there is always scope for a new excluded group to emerge" (Maton, 2000, p.160).

Consequently, given the apparent dominance of knowledge modes within Higher Education during the development of English literary studies, knower modes provided the oppositional means for individuals employed in dominated positions to endeavour to destabilize the hierarchy of the field. The mode of legitimation with reference to English literary studies and English education is the knower mode (lecturer) which represents the interests of social groups outside academia. The legitimation of knower modes is founded upon the privileged perspective of a knower and strive to preserve strong boundaries around their definition of this knower, they rejoice difference where 'truth' is defined by the 'knower' (Maton, 2000, p.161). When a knower mode has thrived in constructing an institutional or intellectual position within Higher Education, it is likely to turn out to be the most prone to the same legitimating strategy and it becomes difficult to refute new voices, "what one has claimed was denied to one's own" (Maton, 2000, p.161). It becomes very difficult to challenge a well established lecturer since he/ she has earned his/ her intellectual position. Then, as each knower mode becomes autonomous, they each become strongly distinguished from one another for each knower modes 'voice' asserts its own privileged and specialized knowledge that are not accessible to other knower's. An example of a dominated individual, according to Maton (2000, p.161), may commence with 'the working class'; then, as the category of the working class fragments under the impact of the procession of the excluded it may build up as follows:

Figure 3.9: Representation of the procession of the excluded

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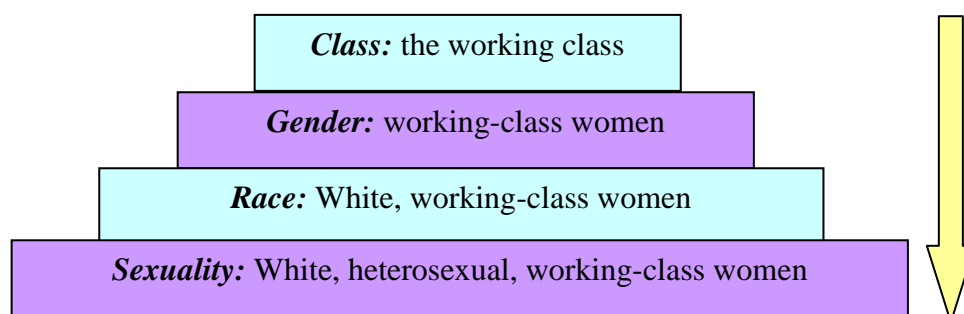
This sequence of the excluded in Figure 3.9 accordingly becomes, in terms of the privileged knower, an accumulation of adjectives or 'hyphenation' effect (Maton, 2000, p.162). In consequence, since the knower mode can be understood as a Bourdieuan tactic of capital maximisation, its inherent structure enables the consecutive formation of new positions, leading to production and division within the field.

Conclusion

This Chapter discusses concepts and theories that concern themselves with pedagogic practices in Higher Education, and the extent to which inclusivity influences English literary studies and English education in South African Higher Education. Since this study is framed through a critical interpretive paradigm, the Chapter extends to a discussion of arguments for a social and critical realist theory to be used. After this, the Chapter proceeds to an exploration of social and critical realist theory more specifically which wishes to persuade the reader that it becomes impracticable to investigate the role of inclusion and exclusion in Higher education without mentioning the people (lecturers and students) and the relevant socio-cultural structures involved (English literary studies and English education knowledge structures) since, according to Archer (2000):

> Since structures are part and parcel of the world which human beings confront, with which they interact, which they have the power to transform, yet which, transform them themselves as they do so, only one story can be told. Two separate versions are actually untellable, for each would contain large gaps, either about the conditioning circumstances under which agents live, act and develop or about the transformatory consequences for structures, which otherwise must be matters of structural parthenogenesis (Archer, 2000, pp.311-312).

Since the study is concerned with English in Higher Education, an exploration of languages of legitimation (Maton, 2000) is engaged with. The Chapter concludes with

a discussion of the social position of Higher Education and English disciplines at the UKZN. This discussion draws from the literature review in Chapter 2 that indicates "the negative implications brought about as a consequence of the mystification of disciplinary discourses in various disciplines in universities, and English literary studies" and English education in particular (Mgqwashu, 2007, p.60). This Chapter provided the necessary socio-critical framework to understand the research methodology which will now be examined in Chapter 4. Chapter 4 discusses the research design, paradigms, research method and sampling techniques.

Chapter 4

Methodologies towards understanding the phenomenon

Introduction

The aim of this Chapter is to discuss the research methodological choices selected to understand the phenomenon of inclusion and exclusion in Higher Education. These choices were used to investigate the impact that English literary studies and English education disciplinary knowledge and knower structures have on pedagogic choices and practices of lecturers in their respective disciplines. By means of Figure 4.1, an overview of research methodology to be discussed in the Chapter is represented:

Figure 4.1: The Research Design
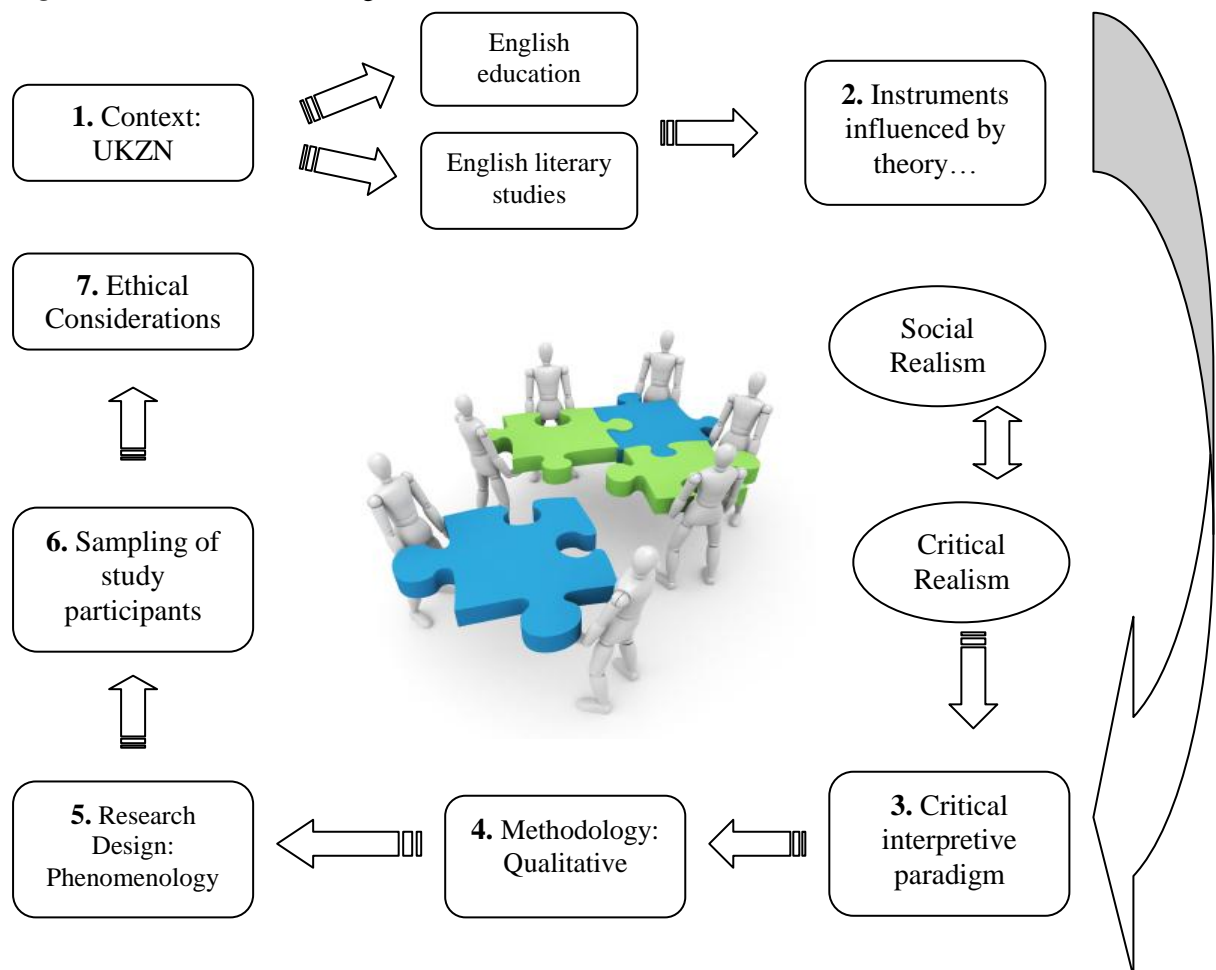
As illustrated in Figure 4.1, the first section of this Chapter discusses the context of the study with reference to how the English education and English literary studies

disciplines of the UKZN were sampled as research sites in the study. Selecting a Higher Education context as a research site enabled the study to explore the interplay between discipline-specific knowledge structures and lecturers' disciplinary identities, and the manner in which both impact on pedagogical practices. It is in this context that the first section of the Chapter presents the key research question that the study attempts to investigate. This section also provides a backdrop on the history of the English Discipline which includes English literary studies and English education at the UKZN. Since this study is concerned with the pedagogic practices of lecturers in English disciplines, it will be argued that the English literary studies and English education disciplines are suitable disciplines for this study.

The second section of the Chapter explores how the research instruments used in the study are influenced by Archer's (1995b, 1996) social realist theory and Bhaskar's (1979) critical realist theory. Reasons for choosing the research methods used and how data was analyzed include the points of discussion. The section also presents triangulation as a research technique used to ensure the validity and reliability of data production in this study. It is argued that the use of triangulation ensures trustworthiness and reliability of the findings in this study (Cohen, Manion & Morrison, 2007; Neuman, 2006).

The third section explores the research paradigm that informs the methodology in this study. The critical interpretivist paradigm is presented as relevant to this study because it is grounded in the world of lived experiences (Cohen, Manion & Morrison, 2007). Since this study draws on Bhaskars (1979) critical realist theory, which was explicated in Chapter 3, it makes sense for this research to be cemented by the critical

interpretive paradigm as this study seeks to understand and critique the phenomenon of social inclusion and exclusion.

The fourth section of this Chapter discusses the type of data the study seeks to collect. Since this study relied on participant-rich descriptions and classroom observations as research instruments, it uses a qualitative research methodology to collect and evaluate data. For Neuman (2006) and Oishi (2003), qualitative research allows for the integration of varied strategies of construing data in order for the research to generate a reasonably high degree of reliability and accuracy in its findings. It is for this reason, focus group and semi-structured interviews, classroom observations and a document analysis schedule were used to collect data.

The fifth section discusses phenomenology (Husserl, 1907) as a qualitative research design. It further argues for why phenomenology was a useful research design to collect and organise data in this study. This research design enables a researcher to turn to a phenomenon that interests them, investigate experiences as they are lived, reflect on and describe the phenomenon, and examine the parts as a whole in order to report "a deeper layer of experience than is accessible to most in the everyday 'practical' world" (Van Manen, 1984, cited in Pinar *et al.*, 1995, p.407). The section argues that the nature of the phenomenological research design provides an effective way of generating a theoretical account of how students at the UKZN are included and/ or excluded in their English disciplines. However, instead of theorising about social inclusion and exclusion in Higher Education from abstract ideas detached from actual day-to-day lecture experiences, it is argued in this section that phenomenology

allows for "theorisation that draws from participants' experiences and perceptions in relation to their institutional practices" (Mgqwashu, 2007, p.91).

The sixth section discusses how the researcher sampled the study participants. Purposive sampling was used as the researcher is targeting a specific group of participants from Higher Education, namely: lecturers and students. The sample is small to ensure that the study yields rich and valid data. Since this study engages with individuals from the UKZN, the seventh section discusses issues of trustworthiness and ethics. Terre Blanche and Durrheim (2002, p. 65) rightly note that "the essential purpose of ethical research planning is to protect the welfare and the rights of research participants". The researcher in this study has ensured that ethics and confidentiality of research participants have not been compromised in any way.

4.1 Research questions and their origins

Figure 4.2 represents the research question and the sub-questions arising from it. These questions were used to organise and evaluate data in the study:

Figure 4.2: The research questions used to organise data for analysis and evaluation
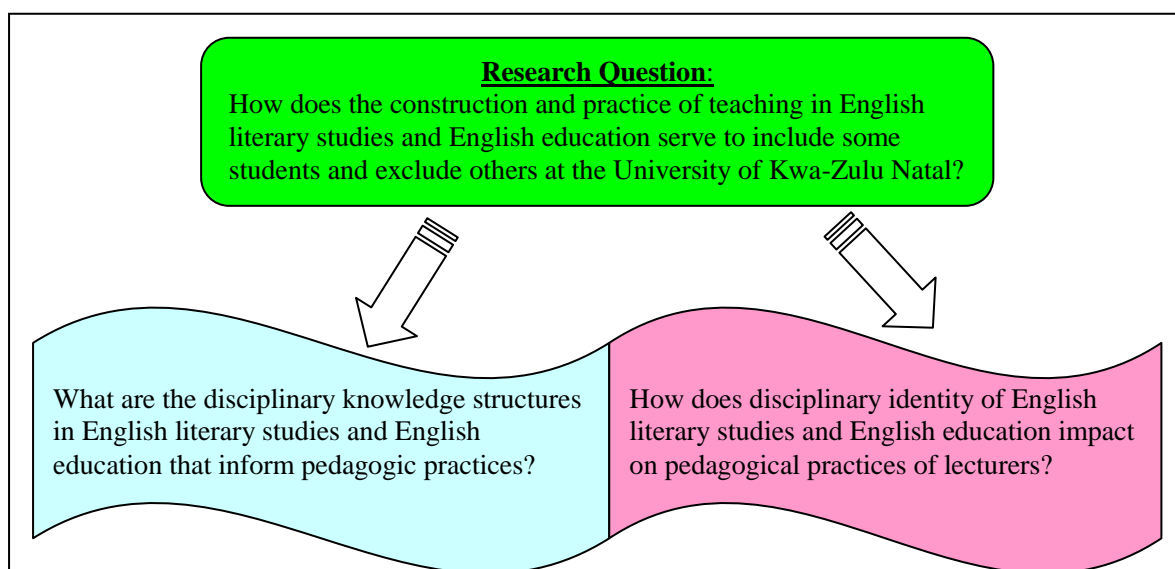
By means of the above research questions, the purpose of the study is to build on research undertaken by Boughey (2005, 2010, 2011) which used a critical/social realist framework to investigate teaching and learning in Higher Education in South Africa. Boughey (2010) presents the following findings and recommendations from her study:

<u>Findings:</u>

➢ In terms of their language ability, black students are categorised in terms of their status of speaking English as an additional language rather than taking to account literacy as a social phenomenon.

➢ Since 1994, most black students are still reluctant to engage with academic support requirements and did not attend lectures if, for example, a test was held or tutorial questions were to be answered. As a result, many black students are unsuccessful in tertiary education.

<u>Recommendations:</u>

➢ Credits should be allocated to additional learning and the length of time taken to complete a qualification should be extended.

➢ The field of academic development needs to grow where there is a focus on practitioners needing to achieve higher level qualifications. There should be a more focused approach on teaching and learning.

➢ What is needed is a national structure which will contribute to policy developments in Higher Education.

➢ Institutional programmes should be aligned to meet the diverse needs of black students.

This study built on these findings and recommendations by examining the construction of knowledge and pedagogical mechanisms related to teaching and learning in English which contribute to social inclusion and/ or exclusion in Higher Education. The problem remains that most Black students still drop out of university and/or take longer to graduate. The work of the HEQC in South African Higher Education, for example, has resulted in all universities setting up structures and

initiatives intended to guarantee and enhance the quality of teaching and learning in Higher Education by ensuring that all students are socially included. A further aim of this study is to contribute to research within the field of Higher Education in South Africa, since a concern has been articulated that research in Higher Education tends to overlook issues of structure and agency which is discussed in Chapter 3 (see Ashwin 2008 and Clegg 2005). Structure in this study refers to policies, committees and abstract phenomena such as race and class. Agency comprises of people in the social world. There are a few studies which include concepts such as structure and agency (see, for example, Clegg, 2003 and 2005 and Quinn, 2006 and Quinn & Boughey, 2008).

Higher Education is the context of this research and consequently it was conducted at the UKZN. The UKZN is located in Durban, South Africa and was established on the 01 January 2004 after the merger between the Universities of Natal, Durban Westville (UDW) and a former College of Education. Natal University was founded in 1910 in Pietermaritzburg and was an independent University which was known for its activism against segregation under apartheid. UDW was established for Indians in the 1960s and was a site of the anti-apartheid struggle. Succeeding 1984, the University opened up to students of all races. The merged universities which gave rise to the UKZN include five campuses. The five campuses are: The Nelson Mandela School of Medicine, Howard College Campus, Pietermaritzburg campus, Westville campus, and the Edgewood College campus.

Of the five campuses mentioned above, two disciplines from two campuses were selected for this study. The English literary studies and English education disciplines

were purposively sampled for this study. This is because the researcher wished to investigate the role of pedagogy in English within an Arts Faculty and an Education Faculty. The English education discipline is situated in Pinetown, Durban, and is the primary site of initial teacher education. The Discipline of English education is located within the School of Language, Literacies, Media and Drama Education. It focuses on English language education for pre and in-service educators at both under and post-graduate levels. The English literary studies discipline is situated in Berea, Durban and is located in the School of Literary Studies, Media and Creative Arts.

4.2 Research Instruments

Given the fact that access to Higher Education is now open to all regardless of race or class, and that the ideals of epistemological access have to be realised (Morrow, 1993), the fields of English literary studies and English education need to re-examine their positions within the broader aims of University education (Mgqwashu, 2007, p.21). For Turner (1996, cited in Mgqwashu, 2007, p.21), the purpose of University education is to "transform the immature into the mature, the unformed into the formed, the unreflective into the reflective, and the youth into adult". It is for this reason that this study explores Higher Education as opposed to a school context. The reason for purposively having chosen to investigate this issue within the field of English literary studies and English education, and not in other disciplines (Mgqwashu, 2007, p.2), is that English is the language of learning and teaching (LoLT) in most Higher Education institutions in South Africa, and, most importantly, it is a field concerned with, in Mgqwashu's (2007, p.38) words: "an analysis of ways in which language in literary, oral, and visual texts, as well as in media and popular culture, is used to construct meanings about individual and group identities". More

broadly, and Mgqwashu (2007, p.39) is again useful here, the field of English literary studies engages with such issues as:

- ➢ ways of thinking, writing, and speaking about individual existence as presented in literary texts and other forms of communicating experience, which is also, and always, a social existence;
- ➢ distinguishing between knowledge *of* and *about* language, and knowledge *of* and *about* discourse communities;
- ➢ transcending the particular and abstract from the physical and social context in order that the knowledge from literary texts, media, visual and written texts may be transformed into something more generalisable and;
- ➢ examining ideological presences and pressures, typical writing practices in a given situation or discipline, and common or expected methods of inquiry.

It is within the context of these characteristics of the field of English literary studies that the main objective of this study is to engage critically with, firstly, how lecturers' pedagogical practices in English literary studies and English education disciplines serve to include and/ or exclude certain students and, secondly, how disciplinary knowledge structures impact on these pedagogic practices. Gathering data concerning the pedagogic practices of lecturers required the use of specific research instruments. The manner in which these instruments were used is largely influenced by the theoretical and conceptual frameworks used in this study.

In Chapter 3, a social realist ontology, according to Archer (1995, 1996) is discussed. It is underpinned by structured relationships between the structured, cultural and agential emergent layers. This theoretical position influences the manner in which interviews, documentary evidence and classroom observations are used as research instruments in this study. Because of this theorisation of social reality, the impact of Social Realism on these instruments enables the researcher to collect data that

effectively expose the underlying structures and causal mechanisms at play in lecture and tutorial venues in English literary studies and English education disciplines. Since this study seeks to understand the phenomenon of social inclusion and exclusion in the two English disciplines by investigation of pedagogical practices, it can be argued that these three emergent layers have the power to bring about events and states which focus on social transformation in social processes.

Chapter 3 further elucidates the role of Bhaskar's (1979) Critical Realism in this study (Figure 3.5). Critical Realism is underpinned by nested structures which include the empirical, real and the actual. These interacting structures are necessary in the context of this study because they make possible the interpretation of data yielded through the study's research instruments. As with Social Realism and Archer's morphogenetic approach, Critical Realism in this study will lay open the causal mechanisms of inclusion and/ or exclusion at a social level and has emancipatory aims.

A focus group interview was conducted with students (See Appendix: A) because it entails a group session of participants who share common characteristics or activities, and the content is also focused; hence the term 'focus group' (Cohen, Manion & Morrison, 2007). The rationale for having utilized a focus group interview of four student participants from each discipline was to gauge multiple as well as common or collective viewpoints regarding their understanding of disciplinary structures and how these influence their understanding of knowledge of and in the discipline. Employing focus group interviews, furthermore, ensured that all participants engaged in a rich discussion on inclusion and exclusion about their English literary studies and English education disciplines. This type of interview, moreover, allows participants the

flexibility to feel comfortable in a group setting as opposed to a one-on-one interview as this would yield much more reliable and trustworthy data. Questions were not directed to individuals but were asked in a free and open manner where any learner was allowed to speak about their experiences freely and openly. To avoid getting answers the students believe the researcher would have wanted, certain questions were repeated to elicit free, unrestrained responses. The role of the interviewer was to create a discussion on lecture and tutorial pedagogy by asking questions to the group and not the individual.

Semi-structured one-on-one interviews with the lecturers will allow the researcher to gain an in-depth sense of the participants' views on a particular topic (De Vos *et al.*, 2002). This method of data collection enabled flexibility for both researcher and participants, especially because the topic may be considered sensitive as this study deals with disciplinary identities and issues of the lecturers, and how this determines their pedagogy in class with regard to inclusion and exclusion (See Appendix: B). Given the fact that semi-structured interviews are performed with a rather open framework, the researcher was able to explore more if needs be and ask clarifying questions before analyzing the data and communicating the findings. These interviews integrate effectively with the structural component of Social Realism and the empirical component of Critical Realism as these two components work to elicit empirical data concerning knowledge structures in English literary studies and English education disciplines. Furthermore, the interview schedules from the participants yielded data concerning abstract phenomena such as race and class issues, which are both integral in the context of this study in understanding social inclusion

and exclusion. Documentary evidence, by means of a document analysis schedule, was utilized at the two disciplines.

Students' second semester tutorial worksheets and assignment topics and test questions were analyzed. Such analyses have been carried out through a document analysis schedule (See Appendix: D). A document analysis schedule, in addition to the methods discussed above will arguably enhance the accuracy, dependability and reliability of the study. The documentary evidence links effectively with the 'cultural' aspect from Social Realism and the 'real' aspect of Critical Realism. Evidence from tutorial worksheets, assignment topics, test questions and course outlines have elicited data such as discourses, ideologies and underlying structures and mechanisms which are at play in English literary studies and English education disciplines. Documentary evidence will, moreover, provide evidence on lecturers' ideas, beliefs, ideologies and attitudes. The disciplinary culture and identity of English literary studies and English education disciplines have emerged from the students' work to show how a lecturer's role impacts on social inclusion and/ or exclusion of students. Unstructured classroom observation, then, was conducted at the two disciplines and the data was recorded on an observation schedule (See Appendix: C).

The researcher has observed lectures[3] and tutorials and recorded by means of field notes, descriptions of interactions between lecturers/ tutors[4] and students which lead to inclusion and/ or exclusion. For the purposes of this research, the researcher has been observing, amongst other things, the relationship between:

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[3] In the South African Higher Education context, lectures are large group venues consisting of large numbers of students. This can range between ±50-150 students in a venue. A tutorial consists of a small group venue with ± 15-25 students to allow for group interaction and individual attention.
[4] Lecturers are often regarded as being more highly qualified than tutors. It must be noted that a lecturer can also play the role of a tutor.

- How are assignments explained and discussed in tutorials?
- Who dominates tutorial discussions?

For Cohen, Manion and Morrison (2007, p.28), classroom observation is an important tool in research that does "not depend on the perceptions of others". However, it has to be focused on the issue being investigated. In this study, the researcher has been observing how staff interacts with students in lectures and/ or tutorials in English literary studies and English education disciplines, and has been critiquing ways in which lectures are delivered, the construction of resources (tutorial questions, visual material) and how they have engaged with epistemological access in ways that facilitated inclusion and/ or exclusion. Eight classroom (four from English education and four from English literary studies) observations served as a second check to the semi-structured interviews to distinguish whether or not lecturers/ tutors and their understanding of what constitutes the identity of the discipline are in line with their philosophy/ theory of teaching and learning. The research instrument that was used to record data gathered through classroom observation was an observation schedule (See Appendix: C) as shown in Figure 4.3:

Figure 4.3: Example of an unstructured observation schedule for English literary studies

First Year English literary studies Lecture
Seating arrangement:
Lecture hall discourse:
How are individual lecturers' understandings of English literary studies reflected in tutorial worksheets, explanation of assignment topics and lecture and tutorial pedagogy?
Communication between lecturers and students:
Who dominates tutorial discussions?

The unstructured classroom observation articulates well with the 'agentic' aspect of Social Realism and the 'actual' component of Critical Realism. The data elicited from the observation schedule focused on the agents of this study: lecturers and tutors. The classroom observation yielded data on whether or not lecturers as agents exercise such agency to include or exclude students. Archer's (1996) morphogenetic approach, a theory about social transformation, was useful here. From the observation schedule, the researcher was able to critically interpret lecturers' pedagogical practices. The 'actual' component refers to, in the context of this study, what actually happens when structures and mechanisms are activated in the classroom. Questions about structures and mechanisms that were considered in this study are:

➢ Who dominates tutorial/ lecture discussions?

➢ Who benefits and who is disadvantaged from tutorial/ lecture discussions?

➢ How is disciplinary knowledge passed on to students?

➢ How are lecturers' understanding of English reflected in tutorial worksheets, assignment topics and tests questions?

After data collection, units and themes of meaning were selected (De Vos *et al*., 2002). Concepts were then grouped, linked, related and categorised (Rice & Ezzy, 2000). Themes that emerged were then identified and re-contextualized by referring to the literature and the study's theoretical and conceptual frameworks as discussed in Chapter 3 (De Vos *et al*. 2002).

Focus group interviews with four students from each discipline and semi-structured one-on-one interviews with four lecturers from each discipline were used. Both types of interviews yielded varying accounts from different participants. The observation of lectures and an analysis of students' second semester tutorial questions, test questions

and assignment topics, moreover, have been used to ensure the validity and reliability of the data. Since these participants may at first want to impress the researcher by saying what they think the researcher wants to hear, three different methods (interviews, observations, document analysis) to collect meaningful data have proved to be useful. Triangulation was a research technique used to ensure the validity and reliability of data. Using triangulation, furthermore, enabled the researcher to prevent his/her own personal bias from creeping into the study (Cohen, Manion & Morrison, 2007; Neuman, 2006).

4.3 Research Paradigm

Since this study is concerned with understanding the phenomenon of social inclusion and exclusion and social transformation in Higher Education, it is located within the critical interpretive paradigm. Given the fact that this study is designed to generate theory rather than test a hypothesis, it locates itself within the critical interpretive paradigm. This paradigm was appropriate for this study since it articulates well with Archer's (1995, 1996) Social Realism which focuses on understanding the structural and causal mechanisms in society and Bhaskar's (1979) Critical Realism which focuses on the social and critical transformation of society. The critical interpretive paradigm in this study is concerned chiefly with experiences involving lecturers and students in English literary studies and English education disciplines and sets out to understand human behaviour in order to critique from an informed perspective (Cohen, Manion and Morrison, 2007). Critical interpretivists are steered by a set of views, beliefs and opinions on the world and how it should be interpreted and studied (Denzin & Lincoln, 2003). Epistemologically, critical interpretivists are guided by the following broad questions:

- What is the relationship between the knower and the novice?

- What are the assumptions and beliefs we have about the nature of knowledge?

Socially, on the other hand, critical interpretivists ask questions such as:

- Who is advantaged and disadvantaged in society?

- To what extent are individuals dominant/ inferior?

- Why are things the way they are?

- How can this situation be altered/ changed?

It is in this context that this study critically examines ways through which students of English literary studies and English education at the UKZN are socially included and/ or excluded. The researcher, as a critical interpretivist, asks the following questions by combining the social and epistemological elements together:

- What is the relationship between the lecturer and the students in the classroom?

- What assumptions and beliefs do lecturers/ tutors have about English disciplinary knowledge structures?

- Who dominates lecture and tutorial discussions? Why is this?

- How are lecturers beliefs, attitudes and ideologies integrated in their work?

- How can the pedagogical practices of lecturers be altered/ changed to socially include all students?

To this end, data arising from disciplinary knowledge and identities of the practitioners in English literary studies and English education disciplines has been critically interpreted. Neuman's (2006) observation is similar to Cohen, Manion & Morrison's (2007, p.8) in that a critical interpretivist researcher makes an "effort to get inside the person and understand from within". Given the fact that this study is

concerned with the experiences of its participants, it uses a qualitative methodology to collect, analyse and interpret data.

4.4 Research Methodology

According to Neuman (2006) and Cohen, Manion and Morrison (2007), qualitative research methodology allows for the integration of varied strategies of construing data. This ensures that research generates a reasonably reliable and accurate account of the situation. In addition to being subjective, in-depth, exploratory, interpretive and open-ended in nature, qualitative studies are conducted on entities in their natural settings, as opposed to quantitative studies, which are conducted in controlled settings (Falconer & Mackay, 1999). In the context of this study, these qualities aim to ensure that this research will yield rich, detailed and in-depth data from participants through qualitative interviews and observations. As this study deals with a sensitive phenomenon: inclusion and exclusion in Higher Education, it is appropriate to use a qualitative framework. Qualitative research has been selected over a quantitative one because in quantitative studies, participants are restricted with regards to their voice being heard. They are simply reduced to numerical data in a study, and this type of research does not yield the information-rich data that qualitative data promises (Cohen, Manion and Morrison, 2007).

4.5 Research Design

Since this study involves gathering rich data through qualitative methods using interviews, classroom observation and document analysis as research instruments, and presenting it from the perspective of the research participants (Lester, 1999), phenomenology was chosen as a research design. This is because it is concerned with

the study of experience from the viewpoint of the individual by focusing on a particular issue (Cohen, Manion and Morrison, 2007). Furthermore, since it is concerned with the critical reflection of participants' experiences, phenomenology is appropriately linked to Bhaskar's (1979) Critical Realism, which focuses on the social transformation of its participants. Phenomenology does not aim for the truth, but is interested in understanding the participants' experiences. This allows the researcher to be thoughtful about what it feels like to be a societal individual. Thus, the key features of phenomenological research design provide a qualitative framework that is important in the context of this study:

Figure 4.4: The key features of phenomenology in Van Manen's (1984) terms
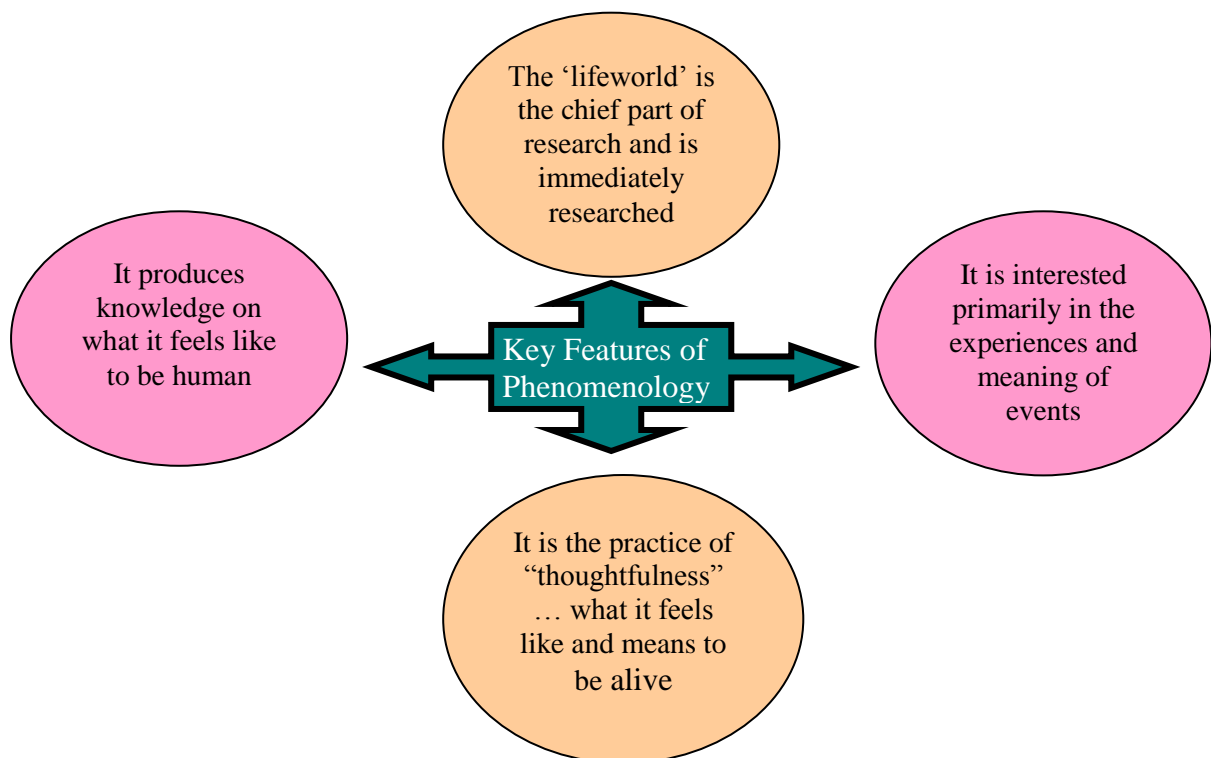
Understanding and generalizing the nature of the judgements the researcher makes about the participants 'immediate experiences' is central to understanding the nature of, and approach to, this challenge (Husserl, 1907, p.17). In the context of this study, access to this understanding is based on the insistence that phenomenology

conceptualizes data in ways that allow for critical and cognisant reflection and expression of participants' experiences which other research designs fail to do (Cohen, Manion & Morrison, 2007). In this way, it can be argued that phenomenology elicits qualitative data. Moreover, phenomenology, it is argued, is involved with a "self-conscious self-reporting of personal experience" (Thomson, 2008, p.139) in order to look beyond what participants creatively articulate. Thus, this research design is further implicitly underpinned by Archer's (1995b, 1996) Social Realism, which gives voice to agents, the participants in the study, while providing data on the cultural and disciplinary identities of English literary studies and English education disciplines. This strategy is adopted in this study as a way of perceiving a phenomenon in society (Cohen, Manion and Morrison, 2007). It can be argued that epistemologically, phenomenological studies are focused through a paradigm of personal subjectivity and emphasise the importance of personal interpretation. Seeing that this study engages with the experiences of its participants on the basis of which conclusions are reached, it is influential in understanding the subjective experiences of the research participants, as well as gaining insights into their impetus and actions. Therein lies the potential criticism against this research design for participants may be led to say what they believe researchers want to hear.

In this context, the subjective experiences of the participants and the researcher are the central focus of the research process. For Paley (2007, p.107), however, "This is fine. There are some situations in which it is useful to know how people interpret what has happened to them, irrespective of other accounts, and irrespective of what more 'objective' observers might regard as 'true' or 'accurate'". Paley (2005, pp.107-108) presents a premise for this optimism by drawing on five research studies that, for

him, do this. In these studies, participants' subjective experiences of reality actually do implicitly claim objective truths about reality. In the context of this study, whatever subjective experience a student in a university might have regarding inclusion and exclusion and the pedagogic practices of their lecturers may be considered to be an objective truth – arguably, it is considered the truth of a particular phenomenon. For example, in the focus group interviews, if a student claims he/ she was excluded in his/ her tutorial because of language barriers, then that student really was excluded, and this provides a slice of what Higher Education society in South Africa is really like. Thomson (2008, p.139) claims that "there can be no illusions, no mistakes, no fallacies, no misconceptions, and no errors" in phenomenology. It is argued, however, that researchers should not uncritically accept all the experiences and insights of the research, but they should "partake in a tradition…[while] gaining a better grasp of the topics to which this tradition has dedicated itself…[and] articulating and in experimenting with new methodological approaches that further the human science tradition" (Van Manen, 1997, p.75).

4.6 Sampling Techniques

The research participants were purposefully sampled in this study. Purposive sampling is a method used to select study participants when the researcher chooses information-rich individuals in a particular location based on the purposes of the study (Cohen, Manion & Morrison, 2007). Since this study uses a qualitative research methodology, it requires that the study uses a small sample to elicit rich, detailed data. In this instance, the criteria were experienced or permanent lecturers/ tutors with a minimum of a Masters degree in the discipline and who were teaching at the research sites selected for this study. Of classes of about 25 learners in both disciplines, four

lecturers/tutors were selected from each discipline. The rationale for purposefully sampling four lecturers from each of these disciplines was to represent the wider population and not a select few (ibid.). Table 4.1 shows the lecturer/tutor sample comprising of two males and two female lecturers: one black[5] male, one black female, one white male and one white female.

Table 4.1: List and criteria used in the selection of lecturer research participants

Institution	Level	Code name	Race	Gender
UKZN (English literary studies Discipline)	1st year	ELS1	Black	Male
		ELS2	Black	Female
		ELS3	White	Male
		ELS4	White	Female
UKZN (English education Discipline)	2nd year[6]	EE1	Black	Male
		EE2	Black	Female
		EE3	White	Male
		EE4	White	Female

It is in this context that this study seeks to explore the interplay between the construction of knowledge and lecturers' disciplinary identities, on the one hand, and on pedagogical practices in English literary studies and English education disciplines in order to better understand and critique the social inclusion and/ or exclusion of students. As the table above indicates, the selected lecturers were, moreover, representative of the level and specialization they taught. Code names during the interview process were given to lecturers/tutors to protect their identities. To establish the interrelations between the topic, rationale and key questions of this study, the researcher similarly chose a student sample which purposively met the needs of this

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[5] Black South Africans, in this study, refer to citizens of the Republic of South Africa who are the majority and were the most discriminated against from 1652 to 1994. This may often, in most cases, refer to people living in semi-rural, rural or in underdeveloped areas and who are often affected by unemployment and are rooted in strong oral traditions and cultures (Biko, 1972).

[6] In the Faculty of Education, students begin the English education major in their second year, not in the first year like other disciplines such as History or Geography. In the Faculty of Arts, English literary studies begins at first year level.

study. The rationale for utilising Black and White students is that the problem still remains that most Black students drop out of university and/or take longer to graduate (Boughey, 2005, 2010). It needs to be noted that it is not the researcher's intention to essentialize that Black and working class learners necessarily get excluded in Higher Education (see Mgqwashu, 2009). The students were purposively sampled in terms of the following characteristics: level and/or phase[3] of study, class, "gender, as well as race" (Mabunda, 2008, p.43). 1st year English literary studies students and 2nd year English education students representative of gender and race were selected for this study. The reasons for selecting these group of students is that, most of them are young and fresh out of high school and research (Boughey, 2005, 2010) indicates that the highest dropout rates are most significant in the 1st and 2nd year levels of study. Thus, in addition to the critical nature of this study, given the racialised nature of graduation rates, it is imperative that race be used as a variable in sampling study participants. Table 4.2 demonstrates the sample comprising of one black male, one black female, one white male and one white female from each discipline.

Table 4.2: List and criteria used in the selection of student research participants

Institution	Level and phase of study	Code name[8]	Race	Gender
UKZN (English literary studies Discipline)	1st year level English literary studies	Toto	Black	Male
		Zama	Black	Female
		Bob	White	Male
		Anna	White	Female
UKZN (English education Discipline)	2nd year level Further Education and Training Phase	Themba	Black	Male
		Mbali	Black	Female
		Brendan	White	Male
		Nicole	White	Female

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[3] Phase refers to the area of teaching levels in a school context. Early Childhood and Development phase is the phase of teachers trained to teach Grade R. Foundation- Intermediate focuses on Grades 1-7, Intermediate-Senior phase focuses on Grades 7-9, Senior and Further Education and Training (FET) phase focuses on Grades 7-10 and the FET phase focuses on Grades 10-12. The FET phase was selected since the study is concerned with teachers whose majors are English and are training to teach English as a subject. Phases do not apply to the English literary studies discipline since it is not concerned with teacher education.

[8] Pseudonyms were supplied for student as well as lecturer participants to protect their identity and integrity.

Equal proportions of male and female students were selected since the researcher does not wish to compromise the data yielded in the study. As mentioned earlier, since race and class are closely linked in the South African context as it poses as a significant aspect under study. The students were also representative of the level and phase at which they are studying. The sampled students and lecturers were, furthermore, representative of the wider population in terms of gender and race groups. Lecturers and students were first approached by the researcher and they were asked if they were available to be interviewed and/or observed. This choice of both lecturers and students was made to "ensure racial representativeness that would reflect [the] multiracial (and multicultural) nature of the population being studied and, more importantly, the cultural diversity of South Africa as a country" (Mabunda, 2008, p.44).

4.7 Ethical considerations

Section 9(3) of the Bill of Rights states that no person may be discriminated against due to the fact that everyone's rights should be respected (Bill of Rights, Act 108 of 1996). Prior to the data collection process, ethical clearance was obtained from the Humanities and Social Sciences Research Ethics Committee (See Appendix I, p.245). Consequently, the researcher attempted to ensure that the rights of the lecturers and students being studied were not compromised in any way. Permission and consent to conduct the study from the lecturers and students and Heads of Department and School were obtained. Prospective participants were given a letter of informed consent to sign (See Appendices E-H, pp.221-244). This letter contained details of the study with the option of participating and /or withdrawing at any given point of the research. Anonymity and confidentiality were also guaranteed.

Conclusion

This Chapter discussed the research methodological choices used to collect data in this study in order to understand the phenomenon: social inclusion and exclusion. The research site and context have been discussed with reference to how and why the English literary studies and English education disciplines were purposively selected. Then, the researcher moved to an exploration of how the study's research instruments are influenced by Archer's (1995, 1996) Social Realism which deals with social transformation and Bhaskar's (1979) Critical Realism which explores underlying structures and causal mechanisms. Utilizing a critical realist theory required this study to then be analysed through a critical interpretive paradigm as the intention of this study is to understand social inclusion and exclusion in Higher Education as well as to critique the teaching and learning in English from an informed perspective. Following this, the researcher has explicated the fact that since this study uses phenomenological interviews and observations, it finds itself directed by a qualitative methodology to generate the reliability and accuracy of its findings. The Chapter further argued the need for a phenomenological research design as this was useful in organising data for the study as it draws on participant-rich descriptions, experiences and perceptions in relation to their institutional practices. Since this study entailed the researcher targeting a particular group of participants: lecturers and students, the Chapter then moved on to explicate how research participants were purposively selected. Finally, the ethical issues that have been dealt with in the study have been discussed. This Chapter provides the foundation upon which the entire study is built as it is crucial in understanding Chapter 5 where the researcher analyses the data. Furthermore, it is integral in understanding subsequent Chapters in this study.

Chapter 5

Analysis of research findings: Towards a theory of social inclusion and exclusion

Introduction

This Chapter aims to provide a critical analysis of the research findings. As already noted in previous Chapters, the purpose of this study was to examine the role that pedagogic practices play in the exclusion and inclusion of students in English literary studies and English education disciplines at the UKZN. Figure 5.1 shows the broad research question and sub-questions arising out of it. These questions yielded data to be discussed in this Chapter.

Figure 5.1: The research questions used to organise data for analysis and evaluation
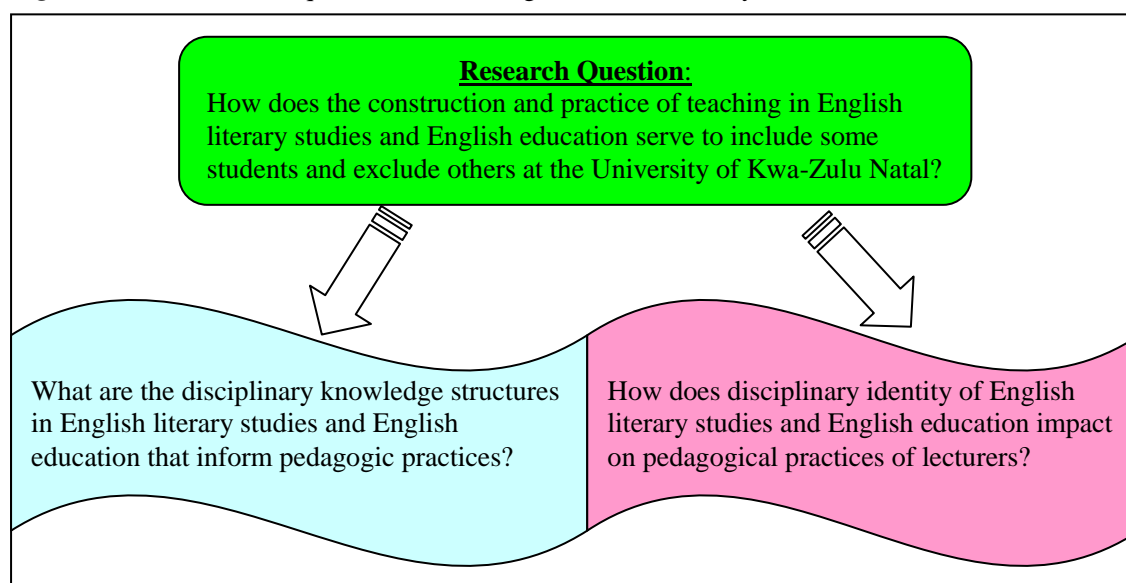
As it is evident in Figure 5.1, the above research question, together with its sub-questions, focuses on how academics in the two disciplines construct pedagogy. The related aspect embedded in these sub-questions is the impact pedagogic choices have on facilitating epistemological access into disciplinary knowledge structures. Research instruments such as one-on-one interviews, focus group interviews, documentary analysis and classroom observation yielded rich, detailed data, and this

strengthened the reliability and validity of the study's findings. This Chapter begins with a discussion of the experiences that characterised the data collection process (5.1). Secondly, the Chapter presents and discusses research findings and offers a critical analysis according to the three themes that emerged from the research questions:

➢ understandings of disciplinary knowledge structures in English literary studies and English education (5.2);

➢ conceptions of disciplinary identity and their impact on pedagogic practices and (5.3);

➢ perceived role of pedagogy in facilitating epistemological access (5.4).

5.1 Engagement with the phenomenon

The data collection process concerning English literary studies occurred during the course of the second semester. Data was yielded through four one-on-one semi-structured interviews with lecturers, one focus group interview with students, four unstructured classroom observations, and documentary evidence within each discipline. To encourage an open and free response to interview questions, lecturer/tutor participants were interviewed separately (Cohen, Manion & Morrison, 2007). While it was the researcher's wish to ensure demographic parity in terms of race and gender, only one participant among lecturers was Black, three were White, and all of them were female. The reason for this is that the male lecturer who was asked to be a part of the study declined to participate since he had just come out of hospital and was still recovering. Another male lecturer was unavailable as he was on leave. With regards to race, there were mostly White lecturers in English literary studies, hence the three White lecturers and only one Black female lecturer that accepted the invitation to be a part of the study.

During the classroom observation, the researcher randomly selected four students who were representative of race and gender. The student participants interviewed in English literary studies were one Black male, one Black female, one White male and one White female. All four students who were available to take part in the Focus group interview were given consent letters to sign. Pseudonyms were used for each student: Bob, Anna, Toto and Zama. The focus group interview occurred in a small circle of students and the researcher, and the conversation was audio-recorded.

With regard to classroom observation, three tutorials and one lecture were observed. These classes were taught by the same lecturer participants who were interviewed. Since this study is located within the critical interpretivist paradigm, critical written comments on each classroom observation were recorded on the observation schedule shown in Figure 5.2 below (See Appendix C, pp. 208-214).

Figure 5.2: Observation Schedule

OBSERVATION SCHEDULE
English literary studies/ English education lecture/ tutorial

➢ Seating arrangement:

➢ Lecture hall discourse:

➢ How individual lecturers' understandings of English literary Studies/ English education reflected in tutorial worksheets, explanation of assignment topics and lecture and tutorial pedagogy:

➢ Communication between lecturers and students:

This classroom observation schedule was used to corroborate data yielded through the audio-recorded interviews. For the purposes of this study, an observation schedule was used as one of the research instruments to collect data concerning the relationship between:

➢ what is studied in English literary studies and English education;

- ➤ tutorial worksheets and what is purported to be studied;
- ➤ assignments and tests and the purpose for the disciplines and;
- ➤ pedagogy, classroom participation and race.

To further corroborate the findings yielded through audio-recorded interviews, documentary evidence, which included English literary studies course packs (with outlines, outcomes and purposes), tutorial questions, assignment topics and tests, was collected. This research instrument set the context for data collection in that it made available the declared purposes, outcomes and objectives of each discipline and modules selected for the investigation.

The document analysis schedule shown in Figure 5.3 below was used to record and analyse data yielded through documentary evidence (See Appendix D, pp. 216-220).

Figure 5.3: Document analysis schedule (Adapted from Mgqwashu, 2007, p. 117)

1	Type of Document:
2	Date(s):
3	Name and Status of the Author of Document:
4	Position Held:
5	For which Audience is the Document Written?
6	*Document Information (there are many possible ways to answer A-E)* a. List three things that you think are important within the context of this document. b. For what purpose was this document was written? Quote from the document (if possible). c. What evidence in the document helps you understand the relationship between inclusion and/or exclusion and high dropout rates? d. List aspects of the document that tell you about the socio-cultural identities of English literary studies or English education employed in Higher Education. e. Identify any question(s)/ themes(s) in the document/s that you feel is (are) left unanswered.

In this context, the documentary evidence, interviews and classroom observation enabled the researcher to triangulate data to ensure validity and reliability of the findings. Furthermore, these instruments, as already pointed out in Chapter 4, were used to collect data both in English literary studies and English education. In the

English education discipline, only one White female lecturer was interviewed. The researcher had the opportunity to also observe that same lecturer delivering a lecture. Just like in the English literary studies discipline, critical notes were written regarding her pedagogic practices. While the 90 minute tutorial was in progress, possible 2nd year students for the focus group interview were identified. It became difficult because, unlike the students in English literary studies, this particular lecture had no White students. The researcher had no choice but to utilise the following participants: one Black male, one Black female, one Indian male, one Indian female. Unfortunately, the criteria for lecturers: two Black and two White, as originally intended in this study, were not realised. Since there was only one White and one Black lecturer, two other Indian lecturers had to be used as participants. Two lecturers were observed in their tutorials and critical comments were noted in an observation schedule. However, one Indian female lecturer was not observed since she was not a tutor in English education and she had already lectured the group in the first two weeks. However, her interview was analysed as it provided valuable insight into tutor/ lecturer pedagogy. As with English literary studies, documentary evidence such as course packs (which shows course outlines, purpose and outcomes of the course), assignment topics and tutorial questions were collected and analysed to investigate the phenomenon under study.

As this study emerged from Boughey's (2005, 2010) studies which analysed audit reports in five Historically White Universities (HWUs) in South Africa and found that Black students are still excluded in Higher Education Institutions (HEIs), it is the researcher's intention to compare Black students with another race group. Therefore, since there were not sufficient White students, Indian students representative of

gender, and who speak English as a first language, were used. Table 5.1 represents the total composition of students who participated in the study.

Table 5.1: Study participants used in English literary studies and English education

	English literary studies participants		*English education participants*	
Gender	Lecturers/ Tutors	Students	Lecturers/ Tutors	Students
Female	3 White	1 White	1 White	1 Indian
Male	0	1 White	1 Indian	1 Indian
Female	1 Black	1 Black	1 Indian	1 Black
Male	0	1 Black	I Black	1 Black

5.2 Understandings of disciplinary knowledge structures in English literary studies and English education

Lecturers/ tutors were asked to reflect on their understandings of what constitutes their disciplines. Their pedagogic practices are supposed to mediate such understandings. This question, furthermore, is crucial to the study's findings. It enabled the study to ascertain the extent to which lecturers' understandings of their disciplines affected ways in which they constructed pedagogy (teaching, assessment and feedback). It is for this reason that lecturers' understandings proved to be one of the key themes of this study. In conjunction with lecturers' understandings of their disciplines, a group of students in their respective disciplines were asked to also reflect on their own understandings of what knowledge, skills, attitudes and values (KSAV) they hoped to acquire from each discipline. This was done to ascertain congruence between students' understandings of their disciplines and that of their lecturers. To understand how disciplinary knowledge structures in English literary studies and English education inform lecturers'/tutors' pedagogy, the following questions were asked:

1. What, in your understanding, is constitutes or is being studied in your discipline?

2. According to your understanding of the discipline, do you think your module design and pedagogy are shaped by this understanding? Explain.

In relation to the first question, which sought to investigate lecturers' understandings of their discipline, a response by one White female lecturer in English literary studies was:

> I think English [literary] studies is the body of work around the English language…so…from the sort of English classical texts to Shakespeare all the way through to what is to be present day writers like J.M Coetzee…Uhm…I think English [literary] studies is that…it's quite a broad topic…'cause you trying to combinate a history of a language and a literature and a current day understanding of literature as well (Interview, ELS3, p.199).

ELS3's response reflects some aspects of what the discipline hopes to achieve in the first year of study. According to the discipline description in the course outline of English 1 (See Appendix: J):

> English 1 aims to develop students' critical, conceptual and analytical skills by focusing on a wide range of texts in English. Lectures and seminars are based on an interesting mix of material that ranges from fiction to Hollywood film, from poetry to Shakespeare. By the end of the semester you will have developed your ability to read a variety of texts, styles and images, and you will have learnt to think, write and speak critically about the relation of this material to the worlds of work and leisure. Such analytical skills are crucial to success in the Humanities as a whole; they are also crucial once you enter the tough job market (p.228).

The above documentary evidence presents an illustration of what English literary studies is for: "to develop students' critical, conceptual and analytical skills by focusing on a wide range of texts in English" (Course outline English literary studies, p.248). It is corroborated by another tutor's response to the interview question below when she states that,

> For me, uhm…English [literary] studies is uhh…a combination of two things. One is the study of literature basically, any kind of text but also equipping students with the particular skills to uhm…uhh…analyze literature…so it's practical and literary as well (Interview, ELS1, p.193).

In the interview above, the Black female tutor's response, "skills to...analyse literature", is similarly echoed in the course outline. This tutor, similar to other two

tutors interviewed, echoed similar understandings which are in line with the outcomes in the course outline above. The thrust of the discipline is that it hopes to develop students' abilities to "read a variety of texts…think, write and speak critically…to the worlds of work and leisure" (Course outline English literary studies, p.228).

On being asked to reflect on the second question, which was: "According to your understanding of English literary studies, do you think your module design and pedagogy are shaped by this understanding? Explain", all tutors and lecturers in English literary studies responded in the affirmative. For one Black female tutor,

> I think that to a certain extent our module design and pedagogy are. We are giving students as much instruction in both the text and in…uhm…uh…critical skills, analytical skills…so...and in the way that the course is….uhmm…assessed or tested, tests both of those...knowledge of the literature as well as skills in analysing literature (Interview, ELS1, p.193).

Since this tutor stated that she gives students as much instruction in the text and critical and analytical skills, observation was used as a second check to corroborate her claims in the interview. The observation schedule below is a record of what was happening in her classroom:

Figure 5.4: Pedagogic practice of a Black female as reflected in an observation schedule

How are individual lecturer's understandings of English literary studies reflected in tutorial worksheets, explanation of assignment topics and lecture and tutorial pedagogy?

She starts by informing the students about writing conventions required for tests, assignments, exams. She asks at the beginning, "Who's read the play?" to understand at an individual level where students are at. She even takes the initiative to learn students' names. She does not introduce any critical element of teaching into her lesson – basically, she just directs questions to students to check their level of understanding (OBSELS1, p.208).

Unlike what was stated in her interview, this tutor (ELS1), as was observed in her class, was not giving students "as much instruction in both the text and…critical skills [and] analytical skills" (Interview, ELS1, p.193) From observation, this tutor just directs questions from the tutorial worksheets to the students without allowing them to

be involved and critiquing and analysing the play, *Romeo and Juliet*. Another White female tutor similarly claimed,

> At the best of times yes [she laughs]…yes…uhmm…I enjoy what I do, I'm interested in the subject, I'm interested in what I teach, so, therefore, I will prepare for it and…I will encourage students as well…to come prepared…to do the work. I enjoy it; I want them to enjoy it as well. That's the most important part (Interview, ELS2, p.195).

ELS2 stated that she encourages students to do well and wants them to enjoy the text. What is missing, however, is that there is no attempt to theorise the relationship between her understanding of the discipline pedagogic practice and module design. On observing her (ELS2) pedagogic practice in the tutorial, for example, the following was recorded:

Figure 5.5: Pedagogic practice of a White female reflected in an observation schedule

> Seating arrangement: *Linear- students seated next to each other in a line – does not allow for group discussion. As a result, students did not feel free to express their thought and opinions.*
>
> Communication between lecturers and students: *There is communication between lecturer and students. However, this is not a discussion. There should be communication between students; however, this is unseen in the tutorial.*
>
> How are individual lecturer's understandings of English literary studies reflected in tutorial worksheets, explanation of assignment topics and lecture and tutorial pedagogy?
> *Students are assumed to know grammatical conventions, for example, "Identify the oxymoron" and "This is a metaphor, right?"* (OBSELS4, p.211)

The interview with ELS2 and observation of her tutorial shows that what she has stated in her interview does not align with what was observed in her classroom. Taking into consideration that this observation reflects one session, her tutorial pedagogy does not reflect the character and nature of English literary studies as documented in the course outline which states that students should "learn [how] to think, write and speak critically about the relation of this material [*Romeo and Juliet*] to the worlds of work and leisure" (Course outline English Literary Studies, p.228). Achieving this outcome seems unrealistic at this point as, according to the observation schedule, there is no discussion amongst groups as students did not feel free to

express their thoughts and opinions. According to one Black female student, "I just felt today that she was giving us the questions and we were just meant to answer, it was really awkward....I thought it was, you know, supposed to be like an open place, I didn't feel that" (Interview 2, Zama, p.166). The English education discipline, however, presented somewhat different sets of data.

In relation to question one, in the English education discipline, which asked lecturers what their understanding of their discipline was, one response of a White female lecturer was,

> ...Mmmm, and the strange thing is that actually, English education...uhm...it differs from English literature...in a sense that English education is really moving towards an understanding of English but also the application of that English towards a classroom situation (Interview, EE2, p.177).

The lecturer above states that English education "differs from English literature" even though English education, like English literary studies, does include literature. Similar to English literary studies, where the focus is on understanding literature and how language operates in a text, and how to apply that knowledge to critique society, in English education all four lecturers share a similar notion that the focus is not only on "an understanding of English but also the application of that English towards a classroom situation" (Interview, EE2, p.177). According to the specific learning outcomes in the course outline (Course outline English education, p.231), in the first year of the English education major, students will (See Appendix: K):

- ➢ make and negotiate meaning;
- ➢ show critical awareness of language use;
- ➢ respond to the aesthetic, affective, cultural and social values in texts;
- ➢ understand, know and apply language structures and conventions in context;
- ➢ use language for learning;
- ➢ use clear, coherent language to facilitate learning and communication, and;
- ➢ develop academic writing skills;

In English education, students are expected to make and negotiate meaning from language structures and conventions and socially and culturally apply these in a classroom context. In English literary studies, "Lectures and seminars are based on an interesting mix of material that ranges from fiction to Hollywood film, from poetry to Shakespeare" (Course outline English literary studies, p.228) and apply their knowledge to critique society. In English education students will "show critical awareness of language…use language for learning…" and teaching (Course outline English education, p.231) and apply this to a classroom context. However, from a classroom observation of the White female lecturer (EE2) who was interviewed in English education, various discrepancies emerged, as Figure 5.7 shows:

Figure 5.6: Pedagogic practice of a White female lecturer reflected in observation schedule

> How are individual lecturer's understandings of English education reflected in tutorial worksheets, explanation of assignment topics and lecture and tutorial pedagogy?
>
> *Similar to her interview, the lecturer did in her lecture, move towards an understanding of English, but, unlike as stated in her interview and the outcomes of this course, she did not focus on the application of English towards a classroom situation. Assignment topics were not discussed. The entire lecture was focused entirely on the disciplinary content knowledge of Bessie Head's autobiography* (OBSEE2, p.213).

Lecturer EE2 claimed in her interview that English education includes the application of English towards a classroom situation; however, during this one session, her lecture pedagogy did not reflect this as her entire lecture was based on the content of Bessie Head's autobiography. Students were merely sitting and listening to the lecture, without getting actively involved. For one Indian male student, it was "the teacher-centred approach in the lecture that was happening today…and I think we have to be like the centre of our learning, we have to say more than what the lecturer is saying" (Interview 2, Brendan, p.152). On being asked to reflect on the second question, which was in line with their understanding of English education, lecturers were asked if they believed they were fulfilling the outcomes and requirements of English

education. All lecturers and tutors very confidently agreed they had. One Indian male tutor, however, was quite distressed when answering this question:

> **EE4:** Yes…my…my…uh…this question is a bit pre-emptive because…and, and not pre-emptive because I have been tutoring other people's uh…two other tutors have drawn up the coursework and…uh…and the programme. Of course, I am saying if I had done these things, perhaps I would have done it differently. But because we are doing this as a new module, uh…I think as a coordinator of this module…uh….there has to be now the cross-pollination of ideas, uh…there's a bit too much of isolationism over here.
>
> **K-A:** Yeah…
>
> **EE4:** And which becomes…uh…apparently sudden disasters, okay. But I think we can alleviate that, because, we are in fluid, flux, the situation is flux, the idea is…is not to condemn uh…people but to uh…get together and uh…have this engagement and sharing of ideas, so uh…I, I think I have more than met the uh…outcomes and expectations of uh…the…the course so far…And I'm looking very enthusiastically to teaching my own part of the module, "short stories from around the world", uh…which I believe will be very uh…productive and uh…incisive and intellectually focused lesson and uh, we can also be entertained, as we spoke about learning through a pleasure principal…I think uh…yes…uh I ….anticipate and uh, look forward to that kind of engagement with the class (Interview, EE4, p.188).

About fifteen minutes before his tutorial, a lecturer handed over to this tutor a short story he had never read before. In the interview, the lecturer voiced his concerns about the poor organisation of English education in the 1st year of the major and how he was unprepared when he went into the classroom as he had never read the short story he was about to teach. The following critical observatory notes were recorded observing his tutorial:

Figure 5.7: Pedagogic practice of an Indian male reflected in the observation schedule

> How are individual lecturer's understandings of English education reflected in tutorial worksheets, explanation of assignment topics and lecture and tutorial pedagogy?
>
> *Tutor tries to give space to students to participate in class, for example, reading texts, answering questions on, "what is communicative competence?" All students are given an equal opportunity to participate. However, there was hardly any focus on the short story they were supposed to be reading as the tutor was unprepared. Assignment topics and exams were not discussed in this tutorial* (OBSEE3, p.214).

From the observation schedule, it can be argued that students are excluded from the disciplinary discourses when lecturers go unprepared into the classroom. If lecturers

are unprepared in the classroom, most students, especially those who speak English as an additional or second language, will be unprepared for their assignments, tests and exams, and this will have a negative impact on students' performances in their English disciplines.

5.2.1 On understanding social inclusion and exclusion: Looking at underlying structures and mechanisms at play

The previous section presented pertinent data collected in the English literary studies and English education disciplines. The data focused primarily on how disciplinary knowledge structures in these disciplines inform pedagogic practice. In this section, the data will be critically evaluated to expose underlying causal structures and mechanisms at play at the UKZN to understand the phenomenon under study: social inclusion and exclusion. In this section, data collected from both disciplines will be critically interpreted with reference to the conceptual understandings which will enlighten the reader on social inclusion and exclusion.

The structural component of Archer's (1995, 1996) social-realist theory and the empirical element of Bhaskar's (1979) critical realist theory work hand in hand to understand what are the disciplinary knowledge structures which inform pedagogic practices in these respective disciplines. Since the research design in this study is phenomenology, lecturers' voices on disciplinary knowledge provided an important insight into an understanding of social inclusion and exclusion in Higher Education. As has been presented in the previous section, classroom observations and an analysis of documentary evidence were conducted concurrently to check if what lecturers had stated in their interviews were in line with what was happening in the classroom. The documentary evidence analysed through the document analysis schedule (Figure 5.3)

links with the 'empirical' and the 'actual' aspect of Critical Realism, as illustrated in

Figure 5.8 below:

Figure 5.8: Bhaskar's (1979) domains of realism

	Empirical	Actual	Real
Experience	✓		
Event	✓	✓	
Mechanism	✓	✓	✓

In Figure 5.8, the 'empirical' and 'actual' elements of Bhaskar's Critical Realism

(1978) from the documentary evidence have elicited data such as experiences,

discourses, ideologies and underlying structures, events and mechanisms which are at

play in English literary studies and English education disciplines. By means of

interviews, documentary evidence and observation schedules, the researcher focused

on critically understanding the following in both disciplines:

> ➢ What is being studied?
> ➢ How is it studied?
> ➢ What strategies are used to make explicit and to validate what counts as knowledge in each discipline?

During data collection, lectures in English literary studies were on *Romeo and Juliet.*

During an interview, one White female lecturer stated:

> Well, I teach *Romeo and Juliet* to first years at the moment…so what we've done is we're trying to introduce students to one of the greatest writers of the English language which is Shakespeare and I think you really can't study English literary studies without studying Shakespeare. …because he's a master of his craft and…he's a huge part of the history but I think we're trying to make it a little bit more modern, a little bit more fun and …uhm…and make students realise that it works on a universal level as well…that it's not just something that happened in Elizabethan England, that Shakespeare's themes are relevant today…which is the reason we still choose to study them (Interview, ELS3, p.199).

The lecturer states that she tries to make Shakespeare accessible to all students since

she argues that his work is a "huge part of the history" (p.199). During an observation

of this lecturer, the following critical comments were noted about her pedagogic

practices on disciplinary knowledge structures in English literary studies:

Figure 5.9: Pedagogic practice of a lecturer pedagogy of a White female reflected in the observation schedule

> How are individual lecturer's understandings of English literary studies reflected in tutorial worksheets, explanation of assignment topics and lecture and tutorial pedagogy?
>
> *She summarises the entire "Romeo and Juliet" on power point presentation. In the lecture, she uses mostly explanation to conduct her lecture with herself dominating the discussion. The lecturer tries to accommodate all students in the questioning techniques used. She interacts with students before and after lectures to check where they are at. Tutorial questions reflect a practical understanding of Shakespeare, for example, "How would you feel...."* (OBSELS3, p.210).

Students were taught the disciplinary knowledge by means of a power point presentation on *Romeo and Juliet*. Students were told that the power point presentation would be emailed to them. From the observation schedule above, it was noted that the lecturer mostly used a teacher-centred approach to lecture students. However, she tried to use a variety of questioning techniques to include students. One White male student stated in a focus group interview: "I suppose we could like use diagrams and stuff when she's teaching…so we could understand what she's talking about…" while one Black male student interestingly argued: "I don't relate at all" to the content and "It's not relevant to me at all" (Interview 2, Toto, pp. 166-167). One may argue, from this data, that students may be excluded based on what they are learning. The language of legitimation of English literary studies "places different strengths of boundaries around and control over the definitions of, on the one hand, what can be claimed knowledge, and, on the other, who can claim knowledge" (Maton, 2000, p.155). The document analysis schedule in Figure 5.11 illustrates the critical element of the 'empirical' in the English literary studies classroom, as the tutorial questions show us the social location of these questions to that of the students (Bhaskar, 1979):

Figure 5.10: Tutorial questions in English literary studies (See Appendix: L)

Tutorial Worksheet 1

1.1 What information can you extract from the prologue?
1.2 Where is the action taking place?
1.6 Look at the form of the prologue. See if you can identify a pattern to the rhyme. Can you name this kind of poem?
2.1 What does the quarrel between the servants show?
2.3 Look for: oxymorons, metaphors, the gist of the dialogue

Tutorial Worksheet 2

2.1 What figure of speech runs through both Romeo and Juliet's comments?
2. What is the effect of the extended metaphor? What does it tell us about the love that Romeo professes? (p.232)

Figure 5.11: Document analysis schedule critiquing tutorial questions in English literary studies with regard to disciplinary knowledge.

Type of Document: *Tutorial questions*
b. For what purpose was this document written? Quote from the document (if possible).   *To test students understanding of the text and to prepare them for the exam, for example, "What information can you extract from the prologue?"*   c. What evidence in the document helps you understand the relationship between inclusion and/or exclusion and high dropout rates?   *There is an assumption that all students can infer from the text, for example, "what does the quarrel between the servants show?" Further, all students are taught as if they were all on the same level: "Look for oxymorons, metaphors, the gist of the dialogue". However, questioning techniques try to include students, "What information can you extract from the prologue?"*   (DASELS1, p.216)

From the tutorial worksheet, students are expected to know language conventions that were not spoken of in the lecture, for example, extended metaphor, figures of speech and types of poems. All students come with their own history and social location and are expected to come with the linguistic and cultural capital to understand and answer these questions (Bhaskar, 1979; Bourdieu, 1988).

In the English education classroom, students were studying South African short stories. One interesting response from a Black male student was:

> Ya what I can say is that uh, Bessie Head and Gordimer they, they, they are representing where we come from as, as South Africans…basically, as you can see that, their stories are based on the struggle that we faced during the apartheid

time, so what happened is that they are viewing to us what was happening by that time and how we can try to rectify such imbalances that happened during the apartheid (Interview 1, Themba, p.155).

What is interesting is that, according to the interview above, Themba found learning about Bessie Head's autobiography beneficial as she is "representing where we come from as South Africans" (Interview 1, p.155). However, with *Romeo and Juliet* in English literary studies, a Black student confessed that he did "not relate at all" (Interview 2, Toto, p.166). The 'agentic' element of Social Realism and the 'actual' element of Critical Realism went hand in hand during a classroom observation of one Black male tutor (EE1):

Figure 5.12: Pedagogic practice of a Black male reflected in the observation schedule

> How are individual lecturer's understandings of English education reflected in tutorial worksheets, explanation of assignment topics and lecture and tutorial pedagogy?
>
> *The tutor asks the students, "How do you feel about the activities you just presented?" This gives learners a sense of being included in the tutorial. He talks to all students as a "group" and not as individuals. It is evident that there are some Black students who are "in the dark" but this goes ignored. The tutor is aware of the purpose of English being in the education field and he tailors the tutorial as such* (OBSEE1, p.212).

The classroom observation in English education reveals an inclusive tutorial pedagogy which attempts to include all students but, it can be argued, that disciplinary knowledge is studied by the domination of the lecturers who are regarded as the agents and knowers since they possess the cultural and linguistic capital (Bourdieu, 1988; Maton, 2000; Archer, 1996). From the observation schedule in Figure 5.12, it can be argued that many Black students, those "in the dark", are still excluded in terms of the content knowledge they are "supposed" to be equipped with and which is illuminated in Figure 5.13.

Figure 5.13: Tutorial questions from English education (See Appendix: M)

Tutorial 3

For this tutorial, please read:
- ➢ The article in your previous pack by Bal Ram Adhikari
- ➢ The glossary in this pack
- ➢ Three more short stories of your choice from the Anthology "No place like"

Activity: Themes in Southern African Women's Writing
In groups of 3 or 4 students, brainstorm together on all the themes that were raised in your reading so far: produce a group mind map using any visual representation of the themes.

Now, refer back to the reading to Bal Ram Adhikari.

Develop either a pre-reading, reading, or post reading activity, using one of the stories in the Anthology that has not been discussed in class.

In the second half of your tutorial, present your activities to the rest of the class. You will be assessed by the class on whether you have achieved your intended outcome (p.237).

Figure 5.14: Document analysis schedule of tutorial questions employed in English education

Type of Document: *Tutorial questions*
b. For what purpose was this document was written? Quote from the document (if possible).
- To get students to check their understanding
- To check if all students are on a similar level, "produce a group mind map on the themes of the reading"
- To prepare them for a classroom situation
d. List aspects of the document that tell you about the socio-cultural identities of English education. *The document assumes that all students are able to pick up what a 'theme' is. Many students are "in the dark" probably because they don't understand certain words because English is not their mother tongue* (DASEE1, p.218).

Similar to the classroom observations, from the document analysis schedule of tutorial questions in English education (Figure 5.14) and English literary studies (Figure 5.11), it may be argued that these disciplines construct pedagogic discourse as an external power relation, where the main concern should be the voices that are silenced by pedagogic discourse. As Bernstein (1990) puts it:

> It is often considered that the voice of the working class is the absent voice of pedagogic discourse, but…what is absent from pedagogic discourse is its own voice…It is as if the specialized discourse of education is only a voice through which others speak (pp. 165-166).

5.2.2 Digging deeper: The exclusionary impact of disciplinary knowledge on pedagogic practice

The discussion so far seems to suggest that lecturers from both disciplines knew what their disciplinary focuses were. However from data yielded through interviews with student participants, classroom observations of lecturers, and an analysis of test, assignment and tutorial questions, it appears that what most lecturers initially stated was not in line with what they 'actually' did in the classroom. It seems as though disciplinary knowledge structures, according to the tutorial questions and content being learnt in the two English disciplines, exclude students who do not have access to cultural and linguistic capital (Bourdieu, 1988). Data concerning different understandings of disciplinary knowledge from the two disciplines will now be discussed.

During the interviews with lecturers from English literary studies, two lecturers' stated that literature is a means to an end: the acquisition of critical thinking skills for the job market. However, only two participants out of four mentioned the need to inculcate some element of critical and analytical thinking into their teaching. From classroom observations of these two participants, there was no attention paid to developing students' cognitive abilities by means of higher order questions to inculcate critical thinking skills. Tutors simply directed questions to students from the tutorial worksheet, and the students in turn just answered in a linear fashion. Figure 5.15 shows how one White female tutor's (ELS2) tutorial pedagogy excluded students during a classroom observation by not encouraging all students to speak:

Figure 5.15: Observation of one White female tutor in English literary studies

Communication between lecturers and students:
Students are communicating with tutor and tutor is responsible for facilitating that discussion. Many students, mainly Black students, do not communicate, they just sit and listen. Only the White students are confident enough to answer questions and interact in class. The White students offered long detailed comments and were able to substantiate their answers.

How are individual lecturer's understandings of English literary studies reflected in tutorial worksheets, explanation of assignment topics and lecture and tutorial pedagogy?
The tutor did not facilitate a discussion amongst students themselves; therefore, some students were excluded in the lecturer-student discussion. The tutor believes that English literary studies is "for the whole part" literature and this is reflected in tutorials as the play was not adapted to their own lives or shown how it is relevant for students (OSBELS2, p.210)

Similar to the observation schedule depicted above, most lecturers/ tutors seemed to be concerned with the literature that was being taught without any focus on who they were lecturing or tutoring. What was interesting is that it was only the White students who participated by answering questions in the tutorial above, while the Black students remained silenced. An analysis of documentary evidence in the form of the test question given is illustrated in Figure 5.16. It must be noted that all students had to write on the same topic as they were not given an alternative question to answer.

Figure 5.16: Test questions for *Romeo and Juliet* in English literary studies (See Appendix: P)

English 102: Test on *Romeo and Juliet*

Wednesday 17 August 2011

Write a short essay on the question below. Your essay should consist of a minimum four paragraphs:

> ➢ Introduction
> ➢ Two supporting paragraphs, in which you support or illustrate your argument by reference to the play
> ➢ Conclusion

Read the passage below carefully. In a short essay, consider whether in this passage (I.i.176-224) Romeo demonstrates just how fickle, shallow and impulsive he is so that we then distrust his protestations of love for Juliet (p.240).

Figure 5.17: Document analysis of test questions in English literary studies

Type of Document: *Romeo and Juliet test questions*
b. For what purpose was this document was written? Quote from the document (if possible). - *Test students understanding of the text, "support or illustrate your answer by reference to the play"* c. What evidence in the document helps you understand the relationship between inclusion and/ or exclusion? *Tutorial questions do not prepare students for assignment question. Students are all expected to understand the words, "fickle, shallow and impulsive". If students, especially students whose mother tongue is not English, cannot infer meaning from this, they will be excluded and may fail the essay* (DASEE2, p.219).

It can be argued that students are not prepared in their tutorials and lectures to answer their tests or assignments since tutorial questions (See Figure 5.10) are not helpful in preparing and enhancing students essay writing abilities. What is interesting is that one Black female student mentioned in a focus group interview that she would like to learn how to write "essays and like formal letters" (Interview 2, Zama, p.160) skills in English literary studies. However, students are assumed to know this from previous knowledge as they are not taught how to write an essay in English literary studies since one white female tutor (ELS2) stated,

> I come across students who want to register for this subject and...it's sad...well, not sad, but I mean, they can't ask me properly what to do, and I think how are you going to do this course because I mean, this is not to im.…it is to improve language and reading skills…but if you're struggling with the language then its not the subject that the student needs to do (Interview, ELS2, p.197).

The interview above indicates that students who are "struggling with the [English] language" (those students who have difficulty in reading, speaking and writing in English) should not do English literary studies as they will be excluded if they cannot conform to the language of legitimation (Maton, 2000). It may be argued that a lack of English proficiency may be a contributing factor to social exclusion in Higher education. Bernstein (1990, p.164) correctly states that discourses of education work to reproduce external social relations of power such as social class, race and gender. From observations of tutorials, Black students who did not know what a figure of

speech was remained silenced and did not participate as these language conventions were not covered during the lecture and were not part of their prior knowledge. Most White and some Indian students who were from affluent schools and homes were able to speak out and, in the process, silence others. According to the observation schedule of a tutorial (Figure 5.15), Black students remained silenced in class while the White students dominated the tutorial. The White students were very confident when they spoke and they tended to provide long comments and were able to substantiate them. The Black students merely listened, took down notes and remained silent. Those White students who are included in class are those that have, in Bourdieu's (1988) words, access to the linguistic and cultural capital that is a prerequisite to succeed in Higher Education. Their marginalised counterparts (Black students) will continue to be excluded from the "languages of legitimation" (Maton, 2000, p.155).

One tutor stated that she "tend[s] to mirror the way in which [she] was tutored just because those people were (laughing) more experienced than [she] was" (Interview, ELS1, p.193). Pedagogic practices, it is argued, should shift over time and should not be mirrored. For Archer (1996), pedagogic practice falls within the structural element which has a ripple effect on the cultural component (our beliefs, attitudes, ideologies, etc.) of Social Realism. Archer (1996) argues that structures (pedagogical practices) can evolve, cultures can shift, agents (lecturers) can exercise agency or fail to do so. A lack of this knowledge deems many students as being labelled as 'unprepared' for university education (Boughey, 2010).

In English education, three of the lecturers and tutors were of the view that their discipline is constituted of disciplinary content and since it is a teaching degree, the

application of that content to a classroom situation. However, one tutor argued that English education comprises of purely "intellectual, academic intervention" (Interview, EE4, p.187), without reference to the application of the disciplinary knowledge to a classroom situation. He claimed that a classroom is supposed to be "a democratised classroom" (Intreview, EE4, p.187). However, tutor EE4, according to Figure 5.18, still dominated the classroom and appeared to deliver a lecture in a tutorial.

Figure 5.18: Observation schedule of an Indian male tutor in English education

Who dominates tutorial discussions?
The tutor dominates discussion; his voice dominates the students in that they are only reading and answering questions which he is predominantly over-shadowing. Students are not given a chance in discussing what they have read as a group. Students are only given 10 minutes to discuss in their groups even though the tutorial is one-and-a-half hours long (OBSEE3, p.214)

He mentioned that there was a "one-way communication" (Interview, EE4, p.188) during his days in his tertiary studies. From the interview and observation above, it is clear that he predominantly lectures similarly to when he was lectured to since he "dominates discussion" (OBSEE3, p.214). One White female lecturer delivered a 90 minute lecture with no reference to "application" as she claimed to practice in her interview (Interview, EE2, p.177). The lecture was very content-orientated as was observed (in Figure 5.19) and students' voices were kept to the minimum.

Figure 5.19: Observation schedule of a White female lecturer in English education

Communication between lecturer and students:
Very little communication between lecturer and students. She assumes that all students know, for example, "can you see?" Furthermore, there is an assumption that all students are aware of the story, "The three little pigs". Only the Indian students who had background knowledge on reading participated and understood while most Black students sat quietly listening (OBSEE2, p.213).

The above observation indicates that there was very little communication between the lecturer and students. If students do not become involved in the learning process, it can be argued that they will lose attention and become bored. According to one

student in the focus group interview, "as you witnessed today, it's just one person passing on the knowledge…it's actually quite boring…look, I fell off to sleep twice" (Interview 1, Brendan, p.152). As a result, the manner in which lecturers construct their lessons and language impacts on the social inclusion and exclusion of students in the classroom. Since, according to Boughey (2010) and Scott *et al.* (2007), it is mostly Black students that are the ones who are affected negatively in the learning process, it is now therefore necessary to hear the voices of the previously marginalised students. A comparison of Black and White students was created to discern whether inequality persists in the English disciplines of the UKZN. Table 5.2 summarises concisely the data yielded from English literary studies and English education regarding what Knowledge, Skills, Attitudes and Values (KSAV) students hoped to learn from their respective disciplines.

Table 5.2: Table showing comparison of what students hope to learn in their disciplines

Student	English literary studies	Student	English education
Toto	No comment	*Themba*	"finding the knowledge about literatures…how they are different and also applying it to them"
Zama	"essays and like formal letters and things that you need to apply for jobs and stuff like that"	*Mbali*	"understand…the writers…pass that on to my learners"
Bob	"grammar and stuff"	*Brendan*	"knowledge that I will be able to pass on to my learners"
Anna	"writing skills…being able to construct paragraphs properly"	*Nicole*	"learn how to develop the skills in order for us to pass on what we learn to other people"

What is disconcerting from Table 5.2 is that none of the students from English literary studies mentioned acquiring critical thinking skills through learning literature, as fore-grounded by lecturers and course outlines. Most of the students hoped to acquire skills in language that, according to the description of outcomes in the course outline (Course outline English literary studies, p.228), falls out of the scope of English literary studies: writing skills, grammar and the writing of formal letters. Students in

this discipline are expected to come with this prior knowledge to be granted custodianship into the legitimation of the discipline (Maton, 2000). Arguably, all students are equally positioned in relation to the educational knowledge and practices of the field as they were given the same test to write (See Figure 5.16) and the assumption of lecturers/ tutors is that everyone is capable of constructing knowledge if they conform to extra-personal practices (Bourdieu, 1988; Maton, 2000). In English literary studies, all students are erroneously equally positioned and they are all viewed as having the potential to do well. One White female lecturer puts it aptly:

> …we're available…I mean, I'm available after lectures…so I know…if you have…I think it's up to the students to come and ask the questions and that's I think a bit of a stuck, often students don't take the initiative…to work out what the issues are (Interview, ELS3, p.202).

Shakespeare's *Romeo and Juliet* is written in a language that arguably favours a select few students who can read, understand and interpret it. What is worrying is, how students who do not speak English as their mother tongue, and who have difficulty with the language, cope with reading, understanding and interpreting a language which is not known to them. According to one Black male student, "I didn't acquire anything [in *Romeo and Juliet*] to be brutally honest" (Interview 2, Toto, p.161). The module outcomes (Figure 5.4) and this response, it can be argued, show that educational knowledge is not only an indication of power relations and hegemony, but involves "more or less epistemologically powerful claims to truth" (Maton, 2000, p.150).

With reference to Table 5.2, students are taught English education which claims to focus on disciplinary content knowledge and the application of that knowledge to a practical classroom situation (Course outline English education, p.232). All of the

students mentioned that they wanted to learn subject content, but emphasised strongly the need to pass it on to their learners. On observation of two tutorials and one lecture, only one lecturer managed to teach both the content and application to students in an inclusive, open manner. Even though the classroom is claimed to be "democratised" (Interview, EE4, p.187), most lecturers are still intellectually oppressing some students without giving them agency (Archer, 1996) to be active in the classroom. The pedagogic practices of lecturers will affect the next morphogenetic cycle at T^4 , as discussed in Chapter 3, which will provide the next set of agents with a "constraining context within which to operate" (Vorster, 2010, p.38). This social conflict between the lecturer and students will thus be replicated over and over again until space is allowed for social integration in T^2-T^3.

On being asked whether the students of English education acquired any of the KSAV that are presented in Table 5.2, all students agreed they had. According to one Black male student, "Ya, so far, I can say so… 'cause I wasn't exposed to such knowledge that we're doing currently. So now, I think I'm acquiring all such knowledge and skills about literature" (Interview 1, Themba, p.159). However, none of the students mentioned learning the practical application of their skills to a classroom situation that lecturers had mentioned. The test on short stories (Figure 5.20) which was analysed through a document analysis schedule is presented in Figure 5.21.

Figure 5.20: Test on short stories in English education (See Appendix: N)

> **English Major 220 Test**
> For this test, you may refer to your course pack and the reading therein as well as your class notes
> **Questions:** All questions are based on "The Necklace" by Guy De Maupassant. Answer in complete sentences.
>
> **The Story**
> 1. Where is the climax in the story and why do you consider it to be the turning point of the story?
> 2. Identify two types of conflict found in the story and provide examples to illustrate your answer.
> 4.1 Who is the protagonist in the story?
> 4.3 Is the protagonist convincing? Give two reasons for your answer.
> 5. Describe the social conditions revealed in the story.
>
> **Teaching the story**
> 8. Identify two reasons why short stories are useful in the English classroom.
> 9. For which grade would this story be most appropriate? Why?
> 10. If you were teaching this story in an English classroom, discuss:
> 10.1 What pre-reading activity you would use and why
> 10.2 What while-reading activity you would use and why
> 10.3 What post-reading activity you would use and why   (p.239)

Figure 5.21: Document analysis schedule of English education test

Type of Document: *Test short story (The Necklace)*
b. For what purpose was this document was written? Quote from the document (if possible). *- To test students understanding on the disciplinary knowledge but also applying that knowledge to a more practical situation.*
c. What evidence in the document helps you understand the relationship between inclusion and/ or exclusion? *Students were allowed to use their course packs, class notes and readings when writing the test 0 in this sense, all students were given a fair opportunity to be included. Some students whose mother tongue is not English, however, may still find some words difficult and may find it difficult to provide reasons for their answers* (DASEE3, p.221).

The test, unlike the lecture and tutorials, did attempt to include both aspects of

literature and application, however, for one Black male student:

> …there were questions that were based on how we, you teach the short, the short story and also, they were, like they asked which activity would you do, why would you do such a activity so you had to substantiate your answer…it was easy but you have to substantiate your answer (Interview 1, Themba, p.158).

From the interview, Themba had a problem with substantiating his answer because it

may be argued that English is not his mother tongue (Letseka, 2007; Mgqwashu, 2006,

2007) since he stated in his interview, "It [the test] was easy but you have to substantiate your answer". The assignment question which followed the test is depicted in the figure below.

Figure 5.22: Assignment question for English education on short stories (See Appendix: O)

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Assignment question – English education

Task: Assignment: Southern African Short Stories (essay)

"Short story writers see by the light of the flash," says author and Nobel Laureate Nadine Gordimer. "Theirs is the art of the only thing that one can be sure of—the present moment." Virtually all of Gordimer's works deal with themes of love and politics, particularly concerning race in South Africa. Always questioning power relations and truth, Gordimer tells stories of ordinary people, revealing moral ambiguities and choices. Her characterization is nuanced, revealed more through the choices her characters make than through their claimed identities and beliefs.

Referring to Bessie Head's A Collector of Treasures and Farida Karodia's Crossmatch, write an essay of at least 4 pages, arguing how the authors construct their narratives and their characters to deal with the issues of:

Group 1: Identity and Truth
Group 2: Power relations
Group 3: Choices and consequences   (p.240)

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Figure 5.23: Document analysis schedule of the assignment topic for English education

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c. What evidence in the document helps you understand the relationship between inclusion and/or exclusion?
The assignment topics are based on disciplinary content with no reference to application of content to a context. Furthermore, each group is only given one assignment topic, if students do not understand it - they will be excluded and may even fail.

d. List aspects of the document that tell you about the socio-cultural identities of English education employed in Higher Education.
English education, according to the outcomes in the course outline, is supposed to allow students to "understand, know and apply language structures and conventions in context". However, the assignment topic did not enable students to apply knowledge in a classroom context (DASEE2, p.220).

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The assignment topic, unlike the test, did not allow for students to apply their knowledge in context. Furthermore, many students may be excluded since, like in English literary studies, they were not given a choice on the topic they would write about. Students in English education are assumed to have the knowledge base of Nadine Gordimer and her short story "A collector of treasures" and this knowledge

was made available to students in the lectures. All students, furthermore, are assumed to have academic writing skills to construct an argument in the form of an essay, for example, one Black male tutor states that:

> …Ya with the ability to access information and the ability to express themselves…within the expected..uhm..norms of…academia, so it's academic discourse, academic discourse, academic discourse…both in spoken and written…language…….however, we try to accommodate all types of students so we'd have a question that would be a bit relevant for the highly gifted students and questions that would cater for those who are not necessarily so …and …it's, it's, it's a mix, it's a mixture of the two, and at the same time we make sure we do not compromise our standards (Interview, EE1, p.174).

From the interview above, it is clear that all students are expected to know the "norms of…academia" which includes the ability to write "academic discourse" (Interview, p.174). According to the assignment topic in Figure 5.22, it is clear that this tutor is mistaken when he mentions that the discipline attempts to accommodate the "highly gifted student" and "those who are not necessarily so" through different questioning techniques, since there is only one assignment topic which all students answer.

5.3 Conceptions of disciplinary identity and its impact on pedagogic practice

Lecturers' conceptions of disciplinary identity often influence the construction and practice of pedagogy, ideologies in the classroom and aims and focus of the pedagogic interactions and practices. To understand how disciplinary identity impacts on the pedagogic practices of lecturers, participants were asked the following question:

> ➢ How do you construct pedagogy to facilitate the KSAV of English literary studies or English education to include all students?

To further understand the disciplinary identities in these disciplines, observations of tutorial pedagogy and documentary evidence were useful. In response to the above question, one White lecturer in English literary studies noted that for her,

> …it's not so much the text that you are studying but that you are able to engage yourself in, in such a way that you can analyse it and work with it, even if it's

unfamiliar to you and so, for me, it really doesn't matter what the subject matter is, as long as you're doing it to think and critically engage with…the world, as especially with other peoples opinions, I think higher education…allows…allows it to be exposed to a wide range of opinions, it might not be the same as your own and that's where the value lies (Interview, ELS3, pp.199-200).

The above interview with a White female lecturer (ELS3) reflects the nature of her thinking about her disciplinary identity. For her, it's not about the text being studied, for example, *Romeo and Juliet*, but it's about thinking and critically engaging with a text even if the subject matter is unfamiliar. This data suggests that even if English is not a student's mother tongue, they should still be able to critically engage with a text, the world and people's opinions. This seems to be the identity of the English literary studies discipline. The following observation schedule, for example, reflects how disciplinary identity impacts on this lecturer's pedagogic practices to include and/or exclude students.

Figure 5.24: Observation schedule of a White female lecturer in English literary studies

Final analysis of inclusion and/ or exclusion:
During lectures, the lecturer dominates discussion and during this time she physically teaches/ lectures the literature. It is not possible to see if all students are on the same level since the lecture does not allow for that. The lecturer takes for granted that all students have acquired grammaticality during schooling years. Shakespeare is not accessible to all students- some students, mostly Black students, by the look of their faces, seemed confused when she read the Shakespearean language, but were thereafter eased when she explained it in simpler English terms to include all students (OBSELS3, p.211).

In line with her interview, lecturer ELS3 tried to make Shakespearean language, which is inaccessible to some students, accessible to all students by breaking it down and explaining it in simpler English. In this way she tries to engage students with text so that they will be able to interpret and critique it on their own, which will prepare them for their test and final exam. Similar to this lecturer, another White female tutor similarly echoed, "Well…there are various parts to English…there's language, there's literature…. (Deep breath)…but for me, it's about critical thinking. English literary studies…well, the subject that I tutor, is to develop students' thinking abilities"

(Interview, ELS2, p.195). For ELS2, like the White female lecturer (ELS3), English literary studies is not just about literature, it's about developing critical thinking skills in students. However, towards the end of the interview, this tutor exposed the nature of her thinking of her disciplinary identity:

> I treat everybody equally, and I want everybody to discuss and I'd love to ask each one a question, but they don't like that, they don't want to be cornered, they don't want to be put on the spot…I don't want to make them feel afraid…so …whoever comments, comments, whoever speaks, speaks, whoever doesn't? Whoever keeps quiet sits in the corner… (long pause...thinking..) …well I can't do anything about that (Interview, ELS2, p.198).

In her interview, ELS2 stated that English literary studies is about developing students critical thinking abilities. However, unlike the previous White female lecturer (ELS3) who attempts to include and make the text accessible to all students, for this tutor "whoever comments, comments, whoever speaks, speaks" since she cannot "do anything about that" (Interview, p.198). This tutor is not willing to make a change in the system. According to Archer (1996), whose social realist theory is based upon social transformation of individuals, this tutor will continue to replicate social conflict in the next morphogenetic cycle. A somewhat different set of data was presented in the English education discipline, which will now be discussed.

The disciplinary identity of English education differs significantly from English literary studies in that for one Indian male tutor in English education,

> It varies a broad range of genres and uh…the thing is uh…it is the ability for knowledge to transform the individual, to internalise the knowledge, to look at the lived experiences of actors and actants in the text and in the media scenario or whatever the medium may be and uh…to make conclusions that uh…we would be enabling or nurturing for uh…a better self, selfhood, uh…. For a better society, and uh… to conduct yourself with uh….moral authority, great humanism, uh…great insight and intelligence, uh…to be nurturing uh…to our students, to get them uh….to be the best possible persons they can be (Interview, EE4, p.187).

English education varies across different genres where knowledge should ultimately positively transform the individual at the next morphogenetic cycle (Archer, 1996). For this tutor, the disciplinary identity of English education works to transform individuals "for a better society" (Interview, EE4, p.187). This tutor's nature of thinking about his disciplinary identity revealed the following in an interview:

> When Confucius asked, "What's the good family?", and he replied, "The father should be the father, the mother should be the mother, the daughter should be the daughter and the son should be the son". That's very simplistic – overtly but if you look into it with a deeper intellectual lens, you'll find there's great essence and there's great significance in that- so we transpose that to the education system and say- the teacher should be the teacher and the student should be the student (Interview, EE4, p.189).

In English education, the lecturer/ tutor should be the lecturer/ tutor and the student should be the student. This is in line with Archer's (1996) cultural element of Social Realism which focuses on our ideologies, beliefs and attitudes and ways of being. We can infer from this that during lectures, it is the lecturer's time to lecture and during tutorials, the tutor guides and facilitates student participation.

However, what emerged from the tutorial with this tutor seemed contradictory to what he stated.

Figure 5.25: Observation schedule of an Indian male tutor in English education

Who dominates tutorial discussion?
The tutor dominates the discussion. His voice dominates the students in that they are only reading and answering questions which he is predominantly over-shadowing. Students are not given a chance for discussing what they have read. Students are given 10 minutes to discuss and dominate while the tutorial is 1 ½ hours long (OBSEE3, p.214).

During tutorial time, the tutor dominated discussion whereas he was supposed to be facilitating students by encouraging discussion amongst them. In line with Confucius' thinking above, the tutor is supposed to be the tutor. However, in this case the tutor was the lecturer. What was interesting about the disciplinary identity of English

education was one Black male tutor's line of thinking, "As much as we would like to, to have many students in our discipline, we have gate-keeping to do as well, so we try to have stringent gate-keeping measures and unfortunately some students fall through the cracks" (Interview, EE1, p.175). The 'gatekeeping' measures that is spoken about is further elaborated in an interview with an Indian female lecturer who stated,

> We now have an entry level for English, which some people see as elitist but I think it just makes a lot of sense because it prevents the frustration, it's…you know…it is English so we have to watch the English that is used in the, you know, as opposed to Maths or Science or something where you don't necessarily have to worry about grammar. And so we have a 65% entry or two 60s and….it's made a huge difference, students are finding it a lot, a lot easier now (Interview, EE3, p.184).

The above interviews reveal that English education is not for all students. The students that "fall through the cracks" (Interview, EE1, p.175), it may be argued, are mostly students who do not speak English as their mother tongue. These students have to work very hard to succeed or they will be left behind while those with the linguistic capital move forward.

5.3.1 Cracks in the system: Disciplinary identity in English literary studies and English education

It must be noted that in English literary studies, English is taught as an art where, ultimately, students will graduate with a Bachelor of Arts degree. According to Mgqwashu (2007, p. 38), English literary studies analyses "ways in which language in literary, oral, and visual texts, as well as in media and popular culture, is used to construct meanings about individual and group identities". In English education, students expected to be taught the disciplinary content of English but also, how to teach English in a classroom situation. In this discipline, students will graduate with a Bachelor of Education degree. On comparing the two disciplines in the context of this study, it appeared that the critical element of English in English literary studies and

the methodology and application of English in English education seemed to be almost completely absent in terms of tutorial questions and lecture and tutorial pedagogy.

On observation of the assignment topics and test questions that students received (See Appendices N and O), it seems as if all questions were similarly set to accommodate one type of student: the one who is culturally and linguistically 'prepared' for Higher Education. Even though one lecturer noted that she uses a language that is accessible to all students, visual tools (in the form of powerpoint presentations) and she often explains difficult words to include all students, two Black students in English literary studies disagreed since they argue, "there's a big gap between when you come out from high school and when you come here…it's quite a big gap" (Interview 2, Zama, p.162). In English education, the two Black student participants who come from poor socio-economic backgrounds are hoping to get "quality content" (Interview 1, Themba, p.152) from Higher Education since previously in South Africa, Black students were marginalised in terms of the type of education they had received (Mgqwashu, 2009). It can be argued that Black students are still excluded in Higher education, since they do not possess the cultural capital (Bourdieu, 1988) to succeed and perform successfully. In contrast, a White male student (Bob) who comes from a middle class background admits, "my vocab's quite high…'cause some people don't have like the same resources like internet and stuff at home, so in terms of knowledge like, it's hard for them to access…. unless you get it all like me" (Interview 2, Bob, p.169). As a result, Bernstein (1990, p.166) states that educational knowledge is still 'no more than a relay for power relations external to itself; a relay whose form has no consequences for what is relayed'. In terms of disciplinary identity in both disciplines, it can be argued that, "the medium itself is also a message" (Maton, 2000, p.148).

This is because, from responses of lecturer participants (in response to question four), the purpose of a Higher Education, arguably, is to inculcate critical thinking skills in students and it should create independent, thoughtful students who can read, interpret, argue and critique mainstream discourses to introduce local ones. Higher Education, it is argued, should not only focus on disciplinary knowledge, it should move to a practicable understanding of that knowledge as well or education may be deemed useless (Vorster, 2010). All students should be prepared to become productive, economically independent individuals in a rapidly transforming South African society. Lecturer participants say they agree what the purpose of Higher Education is supposed to be. However, from observations of lectures and tutorials during the data collection process, the implementation of this ideal seems to be lacking. Most lecturers from English literary studies and English education provided positive, polished comments on the construction of their pedagogic practices to include all students. In English education, one Indian male tutor stated that he expresses difficult things "in different ways" to include all students (Interview, EE4, p.190). This remark was not verified during tutorial observation.

Figure 5.26: Observation schedule of an Indian male tutor in English education

Final analysis of inclusion and/or exclusion:
When students are given 10 minutes to discuss in groups, only about two out of six students (mostly Indians) dominate discussion while the rest (mostly Blacks) remain silent (OBSEE3, p.214).

It is argued that one cannot include all students if certain students are dominated by others. One White female lecturer declares, "if we simply go into content, for me, that's secondary education" (Interview, EE2, p.178). An observation of her lecture (See Figure 5.7) and the above mentioned tutor's classroom were very teacher-centred; as opposed to being student-centred and therefore, it was indeed 'secondary education' (Interview, EE2, p.178).

In English literary studies, one White female tutor confessed, "I may exclude certain students in a sense" (Interview, ELS2, p.196) and this is reflected in the observation schedule in Figure 5.27. During her tutorial, ELS2 dominated and directed every question to the students. There was no participation, group interaction, or even any sign of critical thinking, which two of the lecturers professed in their interviews.

Figure 5.27: Observation schedule of a White female tutor in English literary studies

Final analysis of inclusion and/ or exclusion:
Tutor does not enquire where individual students are at in terms of reading and understanding the play. She assumes that they have all read and understood the play. Furthermore, she posed all the questions to the students without allowing them to participate in groups. Her questions and statements, moreover, seemed to be very loaded, for example, "Isn't it?" "I'm sure we're all on the same page" and "That's self-explanatory" (OBSELS4, p.211).

If tutors and lecturers are still of the viewpoint that the student needs and solely depends on the lecturers' guidance, then the social exclusion of students will continue to persist since, for Maton (2000), lecturers are regarded as the knowers. For Bernstein (2001), then, the system determines pacing and pedagogic discourse where lecturers legitimately claim custodianship over the legitimation (Maton, 2000) of English literary studies and English education knowledge. However, Bourdieu (1988) rightly points out that it is the idea of giving voice to the knowledge and experience of marginalized and previously excluded social groups and classes.

It can be argued that pedagogic practices in Higher Education are a complex and socially situated phenomenon that entails both cultural and social transformation and, on the whole, individual transformation. Socio-cultural theory, then, offers an epistemological framework within which to explore the pedagogic practice of lecturers in Higher Education and disciplinary identities, not just from the perspective of the individual lecturers involved, but also from the perspective of the social and

cultural world in which the practices take place. In the context of this study, following Moore (2000), it is argued that:

> [A] crucial distinction must be made between the production of knowledge and its emergent properties, i.e. knowledge is socially produced, but at the same time has the capacity to transcend the social conditions under which it is produced (cited in Maton and Moore, 2010, p.5).

Therefore, lecturers in their disciplines should be aware that knowledge should "transcend social conditions" and should be shaped to a realistic context (Maton, 2000). For example, in English education, students should not just be expected to read a short story and be asked to answer questions on it. Students should be given an opportunity to craft their teaching skills in the classroom.

5.4 Perceived role of pedagogy in acquiring epistemological access

A deep understanding of the above two themes of how disciplinary knowledge (5.2) and disciplinary identity (5.3) are constructed in English literary studies and English education is crucial in understanding the key question of the study. These two themes formed the foundation upon which the key question will be answered, since interview questions relevant to this theme were previously asked. Lecturers were asked questions during their interviews to ascertain how they construct pedagogy in order to understand the phenomenon under study: *social inclusion and exclusion*. The following question was asked by the researcher to ascertain whether the construction of lecturers' pedagogies allow students to acquire epistemological access:

> ➢ Are all your students given equal opportunity to acquire epistemological access in your class?

In response to this question, all lecturers and tutors were of a similar view and one Black female tutor (ELS1) in English literary studies responded,

> …we try as much as possible as the English Department to facilitate learning etcetera, etcetera…but…certain students...you know...uh…they use it that in

different ways, some don't attend tutorials, some don't do their work, so we can't control that side of the learning experience....I think all students are given equal access, not all students use that...in the...in the same way and that may account for the varying…you know…mm…failure rate (Interview, ELS1, p.193).

It is argued that all students, from the interview above and other similar responses, are given the opportunity to acquire epistemological access in English literary studies. However, not all students are able to take advantage of this as they do not have the necessary Cognitive Academic Language Proficiency (CALP) to be granted custodianship into Higher Education (Cummins, 2000). Furthermore, for many students, especially Black students, English is not their mother tongue, therefore, many of these students will be at the level of Basic interpersonal Communication Skills (BICS) which is not sufficient to be legitimated in the discipline (ibid.). On observation of this tutor's class, the following notes were recorded:

Figure 5.28: Observation schedule of a Black female tutor in English literary studies

Final analysis of inclusion and/or exclusion:
Students, most Black students who speak English as an additional or second language are still excluded in terms of the language of the play, some of them never read the play and never participated in the discussion (OBSELS1, p.210)*.*

It may be argued that the reason Black students were excluded in terms of understanding the language of the play and participating in the class discussion is that English is not their mother tongue and they do not have the confidence to speak what they are thinking. One Indian female lecturer in English education puts it aptly, "…obviously the kids who are articulate and the kids who are comfortable with the language and the kids who are, you know, just confident in themselves, uhm…who've come from good schools generally dominate" (Interview, EE3, p.183). In English literary studies, one White female lecturer argued that students may be unprepared for university education:

> …most students are not equipped for university education, and what happens in English Studies is they are marked on their grammar, on their language, on the way in which they write as much as they are marked on the subject matter on what they write. So, in other subjects, where they may be able to express themselves, perhaps, not in correct English and, and if it's fine with the Department…in English literary studies, it's not…so I think the biggest contributing factor to the failure rate is that…possibly…a poor school education (Interview, ELS3, p.201).

The above interview represents a good picture of the 'real' in Bhaskar's (1979) terms where the 'real' is regarded to be the abstract, unseen rules that are prevalent in our society. The 'real' elements of social exclusion may be argued to be a poor school education and that some students are regarded as being 'unprepared' for university education (Interview, ELS3, p.201). One tutor admitted she could improve her pedagogic practices by receiving more training since she believes she is not prepared to teach students who are 'unprepared' for university education. One tutor stated that if students are financially unstable, they are at a disadvantage.

In the context of the English education discipline, one White female lecturer claimed:

> We attempt it [epistemological access] and we're very conscious of it…and I do think that in our English education course every student is given an opportunity and they are put through certain experiences, and they are expected to apply that…uhm...whether all of them take equal advantage of the, those opportunities is a different story (Interview, EE2, pp. 179-180).

Similar to English literary studies, the lecturers in English education attempt to give all students the opportunity to acquire epistemology in different ways. However, not all students are able to acquire knowledge in the same way. All students come from different cultural and social backgrounds and come with varying amounts of cultural and linguistic capital. Therefore, students will acquire epistemology is different ways and at different times. Analysis of the assignment topics that students were expected to write showed that all students were given the same assignment topic which asked them to write an argumentative essay. The document analysis schedule in Figure 5.29

shows the relationship between social inclusion and exclusion and epistemological

access for all.

Figure 5.29: Document analysis schedule of assignment topic in English education

What evidence in the document helps you understand the relationship between inclusion and / or exclusion?   *The assignment question is based on content with no reference to application to a classroom context. Moreover, there is only one assignment topic. If students do not understand the topic and what the questions asks of them, they will be excluded and may even fail* (DASEE2, p.220)

Two tutors in English education mentioned that they have consultation times where

students can come in and get extra help if they need it, outside the lecture or tutorial

times. One Indian male tutor (EE4) points out that,

> ….even people who are struggling and who find content difficult and who have
> second language difficulties…in the privacy of your uhm…met consultation,
> you know, it's important to have another relationship of just instructor-
> student…it's relationable 'cause to have a relationship in the consultation
> room…uh…I think this is very important uh…to understand your students and
> to create an inclusive environment (Interview, EE4, p.190).

It is argued that understanding your students during the consultation times does not

guarantee that students will pass their tests and assignments as ultimately, all students

equally sit down and write the same assignment or test. The documentary evidence of

the assignment topic in Figure 5.29 above, goes hand-in-hand with one Black male

tutor's (EE1) words, for him some students have "to master the discourse" (Interview,

EE1, p.175) because of the challenging "level that's expected" (Interview, p.175).

Table 5.3 summarises the responses from the participants in their respective

disciplines:

Table 5.3: Table indicating lecturers'/ tutors' views regarding drop-out and failure rate in English literary studies and English education

Lecturer/ Tutor	English literary studies	Lecturer/ Tutor	English education
Female	Students "tend to feel overwhelmed" with the amount of reading.	*Male*	"Students inability to master the discourse"
Female	Difficulties in English as an additional or second language.	*Female*	"The level that's expected…quite challenging"
Female	Most students are not equipped for University, poor school education, high volume of work.	*Male*	"Generally have not fulfilled DP requirements"
Female	Students not reading and putting in the effort.	*Female*	Pregnancy, financial difficulties.

One Indian male tutor pointed out that students drop-out because of pregnancy or financial difficulties. A lack of epistemological access is by no means the only possible factor of social exclusion in Higher Education. On being asked how they could improve their pedagogic practices, two lecturers mentioned "using methodologies that engage" (Interview, EE4, p. 191) students and engaging with the new technology. The other two lecturers mentioned that they "should work collaboratively with other lecturers" (Interview, 180), they should also meet often, introspect and share ideas to enhance their effectiveness in the classroom.

Finally, with regard to their students acquiring epistemological access, three lectures assumed that their students were given an opportunity to acquire knowledge, but it "depends on each student's attitude, willingness" (Interview, EE1, p.175). Arguably, this is not the case in our South African Higher Education system since it does not depend "on each student's attitude and willingness" in acquiring access to knowledge. For some students, English is not their mother tongue and this makes it more difficult

to access knowledge, therefore, 'attitude' and 'willingness' are not factors to guarantee Black students epistemological access.

In the context of the findings to this study, those students who have access to the cultural and linguistic capital, resources and the language of legitimation, are closer to gaining epistemological access within Higher Education, while those that do not have such access are socially excluded and will perform poorly, fail or drop-out of the system (Maton, 2000).

5.4.1 Social inclusion and exclusion in Higher Education: A final analysis in English literary studies and English education

In this study, every lecturer from both disciplines stated that all their students are given equal opportunity to access knowledge. However, according to one lecturer from English education, "whether all of them take equal advantage of those opportunities is a different story" (Interview, EE2, p.180). All students in both disciplines seemed to believe that they are given equal opportunity to access knowledge. In lectures, however, an Indian female student from English education responded: "some are included, some are excluded", while another Indian male student echoed, "Those who want to respond, in the lecture, it's free of will, whatever you want to say, you do" (Interview 1, Brendan, p.153). Arguably, students who come from good schools are confident in themselves, and always feel included. They access knowledge, while for those that come from poor socio-economic backgrounds and do not have good communicative abilities, it is not "free of will" as Black students may want to participate but may not have the necessary linguistic capital to legitimate knowledge (Maton, 2000). Boughey's (2005, 2010) research indicates that Black students are still marginalised and are performing poorly, failing and dropping out of the system year after year. The

students' performance in their English tests, assignments and examinations could be used to verify the idea that they are all included and access epistemology equally, but there was not enough time to wait for students' results. Many students, predominantly Black students, are regarded by lecturers as being 'unprepared' for university education. They still encounter language barriers and are excluded if they cannot conform to the language of legitimation (Maton, 2000).

Most of the lecturers/ tutors in English literary studies teach content without any reference to the critical thinking skills they had mentioned in their interview and which is stated in the module description of the course outline. A small section of practical application was administered in the English education test, however, lecturers and tutors largely teach content without any reference to the practical application of disciplinary knowledge they had mentioned in their interview. Students may be excluded based on the disciplinary knowledge they are studying simply because they do not relate to it. For example, one Black male student on *Romeo and Juliet* stated "To be brutally honest, I don't relate to it at all!" As a Black South African, this student could not identify with a play that was set in Elizabethan England centuries ago. *Romeo and Juliet* for him was unrealistic as he has never experienced the themes portrayed in the play. However, if he had been studying Bessie Head's short stories which were centred on the apartheid regime, he would be able to identify with it as he comes from a social and cultural background where he can easily identify with South Africa's unjust past. Therefore, the disciplinary knowledge that students have access to has the ability to include or exclude them. In lectures and tutorials in both disciplines, most lecturers and tutors predominantly dominated discussion. Many students were afraid to participate, especially Black

students. In English education a Black female student stated "we just then decide then not to participate in the lecture" (Interview 1, Mbali, p.158). As a result, according to Archer's (1996) morphogenetic approach, instead of producing social integration in Higher Education, the lecturers at the two disciplines are reproducing and replicating social conflict.

From the documentary evidence, it was found that power relations still operate in Higher Education. All students, irrespective of individual backgrounds and contexts, are supposed to be equipped with a knowledge/ skills base (that presupposes all students are on the same level) acquired during secondary education. The students that are included are those that have access to linguistic and cultural capital (Bourdieu, 1988). Therefore, the manner in which lecturers construct their lessons, worksheets, tests, assignment topics and language discourse, impacts on social inclusion and exclusion in the classroom. Finally, all students are given an opportunity to acquire epistemological access, but, not all students are able to access it equally. Some lecturers are of the view that some students are 'unprepared' for university education, Black students may experience difficulties with English as a language and students are not putting in enough effort. For a White female lecturer in English literary studies, "students aren't prepared for the volume of work…having to read two novels and a play…and they find it very difficult" (Interview, ELS3, p.201).

Conclusion

In this Chapter, a descriptive account of the data collection process was provided. This Chapter aimed to provide answers to the key question of the study: How does the construction and practice of teaching in English serve to include some students and

exclude others at the UKZN? The findings to the study were analysed from interviews with lecturers and students, observations of classroom visits and documentary evidence. Since this study was conducted through a qualitative methodology, findings were presented by means of descriptive dialogue as the emphasis was to yield rich and detailed data. This Chapter aimed to answer the key question of the study by analysing the data through three themes:

> understandings of disciplinary knowledge structures in English literary studies and English education;

> conceptions of disciplinary identity and its impact on pedagogic practice, and;

> perceived role of pedagogy in acquiring epistemological access.

These three themes of the Chapter provided detailed engagement with the phenomenon under study. This study extends Boughey's (2005, 2010) studies in that it identifies pedagogic practices in two disciplines in a HEI as having a huge role in the inclusion of some students and exclusion of others. From this study and other studies (Scott *et al*., 2007 and Letseka, 2008; Boughey, 2007a, 2010), it seems as if Higher Education has changed to remain the same. Nothing has changed. Lecturers and tutors still lecture and tutor the old fashioned way through the "one-way communication" (Interview, EE4, p.188). Many voices, especially Black students' voices, are still silenced. The disciplinary content and identities of the English literary studies and English education departments still favour those students who have access to cultural and linguistic capital (Bourdieu, 1988). If our Higher Education system continues to replicate this social conflict, then our country will continue to live in a facade. The next Chapter presents implications that seem to have potential to turn possibly unwitting social exclusion into explicit, conscious and deliberate social inclusion and integration in Higher Education (Archer, 1996).

Chapter 6

A final word

Introduction

The purpose of this study was to investigate how pedagogic practices in English literary studies and English education at the UKZN contribute to the social inclusion and/ or exclusion of students. Phenomenology, a research design, that enables the researcher to investigate the phenomenon of social inclusion and exclusion, was used. Social Realism and Critical Realist theories were used as conceptual underpinnings of this study (Bhaskar, 1979; Archer, 1996) and, as a result, a critical interpretive paradigm was used to frame the study. The study used a qualitative research methodology to collect data at the research sites. Audio-recorded interview schedules, observation and documentary evidence (tutorial questions, assignment topics, test questions and course outlines) were used to analyse data to investigate how practitioners in their disciplines construct pedagogy to include and/ or exclude students. Other studies (Scott *et al.*, 2007; Letseka, 2008), and especially's (2005, 2010) studies, argue that it is still predominantly Black students who drop out of the system every year and who take longer to graduate. This study built on these studies to investigate the extent to which the social inclusion and exclusion of Black students in English literary studies and English education still persists. In this Chapter, an examination of the argument that was developed in each Chapter of the thesis will be carried out. A discussion of the implications of the findings in relation to Higher Education will then be offered. The Chapter concludes with a brief reference to possibilities for further studies.

6.1 Social inclusion and exclusion in Higher Education: The argument

Chapter 1 discussed the background and context to the study. That Chapter argued that if Higher Education is understood to have a number of aims, such as ensuring social justice and developing graduates who can positively contribute to the economy, then there are as many reasons for us to be concerned about the number of students who drop out of the system in Higher Education every year (Boughey, 2010).

Chapter 2 discussed literature (Balfour, 2000; Materu, 2007; Scott *et al.*, 2007; Letseka, 2008; Mabunda, 2008; Mgqwashu, 2007, 2009; Boughey, 2005, 2010, 2011) that engaged with the phenomenon under study: social inclusion and exclusion. Recent studies by Boughey (2005, 2010) argue that Black students are often viewed by practitioners as being 'unprepared' for Higher Education since they do not possess the necessary cultural and linguistic capital to succeed (Bourdieu, 1988; Mgqwashu, 2007, 2009). In Chapter 2, it was argued that even though HEIs are open to all races, Black students still struggle with issues of epistemological access since they are still performing poorly in our education system (Balfour, 2000; Mgqwashu, 2007).

In Chapter 3, it was argued that the Social Realism and Critical Realism theories are the best theories to engage with the phenomenological study of social inclusion and exclusion in Higher Education. Using these theories has enabled the study to offer a critical engagement and insight into how the construction and practice of teaching in English literary studies and English education serve to include some students and/ or exclude others at the UKZN. For this reason, the study draws on the substantive theories of Bernstein, Bourdieu and Maton on society and epistemology. These substantive theories enabled the study to engage with an investigation on how social

inclusion and exclusion operate in Higher Education. It was further argued in Chapter 3 that Archer's (1995, 1996) and Bhaskar's (1979) theories are crucial in the understanding of the phenomenon under investigation as they facilitated an informed interpretation and analysis of the findings and conclusions.

Chapter 4 discussed the research methodological choices used to understand the phenomenon. Since this study is concerned with the pedagogic practices of lecturers in English disciplines, it was argued that the English literary studies and English education disciplines are suitable for this study. The use of audio-recorded interviews, observations and documentary evidence as research instruments enhanced the trustworthiness and reliability of the findings (Neuman, 2006; Cohen, Manion & Morrison, 2007). Given the fact that this is a qualitative study, a Critical Interpretivist Paradigm was chosen because it relies on the lived experiences of its participants, and because the study draws on Bhaskar's (1979) Critical Realism.

Chapter 5 argued that, on the basis of the research findings, power relations still operate in Higher Education since all students are expected and assumed to have the knowledge base of their English disciplines. White students with access to cultural and linguistic capital are included, those without such access remain perennially excluded (Bourdieu, 1988). Moreover, research findings indicated that the manner in which practitioners construct pedagogy impacts on social inclusion and exclusion in Higher Education.

6.2 Implications for Higher Education

The reflection on the thesis so far indicates the nature and purpose of the study regarding its ability to expose underlying structures and mechanisms at play in Higher Education which serve to include and/or exclude students. If South African citizens in HEIs are to enjoy equal education that is fair and non-discriminatory, then the massification of HEIs seems not to guarantee epistemological access for all. From the research findings, it seems as if even though all students are given opportunities to acquire epistemological access, access is unequal. While all students come with a form of cultural and linguistic capital (Bourdieu, 1988), HEI's cultural milieu seem to favour one specific form over the others. In the context of this study, students with cultural and linguistic capital are favoured by HEIs and are, as a result, confident and included. On the other hand, students without this cultural capital, especially Black students, who come from poor socio-economic backgrounds and who are not communicatively competent in the language of legitimation (Maton, 2000) continue to be marginalised and excluded. If HEIs do not address this issue, inequality will still persist for decades to come.

HEIs, as a result, need to re-evaluate and rethink pedagogical practices designed to relay disciplinary content to students. If taught in a manner that is insensitive to these dynamics, disciplinary content ends up being accessible to some students, and inaccessible to others. In the study, for example, a Black student stated that, with regards to *Romeo and Juliet*, "I did not relate to it at all". In the context of this study, students may be excluded based on the disciplinary content they are engaged in. HEIs place "boundaries around and control over the definitions of, on one hand, what can be claimed knowledge, and, on the other, who can claim knowledge" (Maton, 2000,

p.155). Moreover, the English disciplines sampled in this study construct pedagogic discourse as an external power relation (Bernstein, 1990), where there is no focus on the voices that are silenced by pedagogic discourse. Practitioners should consider if their pedagogic practices are in line with the assessment that students receive. In the study, for example, it was found that students are not adequately prepared by tutorial tuition and lectures to answer test and assignment questions. A further contribution to social exclusion in Higher Education may be that the English disciplines exhibit stringent gate-keeping measures to allow only those students access who come with the necessary linguistic capital.

The way practitioners construct pedagogy (Balfour, 2000) has an exclusionary or inclusive impact on students. In the study, a tutor claimed that

> …we set papers and we make sure that the questions we set accommodate……all types of students so we'd have a question that would be a bit relevant for the highly gifted students and questions that would cater for those who are not necessarily so …and …it's, it's, it's a mix, it's a mixture of the two, and at the same time we make sure we do not compromise our standards (Interview, EE1, p.174).

However, from documentary evidence on tests and assignments, it was observed that only one question from both disciplines was set. Hence, practitioners claim inclusivity; however, documentary evidence does not reflect this.

With respect to disciplinary identity, practitioners' ideologies of their disciplines affect the way students are included in their disciplines. For one lecturer,

> ….it's not so much the text that you are studying but that you are able to engage yourself in, in such a way that you can analyse it and work with it, even if it's unfamiliar to you and so, for me, it really doesn't matter what the subject matter is, as long as you're doing it to think and critically engage with…the world, as especially with other peoples opinions, I think Higher Education…allows…allows it to be exposed to a wide range of opinions, it might not be the same as your own and that's where the value lies (Interview, ELS3, pp. 198-199).

If practitioners live by this way of thinking, students may be able to acquire knowledge meaningfully and may be included in the learning process. However, one tutor stated, "whoever comments, comments, whoever speaks, speaks, whoever doesn't? Whoever keeps quiet sits in the corner…(long pause...thinking..)…well I can't do anything about that" (Interview, ELS2, p.198). A negative mindset of the practitioner may have an exclusionary impact on students. Sometimes students want to be pushed in the right direction by lecturers and they should do this to ensure that all students have equal access to what is taught.

Finally, and most importantly, there is a disjuncture between what is stated in the policy, i.e., what the disciplines says, what practitioners say and do and what students experience. One tutor claims that Higher Education equips students with the "ability to access information and the ability to express themselves…within the expected...uhm...norms of…academia, so it's academic discourse, academic discourse, academic discourse…both in spoken and written…language" (Interview, EE1, p.174). However, it may be argued that students may not be able access information and express themselves if they are not sufficiently prepared. The course outcomes promise some very important skills; however, what is implemented in the classroom, according to classroom observations, is not in line with the course outcomes. Hence, what students learn is not a true reflection of what is documented in the course outlines.

6.3 Prospects for future study

The work done in this study suggests that there is still much work to be done in understanding how the construction of pedagogy in English disciplines socially

include and exclude students at the UKZN. As a result, further work needs to be considered to determine the extent to which HEIs can turn social exclusion into deliberate, conscious social inclusion.

Firstly, while the purpose of this study was to determine how social inclusion and exclusion operates by focusing on pedagogy, disciplinary knowledge and disciplinary identities, more work is needed to investigate the extent to which these students are included and/ or excluded by observing their exam marks after the completion of their modules. These final exam marks will be useful in comparing those students who have access to linguistic and cultural capital and those who do not.

Secondly, while the study was limited to understanding the pedagogic practices of practitioners in the English literary studies and English education disciplines, more work is needed to understand how such pedagogic practices are implemented in other arts and education disciplines to ascertain how students are included and/ or excluded. For Mabunda (2008), this will help in identifying areas of concern and developing other means to ensure that pedagogy is a tool for inculcating students' awareness of the role of disciplinary content in schools and society. Most importantly, further research is needed to critically investigate and compare the drop-out and graduation rates of these Black and White students in HEIs.

Conclusion

At no stage in this study has it been suggested that there is a better way of teaching to include all students. The area of social inclusion and exclusion in Higher Education remains open to many new developments which were not considered in the context of

this study. Finally, in this study, it is evident that pedagogy and its assessment in the teaching of English in a Higher Education institution in South Africa require radical transformation. Mgqwashu (2007, p.269) correctly states that students in Higher Education can access epistemology,

> ➢ if students are afforded one-to-one tuition (or very small group tuition) in which the rhetorical structures peculiar to the discourse of a discipline are discussed as one of the formal aspects in entrance level modules, then students from disadvantaged educational backgrounds will better access the rhetorical features relevant to their individual disciplines;
>
> ➢ if the theory that informs engagement with the subject matter of the discipline of English literature is taught in relation to the module content, then students will acquire the metalanguage necessary to write effectively and engage with issues related to the discipline, and;
>
> ➢ if academics in the discipline of English literature raise students' awareness of the relationship between…the purpose for constructing a text [and critiquing society], then the field of English [literary studies and English education] is better positioned to enable students to access disciplinary discourses across other disciplines.

This study does not attempt to condemn practitioners, but rather it offers critical insight into the world of social inclusion and exclusion in English literary studies and English education disciplines. Lecturers and HEIs as agents have the power to continue with social conflict in the next morphogenetic cycle, or they can make an informed decision to change social conflict into social integration (Archer, 1995, 1996).

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Appendices

Appendix A
Interview Schedule
STUDENTS

1. What knowledge, skills, attitudes and values do you hope to get from English Studies/ Education?

2. Are you currently acquiring these knowledge, skills, attitudes and values that you believe English Studies/ Education should encompass? Explain.

3. What steps could you or your lecturer/ tutor take to enhance the quality of your knowledge, skills, attitudes and values to enable you to gain the epistemological access necessary in English Studies/ Education?

4. What qualities do you feel Higher Education should equip you with? Explain.

5. How are your lectures and tutorials conducted to facilitate the inclusion of all students?

6. Describe the type of assessments that you receive. Do you feel excluded in any way? Are you coping with the module? Explain.

7. During lectures and tutorials, discuss who dominates discussions.

8. How do you identify and relate to the disciplinary content you are currently studying? (eg. novels and poetry)

9. What do you equate your performance in English Studies/ Education to/ with?

10. Taking all that we said into consideration, do you think that are you given equal opportunity to acquire epistemological access in relation to English Studies/ Education in your classroom? Explain.

Interview transcript between researcher, Kershnee Appalsamy (K-A) and students, Brendan[9], Themba[10], Nicole[11] and Mbali[12]:

K-A: Firstly, what knowledge, skill, attitudes and values do you hope to get from English 220? [Long pause…]… Brendan?

Brendan: *Uhm…well, the knowledge that I'm, well the knowledge I would like to be is that, uhm… it should be concrete, the knowledge that I receive should be the knowledge that I will be able to pass on to my learners. The skills is...uhm…actually what I already developed is that, I didn't even want to, but...uhm…my lecturers are portraying or are, they so explicit that uhm..uh..a skill that I have learnt from them is how to be explicit in the classroom…*

K-A: Hmmm.

Brendan: *…So that's already there…and values I would like to attain from English is uhm…[Pause]*

K-A: Okay that's fine. Mbali what about you?

Mbali: Uhm…*I'll point out when it comes to values…since this module concentrates mainly on short stories, on stories basically…*

K-A: Literature?

Mbali: *Literature… uhm..i'd like to, to, to, what I'd like to learn is how to understand…uhm…the writers…*

K-A: Hmmm…

Mbali:*…in terms of the context and get their background and get the background knowledge so I'm able to, to, to pass that on to my learners and so that they get the value and, and how, the, the and how the feelings and everything that the writer had, had as to pass it on to, to, to us, while we do that literature.*

K-A: Uhm..Nicole, what do you hope to get?

Nicole: *Uhm…..firstly I have to agree with the…uhmm...two people that just spoke… and uh…with...uh...in terms of knowledge, we need to learn how to develop the skills in order for us to pass on what we learn to other people…for them to understand it in a way that we can understand it…but also for them to understand in a easier way and to take that information with them and to develop it further…*

K-A: Hmmm…

Nicole: *..so that's what I think.*

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[9] Brendan is an Indian male student (All names used are pseudonyms which were used to protect the identity and integrity of the students)
[10] Themba is a Black male student
[11] Nicole is an Indian female student
[12] Mbali is a Black female student

K-A: Okay… Themba?

Themba: *Oh….what can I say? I will just add on what the guys here just said, that they about…Brendan and Mbali and Nicole…what can I say is that they..uh…just spoke about finding the knowledge about literatures, knowing where South African short stories came about…and also how they differ from the western literature, so as to be able to, be able to distinguish it to my learners, how they are different and also applying it to them…*

K-A: Okay. Now all of you, from whatever you've just said, do you believe that you're acquiring all of these knowledge, skills, attitudes and values… in the last lectures, last tuts, are you really acquiring it?

Brendan: *Definitely…Definitely…*

Nicole: *And you know, in our tutorials, okay we have discussions, you know, I had..uhm..okay, some differences with the tutor because we were discussing a topic, so he looked at it from one point and I looked at it from a different point, so it's basically seeing how you can look at things in English from different perspectives..*

K-A: Yeah.

Themba: *Yeah*

Nicole: *… so that I learnt, not only to see things from my way, but to see other peoples point of view.*

K-A: And Themba? Are you acquiring all of these knowledge and skills?

Themba: *Ya, so far, I can say so. 'cause when I was..uhhhh… doing my teaching practices, I did the short stories with the matrics, so I, I, I find that it was quite difficult by that time 'cause I wasn't exposed to such knowledge that we're doing currently. So now, I think I'm acquiring all such knowledge and skills about literature.*

K-A: Brendan? Anything to say?

Brendan: *Uhm…*

K-A: Mbali?

Mbali: *Well, what I wanna say is that the, the lectures and the tuts are helpful because you get to understand..uhm..as Nicole said, that you get to understand the different perspectives of the story and of the lessons that you learn about the story.*

K-A: Okay…Okay, now what steps, if any, can your lecturer take to improve the quality of knowledge, skill, attitudes and values that are portrayed on to you? In order for you to acquire knowledge, easier in a better way, is there any thing that your lecturers can do to improve their teaching?

Nicole: *Make the lectures more active.*

Brendan: *Yeah.*

Nicole: *A lot of group discussions, activities…uhm*

Brendan: *And yes, and the lecture should be interactive, definitely interactive…because as you witnessed today, it's just one person passing on the knowledge…*

Nicole: *Ya…*

Brendan: *…It's actually quite boring…look, I fell off to sleep twice.*

All: *[Laughing]*

K-A: Themba?

Themba: *Ya, ya, ya, the same thing that Brendan has just said, the teacher-centred approach in the lecture was happening today…and I think we have to be like the learner-centred, we have to be the centre of our learning, we have to say more than what the lecturer is saying.*

Brendan: *Yes, Uh, ah well, there were, there's many other lectures we have in the English module and they were amazing…*

K-A: Really?

Brendan: *…and the one before this, are we allowed to mention the name? …okay, well, the one before this, she was so amazing, that she'll allow to your own level…*

Nicole: *Yes…*

K-A: And that was a lecture and not a tutorial?

Brendan: *No, it was a lecture, and yeah, it was a lecture…*

Nicole: *You know this is my first English module that I'm doing 'cause I started 220 now and I'm going to do 210 next year… and uh, I thought I was going to be completely lost in this class, but when I came here it was totally different, I really enjoyed it, that first part of the module was very interesting. She made it very easy for us to understand…*

K-A: Hmmm…okay…what qualities do you feel higher education should equip you with? …uh, what do you hope to get from university education?

Mbali: *Uhm, hmm, I'm hoping to get experience and to be exposed to more knowledge, in such a way that when I leave here to teach the learners, I have to take something with me that I will share with them, and I'm, I'm able to pass on real knowledge and feed them something that, that's gonna make them remember for a, for a long time.*

K-A: Yeah. Themba? What do you hope to get from…university?

Themba: *I'm hoping to get the quality content…*

K-A: Yeah, quality..

Themba: *Yeah, so, ya, the quality content, 'cause whenever when I'm dealing with, to my learners I have to deliver something that is valid, something that is updated and also, the, the personal development…I have to be able to distinguish from somebody that has been in a higher institution and someone who has not been in a higher institution.*

K-A: Hmmm, yeah…

Themba: *Yeah, I think so.*

K-A: Nicole?

Nicole: *I agree with what Themba and Mbali has said.*

K-A: Okay, and Brendan?

Brendan: *I was gonna say, similar to Themba, what should differentiate me from attending a higher education is I should be educated firstly, I should be versatile in my field, I should have full knowledge of the content that I have there, and I should be able to pass that on to my students in a very interesting way…and it should also, uh, uh, while passing on the message to the, allow for them to like the subject and not just like it, but to feel the subject.*

Themba: *Yeah.*

K-A: Okay, how are your lectures and tutorials conducted to include all students? How are you all included in your tutorials, how are you all included in your lectures?

Brendan: *They use group work and group discussions…*

K-A: Where? In the tutorials?

Themba: *In the tutorials.*

Nicole: *And the lectures, I don't think most of us are included 'cause people at the back, they don't really participate in answering questions and stuff, but, in the tutorials, we actually…uhm…organise the desks to fit, you know in a group?*

K-A: Yeah…

Nicole: *So now, we all sat there and we have group discussions and we present.*

Brendan: *Yes! And we rotate the speaker…So its not the same spokesperson who spoke the other day…everyone has to have a turn…*

Themba: *Yeah, we all contribute…*

K-A: So are you all included in your tutorials?

Themba: *Yeah, we're included in our tutorials…*

K-A: And in the lectures?

Nicole: *Mmmm, some are included, some are excluded.*

Brendan: *Those who want to respond, in the lecture, it's free of will, whatever you want to say, you do.*

K-A: Okay, describe the types of assessment that you receive, do you feel excluded in any way?

Brendan: *All our assessments are based on tests…*

Nicole: *Or essays or an assignment.*

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K-A: Are you coping with the tests and the essays and the assignments?

Brendan: *Oh yes! ....specifically in English.*

K-A: Hmmm…

Themba: *Ya, ya, ya, ya, I guess so and also, what I like is that, whenever, whenever they're marking our assignment or the test, they, they write the comments so as to see where do you, you went wrong…so that you can be able to…*

K-A: It's helpful, you get feedback…

Themba: *Yeah, it is, it is helpful to get feedback so that in future you'll know I'm not allowed to do this, I must do it this way.*

Brendan: *Yes, and they also give us…uh…they also allow us to bring in our drafts…*

K-A: Oh, okay…

Brendan: *Yes, and then for the test you can bring in all your material…*

Nicole: *Yeah, for the test that was nice…*

Brendan: *…all the material…*

Mbali: *Whatever you think you gonna need for the test…*

Nicole: *Basically, be like a school open-book test.*

Themba: *Ya, it's like a school open-book test, ya.*

K-A: Okay…during lectures and tutorials, who dominates discussion? Starting with lectures, who dominates discussion?

Brendan: *As in the students or the lecturers?*

K-A: Yeah.

Themba: *In lectures, lecturers always dominate, ya I can say so, but in tutorials, we do.*

Brendan: *Ya, it's free, actually we take the whole thing into a whole new avenue…*

K-A: So, it's just students…tutorials are just students?

Themba: *Ya*

Brendan: *And [mumbling] the tutors guide you into a certain direction…ya.*

K-A: So in the lecturers, so during lecturers it's the lecturer's time to teach and during the tutorial you'll can contribute your opinions and…

Brendan: *We learn the content in the lecture.*

Themba: *Yeah.*

Brendan: *and then* we put it in practice in the tutorial…

Themba: *…in the tutorial yeah.*

K-A: Okay, how do you identify and relate to the disciplinary content you are currently studying? For example, Bessie Head, Nadine Gordimer, how do you identify with them?

Themba: *Ya* what can I say is that uh, Bessie Head and Gordimer they, they, they are representing where we come from as, as South Africans…basically, as you can see that, their stories are based on the struggle that we faced during the apartheid time, so what happened is that they are viewing to us what was happening by that time and how we can try to rectify such imbalances that happened during the apartheid*.*

K-A: And Nicole? Do you relate to it?

Nicole: *Hmmm… I mean, yeah, you kind of relate to it, see with…uhm…*Bessie Head we listen to our stories at home about apartheid and people were treated and now you're getting to read and get a full background of someone who lived an experienced it.

Themba*: Ya.*

Nicole: *So I think it relates to see slightly how it's changed from then to now…so…*

K-A: Mbali, are you relating to it in any way?

Mbali: *Yes…I am in a way because basically the, the, the, the book that we reading right now, "No place like home", you know…has stories, it, it, it, it features…uhm…the writers are based in South Africa so we are able to relate to them and we are able to relate to the situations in the stories and we are able to learn so as to add on to the knowledge as to what they're telling us.*

K-A: Hmmm….Brendan?

Brendan: *Uhmmmm….the thing like Bessie, I didn't read Nadine Gordimer's short stories yet, but the one on Bessie Head, it's called "The collector of treasures" I read it and she gives you an inside view of the character, the place, the motions of the character she's writing about…so she actually lulls you into the time, into the setting in the circumstance…*

Nicole: *It lets you imagine…*

Brendan: *It lets you imagine, it paints a vivid picture in your mind of what's really happening…*

K-A: Hmmm

Brendan: *And that, it's a, it's a really nice thing because…uhm…you don't, because now it's a democracy and that was apartheid so you get to see the views of an apartheid woman…*

K-A: Hmmm…

Brendan: *….being suppressed and oppressed there and then writing, uh, using writing as a form of her retaliation or her fight against apartheid.*

K-A: Yeah…good, what do you equate your performance in English 220, English 210 with? If you're doing well, what's responsible for that? If you're failing and doing badly…why? What do you equate your performance to?

Nicole*: Okay…uh…*<mark>I just started the module so I wouldn't be able to say….now how my performance is.</mark>

Mbali: *Okay, for me…uhm…uhm…English 210 was based on poetry….and I,* <mark>I, found it really difficult to, to relate to poetry….I, I, don't know, but I think I struggled mostly with poetry but, yeah…storytelling in literature, I think, I think it's much more easier.</mark>

K-A: Why did you struggle with poetry?

Mbali: *It's the times, the times…uh…the one, the, the, the, based on different centuries, so the, the ones….*

Brendan: *….Contemporary, there was Elizabethan, there was period poetry….*

K-A: Hmmm…so it was also difficult for you?

Brendan: *No, no, no, no… I well, actually I didn't find it difficult because uhm….i liked the poems….*

K-A: Yeah…

Brendan: *But when it came to contemporary poetry, even though it's said to be equal to modern poems, it was so much more…uhm…difficult…there was so much…uhm...met…uh…metaphorical poems…*

K-A: Hmmm

Brendan: *it was this whole poem that was a big metaphor and then you took it and trying to make sense, if the metaphor's still carrying on and then, but, but, but it was much easier because I had read it…..the tut guy was amazing… he just helped us solve all our problems that we had in the lecture and he equipped us well for the examination.*

K-A: And how was the exam?

Brendan: *Oh…*

K-A: Manageable?

Brendan: *It was scary because we had like 120 poems and only 3 come out…that's the thing…*

K-A: [Shocked]

Brendan: *Ya, it's like you have to go through and there's no guidelines…so we had so many poems to do and only 3 come out.*

K-A: And how did you find the exam?

Brendan: *Well, the exam was expected 'cause we did the things in the tutorial, but the poem, because you have to deal with analysing the poem…*

K-A: Yeah…

Brendan: *and, and, there's so many poems, so you don't give your 100% to each one…so it was, it was a bit challenging 'cause you had to look for meaning because you forget some of the poems cause you never went over it, or you did in in the lecture or you skipped through it or skimmed through it…and then when you study it you just read and you never find any meaning…so now sitting in the examination you have to regurgitate, cause then, they did it in the lecture…so they expect you to come up with full knowledge.*

K-A: And currently, have you received any assignments for English 220?

Nicole: *We do have an assignment but….No, they didn't give it to us yet, but we know there's an assignment coming up…*

K-A: Okay, so no assessment yet?

Themba: *No, we just did the test, the test only.*

K-A: You'll have already written one?

Themba: *Yes, yes…*

K-A: This Monday?

Brendan: *Yes.*

K-A: How was it?

Nicole: *No, we wrote it last Monday…*

Themba: *Last Monday ya.*

K-A: How was the test?

Nicole: *The test was…*

Brendan: *Aaaww! No, ==the test was easy.==*

Nicole: *It was…*

K-A: What was the test about? Was it a reading test?

Nicole: *It was reading we did…ya what's?*

Brendan: *Ya it was a reading, ya…oh…"The Necklace" and we were supposed to, we were supposed to, well, you see the criteria for like the structure, the plot, the character, the conflict and everything that we did in the lecture and we can bring our notes and we read the story and you give it off there…*

Nicole: *So, it was basically…looking at, say for plot for example, reading what a plot is and the finding it there and writing it down.*

Brendan: *But you already read the book.*

Nicole: *Ya*

Themba: *Also there was, there were,* there were questions that were based on how we, you teach the short, the short story and also, they were, like they asked which activity would you do, why would you do such a activity so you had to substantiate your answer…it was easy but you have to substantiate your answer.

Brendan: *And the really nice thing about English I, I realised is that they don't try to catch you out cause English is not about catching you out.*

Nicole: *Hmmm…*

K-A: Yeah…

Brendan: *And they just make you explore it and get a feel for it and love what you're doing.*

Nicole: *Ya and it's not just swatting and going and spewing it out…it's just applying yourself.*

Brendan: *Ya, it's applying yourself. And have everything in front of you to talk about…*

Themba: *Ya*

Brendan: *Which is nice…*

K-A: Okay…thank you…taking all that we have said into consideration, do you think that you're given equal opportunity to acquire knowledge in English 220? And why do you say so, explain your answer.

K-A: Okay, firstly, uhm….Mbali are you given equal opportunity to acquire…

Mbali: *Yes.*

K-A: Brendan?

Brendan: *100%*

K-A: Nicole?

Nicole: *Yes* [Laughing]

K-A: Themba?

Themba: *Yes, ofcourse…*

K-A: Now why do you say so?

Mbali: *Uhm…I, I, I, think it's because when the lecturer is lecturing* it's not like she's limiting us from, from, from sharing our ideas and thoughts during….

Brendan: *[Agrees]*

Mbali: *…the lecturer, she's allowing,* she's open the floor for us to participate, but them we just decide then not to participate in the lecture.

Themba: Yeah.

K-A: [Smiling] Why? Why?

Brendan: '*Cause we just wrote a test, today we just wrote a Ed Studies test and we came in late to the lecture…*

Themba: *Ya, ya, ya, ya…that's right.*

K-A: Nicole?

Nicole: *Uh……Same feelings [Laughing] same feelings as Brendan.*

Themba: *Ya, I am given an opportunity…I am allowed even to interrupt the lecturer when he's, when he or she is talking and get my own input, I'm allowed to do so, ya and also to ask whenever there is something I do not understand…ya, I'm allowed to do so….so ya. So far everything is okay.*

K-A: Hmmm. Okay, thank you guys so much for your time, I really appreciate it.

K-A: What knowledge, skills, attitudes and values do you hope to get from English Studies?

Anna: *[Quietly]..writing skills...*

K-A: Anna? Writing skills?

Anna: *Also being able to construct paragraphs properly, using the knowledge that you can use in the workplace.*

Zama: *Ya, writing essays and like formal letters and things that you need to apply for jobs and stuff like that.*

K-A: Thank you Zama…Toto?

Toto: *[Smiles and shrugs his shoulders]*

Bob: *Well, I suppose like…uhm… you actually, like there's certain things when you're reading Romeo and Juliet and stuff like that…uhm…it's just like, like…yeah obviously grammar and stuff…*

K-A: Grammar and language…

Bob: *Ya, ya…*

K-A: Did you get that from English 101?

Bob: *Uh…I didn't do English 101…*

K-A: Oh, so this is your?

Bob: *Uhm…I'm first year and I've been, I did a different course, I had to take…uhm…English while in first year 'cause I'm in an LLB now, I changed…so I have to catch up.*

K-A: Okay, so from all the knowledge and skills that you listed now, do you think that you are currently acquiring any of these knowledge, skills, attitudes and values from you E102 class?

Anna: *Well… we only had like one week so far, so it would be hard to discern, but with reading a play, with reading anything in particular to expand your grammar and your vocab and your writing form…you know…if you were?*

K-A: Toto? How do you feel?

[13] Bob is a White male student (Pseudonyms were provided to protect the identity and integrity of the students)
[14] Toto is a Black male student
[15] Anna is a White female student
[16] Zama is a Black female student

Toto: *About? [Grinning]*

K-A: About, are you acquiring any knowledge, skills, attitudes…

Toto: *Well…uhm…well [Laughing]*

Bob: *[Takes over] Uh…I suppose that we haven't learnt any writing skills or whatever at the moment, but I can see where we're going with it, we can see…uhm…what we gonna pull on and stuff.*

K-A: What about English 101, have you acquired any of the skills that you listed?

Anna: *Reading and discovering essay skills to a certain extent…*

K-A: Essay skills?

Anna: *Ya…in our course manual, we have quite a…[searching]*

K-A: Zama? Have you also acquired writing conventions and essay…

Zama: *Well…this is a, my first semester in English so…*

K-A: You as well?

Zama: *Ya*

Toto: *From English 101 I didn't acquire anything to be brutally honest.*

K-A: Really?

Toto: *Yes.*

K-A: Okay…next question, what steps could you or the lecturer take to enhance the quality of you acquiring these knowledge, skills, attitudes and values, what do you, what do you think lecturer or tutor can do to help you understand more? …Toto?

Toto: *Uhm…I think we'd have more than two lectures a week perhaps?*

K-A: More than two lectures?

Toto: *Yeah…*

K-A: Bob?

Bob: *Uhm…I suppose we could like use diagrams and stuff when she's teaching…so we could understand what she's talking about…*

K-A: 'cause you're a more visual person?

Bob: *Ya, ya…uhm…like some of the…uh… like scripts and stuff…uh…ya maybe it would be easier if still like…uh…select slides 'cause she would just point like a…it out or put notes on the sides and stuff like that helps a lot…that you just, I don't know maybe you weren't listening and something you didn't write down so it's easier and stuff…and also you can lose the notes or whatever, it's just much easier when it's on email.*

Zama: *Ya, I...*

Anna: *[Interrupts] Oh, I'm sorry...The thing with emails is that in the lecture venue you can focus on the more important things like how to do by yourself and all the basic stuff like, literacy and Shakespeare and then grammar and stuff like that...that can just be pushed aside and you can actually...*

Zama: *Exactly.*

Anna: *...you know...*

K-A: And Zama, how do you feel?

Zama: *No, I totally agree with everyone.*

K-A: Okay...what qualities do you feel that Higher Education should equip you with?...what do you feel that you should get from Higher Education...being at Howard Campus?

Anna: *We should be able to learn all the skills that we learnt in high school, and just improve them further.*

Zama: *I think there's a big gap between when you come out from high school and when you come here...it's quite a big gap...*

K-A: Mmmm....I know it is.

Toto: *It's a huge gap, especially for us, it took a gap in between..*

Zama: *Yeah...*

Toto: *So, it's very hard.*

Zama: *I think more attention needs to be given to first years.*

K-A: Anything that you want to add, Bob?

Bob: *Uhm...I don't know...uhm...ya...it is quite a big gap, I suppose...uhmmm...like it's just, it kind of brings you up to speed in what you should be...studying and stuff I suppose...uhm...it's actually better if that, they...it's kind of like...I've actually realised, it's actually kind of like...uhm...prepares you for what you actually gonna do...'cause...uhm...high schools are still, it's quite slow for preparing you to be whatever you gonna become.*

K-A: Mmmm

Bob: *So...ya..*

K-A: Okay... How are your lectures and tutorials conducted to include all of you...all your needs?

Zama: *I think it's better, 'cause in lectures there's like, depending on the class, there's like a 100 to 200...so...not everybody gets attention and some people don't understand so...in the tut it's better 'cause it's in smaller groups so...I think it's also...be more comfortable to speak 'cause they're not that many people...so that does an advantage and that helps a lot...so tuts do help.*

Bob: *Also, also like to discuss* ==stuff in groups and stuff like…uh…with friends and stuff…also like of you miss out on something, you can like make friends or whatever and find that, find it out.==

K-A: Mmmm…

Bob: *Ya, it's much better.*

Anna: *And the* ==tuts revolve around the… lectures, so whatever you didn't understand in the lecture, you can go to the tut and usually find out if there's anything you didn't understand.==

K-A: Thank you Anna, and Toto?

Toto*: I completely forgot the question!*

K-A: The question is: "How are your lectures and tutorials facilitated to include all students? Do you feel included in all of your lectures?"

Toto: *In lectures, I don't.* ==I don't feel included in lectures 'cause I'm really quiet and I try to hide from the rest of the world…==

K-A: Really?

Toto: ==But in tutorials, ya…I feel included.==

K-A: Really? Yeah, I saw you there, you were really participating, okay…next question: describe the type of assessments you receive in E102, E101, do you feel excluded in any way in the type of assessments you receive…how do you feel included or excluded and are you coping with the assessments that you receive?

Anna: *You mean like essays and stuff?*

K-A: Essays and assignment questions…Zama?

Zama: *Uhm…I think they're fine…we haven't done any essays or tests yet…but, I'm sure we'll be fine.*

Anna: *You know what I find strange is that last semester we did a test, but we don't get to see the test, just get your marks, so you can't see like where you went wrong…*

Toto: *But we did this test and we got our marks…*

Anna: *I know you got your marks but…*

Toto: *No our test, our, our, our test papers…*

Anna: *Seriously?*

Toto: *That guy, he gave us back.*

Anna: *Oh, we didn't get ours back.*

Toto: *That's why lecturers are there, if there's a query…but she…she have me about four more marks…*

Zama: *That's why I think, it's like in different tuts, different things happen, so like you can see that one groups their essay questions…*

Anna: ==*Different tutors do different stuff..*==

Zama: *Yeah…*

K-A: Anna, have you done E101?

Anna: *Ya.*

K-A: How…How did you manage with it?

Anna*: It was fine…I mean, they work with it, obviously* ==the essay question was very hard!==

Toto: *[Eyebrows raised]* ==It was killers!==

Anna: *I mean the time that they gave us to do it was fine…*

K-A: And the language, Toto, how was it?

Toto: *For E101?*

K-A: Yeah, for E101?

Toto: *Uh…compared to this…it was…uhm…easy. Okay we did "Oedipus" right?*

Anna: *Ya.*

Toto: *So it wasn't that easy…*

Anna: *Easier than Romeo and Juliet.*

Toto: *Ya, it is…*==and it's more interesting than Romeo and Juliet, might I add==*…but we did this really disgusting graphic book, that's really dramatic and a bit…annoying like why would anyone wanna do that?*

All: *[Laughing]*

K-A: You say last semester…last semester was easier than this semester, what's so difficult about this semester?

Toto: *No, this semester, I think this semester, it would be easier.*

K-A: Mmmm

Toto: *'Cause that disgusting book we read last semester was a bit…what's the word…*

K-A: [Joking] Disgusting?

Toto*: [Laughing]*

Anna: *I'm sure if we were going to do a film study and then…they show us…and they like…change the syllabus a bit…*

Toto: *And that was a bit annoying ' cause I already got the movie "Fight Club", I wasted 70 bucks for nothing.*

Anna: *[Laughing]*

Toto: *...but...uh...the lecturer for...we did "magazines" right?*

Anna: *Ya*

Toto: *She was so awesome,* ==I loved her so much== *so...uh... in that regard...*

K-A: Why did you love her?

Toto: ==She was fun.==

K-A: Mmmm…

Toto: *She was...beautiful...*

All: *[Laughing]*

Anna: *But...uh...I wasn't really looking at that...*

All*: [Laughing]*

Toto: *She was fun...she made lectures interesting.*

K-A: Okay…thank you Toto…During lectures and tutorials, who dominates discussion, during lectures who dominates the discussion?

Zama: ==The lecturer==.

Anna: *How?*

Zama: *I* ==think it's 'cause people are afraid to ask questions or ....==

K-A: Why?

Anna: *'Cause it's such a* ==huge class==*!*

Zama: *Ya.*

Toto: *You raise up your hand and* ==each and every eye in the room will be on you...you like...==

Anna: *…She doesn't even see your hand 'cause you like in the corner...*

K-A: Oh…

Toto: *But our lecture's so beautiful we don't mind...just listening to her...*

Anna: *She is...*

K-A: And discuss who dominates discussion in tuts…in your tut, like today's tut, who dominated the discussion?

Zama: *[Quietly] …our tutor [Laughing discreetly]*

Anna: *I mean, that's their job, they are supposed to…I mean the lecturers are…*

Bob: *But, it's all directly, like…*like everyone wants to like…side with the tutor.

K-A: The students and the tutor…who dominated the discussion today, for your lecture on Romeo and Juliet?

Toto: *Today was, I think both…the tutor and the students, you saw it was a bit quiet here, we weren't sitting in the front.*

K-A: Hmmm… what were…

Bob: *So saw the tutor like…she directed everything…and we were just like answering just here and there.*

Zama: *I think, for me, tutorials…well, last semester tutorials were…uh…where you come and you have a conversation about what you know so it's basically the students who are…*

Anna: *[Cuts in] …and sitting in groups and discussing…*

Zama*:…[Interrupts] …she's guiding, ya, but*, *I just felt today that she was just giving us the questions and we were just meant to answer, it was really awkward.*

K-A: Hmmm…

Zama: *I thought it was, you know,* *supposed to be like an open place, I didn't feel that.*

K-A: Anna, did you feel the same way?

Anna: *Uhm…kind of…but I think always with the first tutorial…no one really wants to contribute that much, they wanna kind of settle down first and then, things just start working out.*

Bob: *But…*

K-A: Mmmm…how do you identify and relate to the content you are currently studying, Romeo and Juliet…how do you relate to it, how do you identify with it?

Toto: *I don't relate at all!*

K-A: Toto?

Anna: *[Softly]…I think we do…*

Toto: *I really don't.*

Anna: *Shakespeare's themes are universal.*

Bob: *Ya, it's pretty…*

Anna: *[Cuts in] Even, if you're not gonna be in love now, you will be in love one day…*

K-A: [Laughing]

Bob: *I think with…*

Toto*: [Laughing]*

Anna: *Even if it's not relevant to you now, it could be relevant to you at any time.*

Toto: *[Laughing]* It's not relevant to me at all, at the moment.

K-A: Why do you say that Toto?

Toto: Because…I wouldn't do something that drastic.

K-A: [Laughing]

Toto: *As a actually…how did he die? Poison or stab?*

Anna: *Ya, but that's what makes it interesting, if you just do it like everyday life, then it's just another boring play.*

Bob: *The whole theme is just like romance and whatever, like it's a common sort of theme…something between you and I.*

Toto: *It's a bit over-done. I have no idea why they chose Romeo and Juliet…honestly [He sighs].*

K-A: [Laughing]

Toto: *It's a bit over-done.*

Bob: *Yeah…uhm…*

K-A: Bob?

Bob: *I just wanted, I just wanna say like also if you've done Romeo and Juliet, you can relate to it.*

K-A: You've done it in school?

Bob: Ya, we've done it.

Toto: I haven't.

K-A: Zama, have you done it?

Zama: Ya, I have.

K-A: Toto's done it?

Toto: Never.

K-A: Anna's done it. You've done it Anna?

Anna: [Nods her head]

K-A: Do you want to expand more on that…Zama?

Zama: *Expand how?*

K-A: *How do you…do you relate to Romeo and Juliet? How do you identify with the characters, the novel [correction]…the play as a whole?*

Zama: *Well, ya, I would say that like, as like young children…you know… people do have that kind of lust. Not all people…some, and you, you can, ya there is love and love is blind and love makes you do crazy things…you can relate in that way, but I just think that the age is different 'cause I don't think anybody who is 13 would do something like that.*

Toto: *You know, what I find very confusing is that they would give us the text, Romeo and Juliet, and then they'll give us a completely different movie that is completely offhand, so if they did like…uhm…for instance, Romeo and Juliet, shouldn't they do and adaptation for a movie from Romeo and Juliet from a film studies section like…uhm… "Titanic", or maybe…uhm… "Westlife Story", instead of doing "Dirty Freaky Things"…*

All: *[Laughing]*

Anna: *"Dirty Pretty"…*

Toto: *Oh! "Dirty Pretty Things"*

K-A: Oh, that's your next text?

Toto: *Yes.*

K-A: Okay…what do you equate your performance in English Studies with?

Anna: *What?*

Toto: *Repeat?*

K-A: What do you equate your performance in English Studies with? Uhm…

Zama: *…Uhm….compare?*

K-A: …how do you…of you gonna do well, what do you think…uhm…is responsible for that? If you do badly, what do you think is responsible for that?

Zama: *[She laughs] Just learning and…*

Toto: *[Laughing]*

K-A: Just learning?

Zama: *…and learning the text and understanding…*

Bob: *I think other, other subjects might help and…uh…I did linguistics and the subject overlapped with psychology…*

K-A: Mmmm…

Bob: *…so it's ya…it helps a lot if you, what other subjects you do like also, uhm…I'm doing Law so my,* my vocab's quite high*…so it probably helps…and also, I do a lot of essays and stuff like that, so yeah, it probably helps a lot with that.*

K-A: So that helps a lot?

Bob: *Yeah.*

Anna: *Yeah, also for* Drama, like for us we do a lot of essays and stuff in Drama*, so we do have a…*

K-A: So your other modules are helping you? …it's like in fact building on this?

Anna: *Ya.*

Zama: *And that it feels as if…sorry…as if like a theme from Drama will come out in like English or something like that.*

Anna: *Zama, Romeo and Juliet is a play…*

Zama: *Ya.*

Anna: *So…*

K-A: Toto?

Toto: *I agree with Anna.*

K-A: Okay…And the last question is, taking all that we have said into consideration, do you think that you are all given equal opportunity to acquire knowledge in English Studies? Explain you answer, let's, let's start with Anna.

Anna: *I think we all have an opportunity to acquire knowledge it's, we're given the knowledge but it just depends what you do with it, you choose to ignore it or if you don't understand something you can go to someone and ask for an explanation or you can do nothing about it….I think that we are given those opportunities, it just depends on how we choose to handle them and how we choose to use them.*

Bob: *I think I disagree to you to a certain extent…uhm…'cause some people don't have like the same resources like internet and stuff at home, so in terms of knowledge like, it's hard for them to access, like…uhm…internet and …uhm…I don't know, it's…uh…*

Anna: *But there is internet in the lans.*

Bob: *Ya, but there's,* there's like 50 people in the queue, so it's like you, you sit there…

Toto: Oh yeah!

Bob: You sit there for like an hour, unless you get it all like me*, and it's like 2 people in a queue…uhm…it's just much better to have your own laptop or whatever, just ya…uhm…also ya, if you have your own computer, if you quite wealthy or whatever, you can just swipe home and you can get varsity…*

K-A: So you think it's the resources?

Bob: *Uhm…but it's only, like just to an extent, I think everyone's pretty much equal.*

K-A: Ya.

Bob: *Uhm…*

K-A: Zama…

Zama: *Ya, and I agree with…*

K-A: Uhm…Toto?

Toto: *Once again, I forgot the question!*

K-A: [Laughs] Do you feel that you're given an equal opportunity to acquire knowledge in English Studies?

Toto: *Uh…I don't know about E102, but…uh…101, yes, we were, because…uhm…uh…our tutor was a very nice lady…Celine*, you can approach her any time, day or night actually.*

K-A: She was very approachable?

Toto: *Very approachable and she was a neighbour so…Bonus!*

K-A: [Laughing] So, in today's tut…were you given an opportunity to..uh..be equal and to acquire the knowledge on Romeo and Juliet today?

Toto: <mark>*I was a bit intimidated by the tutor today [he laughs]…*</mark>

Zama: <mark>*We were too…*</mark>

Toto: *Ya.*

K-A: Maybe 'cause it was the first tut.

Toto: *Yes, I'll get to know her.*

K-A: Okay, thank you so much for you time guys, it really means a lot to me. Thank you so much.

Appendix B
Interview Schedule
LECTURERS

1. What in your understanding constitutes English Studies/ Education?

2. According to your understanding of English Studies/ Education, are you fulfilling the requirements and outcomes of the module? What makes you think so?

3. How were you taught English Studies/ Education in your tertiary studies? Do you find yourself lecturing as you were lectured?

4. What qualities do you feel Higher Education should equip all students with?

5. How do you construct pedagogy to facilitate the epistemology of English Studies/ Education to include all students?

6. Describe how you tailor you English Studies/ Education assessment strategies to include all students?

7. During lectures and tutorials, who dominates discussions? Discuss fully.

8. What would you associate the drop-out/ failure rate in your English Studies/ Education group with?

9. How can you improve your pedagogical practices in English Studies/ Education that would benefit all students?

10. Taking all that we have spoken about into consideration, are all your students given equal opportunity to acquire epistemological access in your English Studies/ Education classes?

Interview transcript between researcher, Kershnee Appalsamy (K-A) and tutor EE1[17]:

K-A: What in your understanding constitutes English education?

EE1: *[Telephone ringing] …Gee…that's a broad question.*

K-A: Really?

EE1: *Ya…English education?*

K-A: Mmmm…What's the purpose of English education?

EE1: *[Long pause]…What constitutes English education…it's..it's..it's vast, it's..it's..it's having to learn about [coughing] the language itself, what constitutes the language, having to look into the culture that, that, that the language…goes with…it has to do with traditions, it had to do with, if we…if we take it to…to a context that is academic, like this one, and education, English education would, therefore, speak to the teaching of literature that has been written in English…*

K-A: Hmmm…

EE1: *…and various genres that are English in nature.*

K-A: Okay…that's fine. According to your understanding of English education, do you believe you're fulfilling the requirements and outcomes of…uh…the module, for example, in English 220?

EE1: *Yes.*

K-A: And what makes you think so?

EE1: *Hmm…because we…we try by every means. It's not just about me or about the school [coughing] about me as a person [pause]…*

K-A: Okay…

EE1: *…and we…we try as a school to stick to what the template…[pause]*

K-A: Says?

EE1: *Says…yes, and according to what the template says, we do everything…we, we teach learners and we give them opportunity to go practice what they have learnt.*

K-A: Hmmm..

EE1: *We go out to check whether if what they've learnt gets to practice when they go out to teach.*

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[17] From this point forward the abbreviation EE represents the discipline English education and the number represent the lecturer, for example, EE1, EE2, EE3 and EE4. This was done to protect the identity and integrity of the lecturers and tutors involved.

K-A: Yeah.

EE1: *We…we do thee…right type of assessment and I feel we do…just as far as English is concerned.*

K-A: Okay, thank you. How were you taught English education in your tertiary studies? How were you taught it?

EE1: *How?*

K-A: How were you taught English education by your lecturers [Telephone rings]?

EE1: *You mean high school or primary?*

K-A: In your tertiary studies…university?

EE1: *University?*

K-A: Yeah.

EE1: *[Telephone ringing] Pretty much in the same way we are teaching here, we would have….or slightly different maybe, we…*==there's a lot of teaching here as opposed to lecturing, if you know the difference?==

K-A: Yeah.

EE1: *Yeah…We are more of teachers than lecturers.*

K-A: Hmmm…

EE1: *This, some of my colleagues within this school…within the discipline…*==we go there and really teach and we have time for our students, we entertain questions…==

K-A: Hmmm..

EE1: *We entertain a whole lot of things, even entertain…some of the lecturers in other schools or in other faculties would not tolerate.*

K-A: Yeah.

EE1: *We…we..uh…*==just teachers, in the traditional sense== *of the word.*

K-A: Just teachers.

EE1: *As opposed to lecturers…we have the interest of the learners at heart I would say.*

K-A: Hmmm…

EE1: *Yeah.*

K-A: And sometimes do you find yourself lecturing as you were lectured in university?

EE1: *[Long pause] [Telephone ringing] Well, I haven't done this in this institution.*

K-A: Yeah.

EE1: *Yes, no I haven't really lectured as I was lectured to…no, not here. I've done it previously, elsewhere.*

K-A: Oh, okay…uhm…what qualities do you feel Higher Education should equip all students with?

EE1: *[Long pause]…with the ability to…*==access information== *[Telephone ringing]…*

K-A: Access?

EE1: *Ya with the ability to access information and* ==the ability to express themselves==*…within the expected..uhm..norms of…academia,* ==so it's academic discourse, academic discourse, academic discourse…both in spoken and written…language.==

K-A: Hmmm..Okay…[Knocking on door] how do you construct pedagogy to facilitate…uh…the knowledge of English education to include all students? …how do you construct pedagogy to include all students in your lectures, tutorials?

EE1: *We, I, I, I work from the premise that* ==all students deserve equal attention.==

K-A: Hmm…

EE1: *…and my teaching…maybe it has to do with my personality more than my perception of my pedagogy…uh…I, I open up to students and when I teach I make sure that I reach out to all students and* ==I make myself very approachable== *and, and fair to students, so my teaching is such that, it I want, I want to believe that the way I teach, reaches out to all learners, in the manner I teach, the way I open up to…to the learners in the class.*

K-A: Okay…describe how you tailor you English education assessment to include all students? How do you use assessment to include all students?

EE1: ==Unfortunately,== *my assessment, it doesn't relate, it's not personal, it's, it's,* ==it's a school wide approach==*…*

K-A: Hmm…

EE1: *…or a discipline wide approach. We…we set papers and* ==we make sure that the questions we set accommodate…==

K-A: Yeah…

EE1: *…*==all types of students so we'd have a question that would be a bit relevant for the highly gifted students and questions that would cater for those who are not necessarily so== *…and …it's, it's it's a mix,* ==it's a mixture of the two, and at the same time we make sure we do not compromise our standards.==

K-A: Yeah…Okay…during lectures and tutorials, who dominates discussion?

EE1: *Uh…*

K-A: During…

EE1: *Can I speak, can I speak about each separately?*

K-A: Yes, it's fine.

EE1: *Lectures, it's, it's, lectures are really perceived in this school as lecturer's time…yes, so during lectures we go there and we really input, we, we lecture, we teach. It is only during tutorials that we give students a chance to dominate, that's when they really get their hands dirty [telephone ringing]… and we take a backseat as it were and we let them dominate and then we come in when there's questions or when we need to clarify a thing or two, otherwise it's, it's, it's their time.*

K-A: Okay…what would you associate the drop-out and failure rate in English education to? Drop-out and failure rate…what's the cause of that, do you think?

EE1: *It, it has to do with student's inability to master the discourse, yes.*

K-A: Hmm…

EE1: *As much as we would like to, to have many students in our discipline, we have gate-keeping to do as well, so we try to have stringent gate-keeping measures and unfortunately some students fall through the cracks.*

K-A: [Laughs] Okay

EE1: *Yeah [laughs]*

K-A: How can you improve your pedagogical practices that, to benefit all students? How can you improve the way you teach, if you can?

EE1: *Uh...I believe there's always room for improvement.*

K-A: Hmmm

EE1: *We keep, we keep doing…[Long pause] introspection as lecturers, you've got to self-evaluate and try and improve…once in a while we meet as, as a discipline, we look into how we do things as, as, as a team, and, and, such, such meetings provide one with, with a chance to introspect really and to learn from how others handle such things…*

K-A: Does it help?

EE1: *[Long pause] uh..as, as far…uhm..as far as I know it depends on the individual, if you, if you're ready and prepared to change or to be helped, it does help…but some people don't see…*

K-A: Yeah…

EE1: *…don't see a need to change, so, with some individuals such meetings don't help, unfortunately.*

K-A: Taking all that we have said into consideration, are all your students given equal opportunity to acquire epistemological access in you classes?

EE1: *I dare say yes. Yes they are, and again it depends on each student's attitude, willingness…to go out there and grab the opportunity, some students are not willing to do so…*

K-A: Hmmm…

EE1: *…yeah, but we, we, we really do that.*

K-A: So they're all given an opportunity?

EE1: *They are given an opportunity and equal opportunity to go venture out there and learn and grab…*

K-A: Thank you so much for your time….I really appreciate it.

EE1: *You're welcome.*

English Education

Interview transcript between researcher, Kershnee Appalsamy (K-A) and lecturer EE2:

K-A: I know it's a broad question, but, what in your understanding constitutes English Education?

EE2: *Hmmmm…that is a very broad question [laughing]…*

K-A: [Laughing]

EE2: *Mmmm, and the strange thing is that actually, English education..uhm..it differs from English literature…in a sense that English education is really moving towards an understanding of English but also the ==application of that English towards a classroom situation.==*

K-A: Yeah…okay…according to your understanding of English education, are you fulfilling the requirements and outcomes of the module?

EE2: *Uhmm…==I think I would say yes.==*

K-A: And what makes you think so?

EE2: *What makes me think so? [laughing] …is that I'm aware of the fact that the students need to do a number of things…They need to do English language, they need to be doing literature…*

K-A: Mmmm

EE2: *…they needing to number of things but the most important thing is that ==they will have to apply that knowledge…==*

K-A: Yeah….

EE2: *…To a practical situation of teaching and ==I'm conscious of the fact that the context they will need to apply it in will be a classroom situation==…*

K-A: Hmm…

EE2: *So in addition==, they gotta get knowledge in my classroom…uh…knowledge and skills that values and certain attitudes towards English==, but that, they will need to be able to create their own lessons and make themselves as teachers eventually too.*

K-A: Yeah…how were you taught English education in your tertiary studies?

EE2: *Uhm...I was not [Laughing]. It's the shortest answer, uhm…but in fact, I did, ==I was taught English literature== when I was taught in English language, so English education, in fact, I did an additional methodology course for English methodology as a post-graduate and that's it.*

K-A: And sometimes do you find yourself lecturing as you were lectured?

EE2: *Mmmm, no.*

K-A: No?

EE2: *[Laughing]*

K-A: So it was totally different?

EE2: *Yes, I think ==its totally different from when I was lectured, uhm..we went straight into theory and literature and aspects of English without any aspect to do with the application of that to any other context.==*

K-A: Yeah…Okay, what qualities do you feel Higher education should equip all students with?

EE2: *Uhm…okay, Higher education…has to have ==critical thought==, you have to have the ==ability to prioritise==, you have to understand dialogical understandings and you, you have to be able to ==apply things==, so it's Higher education particularly on ==higher order thinking==, uhm…and Higher education should really bring out a lot of critical understanding, context and application…uhm…otherwise, ==if we simply go into content, for me, that secondary education.==*

K-A: Yeah, how do you construct pedagogy to facilitate knowledge of English education to include all students?

EE2: *Okay…including all students is vital, ==it's always a challenge==, uh...because including all students is a conscious decision, uhm..one of the ways to do that is to ensure that you got ==media that reflects visual and as well as auditory and different learning styles== are applied…*

K-A: Ya..

EE2: *…uhm..but also ==understanding that the context such students are coming from differ radically==, uhm…so case examples need to reflect the differences...uh…so if I'm applying something to a ..uh…an example, I will make sure that they are those contexts I'm aware of, trying to use different case studies, Uhm…and show through my examples that, ya, that's a little bit more inclusive.*

K-A: Okay, how do you construct or tailor your English education assessment to include all learners?

EE2: *Okay, that's, that is ==more of a challenge than the teaching of it==, to be honest, the, ==the assessment of English education is quite rigidly in a process of, it comes out with a written assignment at the end.==*

K-A: Yeah.

EE2: *Uhm…the way that ==we actually tailor that is sometimes the assignments that we do include pre-assignment working,== so that in fact you can allow for difference, there can be group work, students can actually do things collaboratively and do some preparation, uhm...and also be able to use uh..uh..uh.. verbal learning styles as well…uhm..but…ya, that's about the only way, but uhh, ==it is a challenge because at the end of the day, written aspects are in the majority what is assessed==.*

K-A: Yeah, true. During lectures who dominates discussion?

EE2: *==Definitely the lecturer [Laughing]==*

K-A: Uhm…and during tutorials?

EE2: *Uhm..to a lesser degree lecturers, students still look to the lecturer as the lead discussion, if there's clarification…it still comes back to that tutor…uhm..to a lesser degree they are uhm…they are, they should be encouraged with their own voices, but to be honest, the lead tutor still dominates.*

K-A: Hmmm…okay, what would you associate the drop-out and failure rate in English education to?

EE2: *Hhhm…I'm not sure. Actually, it could be to do with the, the, the level that's expected, uh, it could be to do with students find English education to be quite challenging…*

K-A: Mmmm..

EE2: *As opposed to other subject areas…uhm…what I've noticed is that students seem to be very flexible in what they are registering for and deregistering…uh, to me, that indicates that they haven't thought very clearly about what their own focus is.*

K-A: Ya.

EE2: *So they are, they are not sure about what they want. And perhaps if there was some pre-enrolment counselling…*

K-A: Mmm…

EE2: *…they would know what they were choosing [Laughing].*

K-A: Okay, if you can, how can improve your pedagogical practices to benefit all students?

EE2: *Uhm….I don't think pedagogical practice is all about participation of students, I think its to do with the opportunity to use different learning styles, so allowing for discussion can sometimes create a decline in quality of education…*

K-A: Yeah...

EE2: *…because in fact, you can be led into an area that either the information is wrong or the attitude aren't quite developed and students can, can have an idea about something but in fact is not based in knowledge and is not based in theory and they need to be led to that.*

K-A: Mmm…

EE2: *So one thing that I can do to improve that kind of pedagogy is to work collaboratively with other lecturers. And especially make sure that our assessment practices are starting to reflect a little bit more on diversity and inclusivity.*

K-A: Taking all that we have spoken about into consideration, are all your students given equal access to acquire epistemological access in your English education classes?

EE2: *I would say we attempt that [Smiling].*

K-A: Attempt?

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EE2: *[Laughing] We attempt it and* ==we're very conscious of it== *…and I do think that in our English education course* ==every student is given an opportunity== *and they are put through certain experiences, and they are expected to apply that…uhm..* ==whether all of them take equal advantage of the, those opportunities is a different story.==

K-A: Thank you so much for your time, I really appreciate it.

EE2: *It's a pleasure…and that wasn't long.*

K-A: Thank you.

English education

Interview transcript between researcher, Kershnee Appalsamy (K-A) and lecturer EE3:

K-A: I know it's a broad question, but what in your understanding constitutes English education?

EE3: *English education, we talking about it specifically in a Faculty of education where students are training to be teachers, so…when we…teaching them, when we are talking to them in lecture rooms* ==we are very aware that who we're talking to are going to go out into the schools== *uhm…whether they study postgraduately or not, they are still going to go into schools…and so while our aim is to uh…provide the uhm…disciplinary knowledge, the content knowledge, uhm so, understanding the literature, the language, the media in English education which is our three strands uhm…we ultimately realised that they are going to go out into schools to teach literature, language and media so our focus is on the three strands, we…and push that, these three but our,* ==our focus is, is disciplinary knowledge, content knowledge first== *so that they are uh…well grounded in the discipline of English and then into the education part which is the methodology etcetera, uh…that accompanies it.*

K-A: Okay, according to your understanding of English education, are you fulfilling the requirements and outcomes of the module English 220?

EE3: *English?*

K-A: 220.

EE3: *220? Absolutely! 220 definitely!*

K-A: And what makes you think so?

EE3: *Uhm…ya….you see the, the…English, if you ask me English 320 or 420 I'd say no because uh…that was the old curriculum and we discovered that we were definitely failing our learners by not fulfilling the three strands, by not fulfilling the disciplinary knowledge plus the methodology…but with English 210 and 220 we've gone with the new system, uh…*==we are in 220 now so whether it works or not will need to be assessed at the end of the semester==*. 210 has been a success in that the, the language strand which is a brand new strand that we've added to the uhm…curriculum has proved extremely positive with the students. The lecturers involved, the four lecturers involved and those are the four I think you should be interviewing rather than other people…uhm…we're absolutely in on it, understood what it was for, we constantly needed to remind ourselves why we were doing it and what it was for and we had a very close relationship with each other, checking that we knew we were all on the same page and the evaluations from the students then, became very, very positive for the…language strand.*

K-A: Okay…

EE3: ==*Well, 220 I can't tell you*==.

K-A: You can't?

EE3: ==*Because we are in it, we've just started it,*== *okay.*

K-A: Okay, how were you taught English education in your tertiary studies?

EE3: *I did* ==a BA degree and so I did English as a major== *and uh…only studied literature and uh…then went on to an Honour degree only in literature and then I did a…*==Higher Diploma in Education where I did English education as a methodology.==

K-A: Ya.

EE3: *And* ==it was for one year or less than a year and we learnt how to teach literature,== *language, comprehension, and etcetera.*

K-A: And sometimes do you find yourself lecturing as you were lectured?

EE3: *Well strangely my PHD topic is now disrupting my thinking.*

K-A: Really?

EE3: *So I'm doing a PHD topic where I'm saying you've got to change.*

K-A: Hmmm.

EE3: *Uhm, and every time I go into a classroom,* ==I'm disrupting my thinking.== ==I make a conscious effort,== *I do detailed prep to go into a class now because of, because every time I go into a class I come back and take down the data so mine is part of my PHD study.* ==I'm disrupting everything I've ever done in the past. I'm teaching, from last year I've been teaching in a completely different way== *because of this.*

K-A: What qualities do you feel Higher Education should equip all students with?

EE3: *What qualities?*

K-A: Yeah?

EE3: *Should* ==make them thinkers==*, just to start of with, it* ==should make them readers==*, it should them uhm…look beyond, it should* ==make them challenge a lecturer==*…you know quite comfortably and the environment should enable that questioning and that challenge. It should be a….environment where students are embraced for who they are rather than for what Higher Education had in its idea about what a student should be. We've gotta deal with the students who come to us uhm so uh…when they say students are not ready, they are as ready as they can be in this environment and it should enable to start of with, it should embrace, it should embrace all the, the, the literacies, the things that students come with and then almost model the behaviour of challenge of critical, of critique, of critical thinking, of uh…considering that there are answers beyond one or beyond the obvious.*

K-A: Ya okay, thank you. How do you construct pedagogy to include all students?

EE3: *Why are you doing my PHD topic? [Laughing] Uhm, okay…*==I tend not to lecture as much as I did in the past 'cause I, I felt that lecturing was quite a distancing approach==*…uhm…I realise that certain students do not comfortably sit in the class because they don't come with the uh…backgrounds that others do, some students can speak academic, academically.*

K-A: Yeah.

EE3: *And some cannot unless they are enabled, uhm…so I, my main aim is to* ==encourage participation, encourage talking==*, I'm quite provocative in the class and provoke until they do*

talk, uhm…I realise that things like ==praise and motivation== and uh…just realising that students are actually there and that they not enabling the same voices, ==ensuring that some voices are not silenced by others and the class and they can…just by the way they speak and the words they use and the literacies they come with , they silence others in the class quite comfortably== and so that has to be very very aware. I also am aware that students cannot, could not listen to a lecturer lecture forever.

K-A: Ya.

EE3: *And so, I within the past two years, I've now broken down my, my, my 45, 45-45, 90 minutes into specific chunks. And so there'd be some talking and some writing by students, some pair work and some…each time it's different ==but there has to be variety so that every student has the opportunity to get involved, to make a difference== [Telephone ringing] to uhm…to contribute [she answers the phone]. Sorry, okay, go on.*

K-A: Describe how you tailor your English education assessment to include all students?

EE3: ==*I don't think that we are tailoring it to include all students, uhm, I think we are….that's the one thing,*== *except for this new 210 course, where we did try and tailor it as much as possible uhm…what we are doing, you know we…which we've been doing forever is one test, one assignment which seems to give students with slightly different capabilities, the ability to shine ==but I still don't think it's enough.== I ==do a lot of written work with them which I then collect and even if I don't give them a mark for it, they get comments== and it uh…you know…give some sort of feedback to them but uhm…==I think assessment needs to be revamped, re-thought out to be more inclusive.==*

K-A: Okay, during lectures and tutorials who dominates discussion?

EE3: *[Long pause] I know what you want the answer to be.*

K-A: [Laughing]

EE3: *And I know what you think the answer is and I make a special effort to ensure that it doesn't happen. Uhm…obviously the kids who are articulate and ==the kids who are comfortable with the language and the kids who are, you know, just confident in themselves, uhm…who've come from good schools generally dominate.==*

K-A: Yeah.

EE3: *I make a…and I don't know if it is still that way in other classes and I'm sure it is but I make a special effort to try to break that…uh, that…you know ==I ensure that every student talks==…uhm…participates. A student said to me the other day this is the first time, and she's a 3rd year student, "it's the first time I've ever spoken in a class".*

K-A: Aaw…

EE3: *So, you know, I…think I just, because I just have a lot of fun in the class and make it comfortable and joke with them and make fun of myself and they, they laugh at me so they feel comfortable but I think that's what has to happen, but ==I also ensure that students mix, some people see it as forced and false and maybe it is, but I think it works for me.== I just ensure every week that I swap them around so that they're talking to different people, they are forced to talk to different people.*

K-A: And in lectures, is it the same?

EE3: *In lectures, I can't possibly ask them to move around but they do in my lectures and I don't think in any other lecture uh…they, they do pair work or group work and then they literally talking to the person sitting next to them…uhm…and that can't be helped but they seem to uhm…it seems to work.*

K-A: What would you associate the drop-out and failure rate in your English education group with?

EE3: *We don't have a particularly bad drop-out rate, uhm…because for one, why our numbers taper off at the end is that students who are in the foundation or intermediate phase only have to go up to 310 so they stop at 310. So our numbers in the 4th year do drop but it's not because of, of any other. There are many students in 410 and 420 who are there, who should not be there, uhm…they are doing the 4th year merely because they're interested. They don't need it for their degree. Even worse for us though is those on Fundza Lushaka…because Fundza Lushaka says we will not pay for those…you, we can't allow you to take modules if you don't need it for your degree…so they're supposed to go up to 310. Fundza says, you will only go up to 310 unless you're prepared to pay for it yourself and so that's where our students…but there are some who want to do postgrad work, they come and carry on with 4th year.*

K-A: And the students who fail? What accounts for that?

EE3: *The students who fail, the majority of students who fail generally have not fulfilled DP requirements so they start of with either a very low DP of 40 something percent and so when they go into the exam, unless they are 'C' candidates, they're not going to pass. So that is usually one, either they haven't done one assessment which could account for it or they've done badly in the two assessments. In the English Department and it's in our course books as well, we constantly say, "you must use your tutors and get as many drafts going etcetera etcetera" and my students do. I had then for this last assignment, all coming in with drafts…you know written or typed…uh…uhm…whether students use their tutors or not, make a big deal of it or whether students, tutors push students away, I don't know, but, when they are told explicitly that this is an option, they use it and then they can do well 'cause you, then you, you helping them along with it and then there's usually not a problem but I think sometimes students just, it is an English course and if it's way beyond, you know, they just cannot mange it, they cannot. I had a 4th year student last year who said, I read this Shakespeare now three times and I still can't make sense of it. Uh, he has read all the things on the net and then he still couldn't make sense of it.*

K-A: God! [Shocked]

EE3: *Uhm…he had a 40 something DP, he wrote it twice, it's, he decided eventually to change his major but it, it can be as drastic as that.*

K-A: Ya.

EE3: *He said himself, you know I don't think it's working. The 4th years last year are our last lot of students who got in no matter who you were. We now have an entry level for English, which some people see as elitist but I think it just makes a lot of sense because it prevents the frustration, it's…you know…it is English so we have to watch the English that is used in the, you know, as opposed to Maths or Science or something where you don't necessarily have to worry about grammar. And so we have a 65% entry or two 60s and….it's made a huge difference, students are finding it a lot, a lot easier now.*

K-A: How can you improve your pedagogical practices to benefit all students, if you can?

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EE3: *Uh…I think everyone can, all the time. I think if any lecturer says I, I'm perfect and I do well and whatever, uhm…the important thing is to say, "who are my students?"*

K-A: Hmmm.

EE3: *Uhm with….for instance, the 2nd years now, they've come in with 65%, they are a different breed and suddenly I'm having to up my because they are ready and they're prepared and it's, it's a joy to teach them but you also are aware that one or two have come in through the cracks and have got in through other ways or for whatever reason and you've got to ensure that that student is equally prepared. It just means ==using methodologies that engage==, that's what my big thing is, they've got to engage and…engaging means not just listening to me, it means talking to me, laughing at my jokes, at least I know that they're alive and…when they've got to write and hand it in to me straight away they are engaging with me.*

K-A: Okay, taking all that we have spoken about into consideration, are all your students given equal opportunity to acquire epistemological access in your English education class?

EE3: ==*I think I'd be arrogant if I said yes…I think we'd like to say we'd hope they do but I don't believe that that is necessarily the case uhm*==*…as I said, my PHD is actually tuned to exactly that, and so I'm trying desperately to allow access and allow uh, students to, to, to make sense of this thing called English education.*

K-A: Ya.

EE3: ==*But is it working? I'm trying to assess that myself.*== *Uhm…it seems to be engaging students a lot more, they seem a lot more comfortable with it but I also think everyone has to buy into it and I have for instance, presented a paper to my colleagues about what I'm doing and they were very interested and very excited about it and it seemed like it was, it was a great idea but I'm not going to ever go into their classes to see how they're doing it.*

K-A: Yeah.

EE3: *And uh…but I want to make a difference, I want to uh….today, a student came ad sat with me and she said to me, maybe that's the student you should talk to 'cause she's quite a bright kid, 2nd year, she said, "I want to be you". I said, "What do you mean?" She said, "I want to be a teacher like you". And, and, I, for me, I put that down in my PHD because I'm saying I'm doing something right, I'm not doing everything right, I know I'm doing too many things wrong, that's, that's the frightening thing.*

K-A: Thanks for being honest.

EE3: *No, I know I'm doing many many things wrong and I also know that the easier way is the wrong way. I could go in and I could keep my eyes closed and do a lecture, uh…and I now, having to disrupt myself, it would just be the easy thing to do, to just go and do the thing, uhm…but, and I know, I must be doing a thousand things wrong, I know it. And it's the most frightening thing in the world because you messing up someone's life and uh…but I try to constantly come back and I reflect because it's part of my PHD so maybe it's a selfish thing but I chose this PHD topic specifically because I thought I wasn't doing them justice and I had to change and so that's, that's where I am.*

K-A: When I was in your class you did do justice!

EE3: *I, I, not enough.*

K-A: Yes.

EE3: *Not enough, not enough, not at all. I felt we took it as to a point and we needed to really push you more and uh…I, I think so. I, I mean now I look back to what I did, I just say, "why, why did I do that to a whole…"*

K-A: So we were robbed?

EE3: *Yeah, robbed… [Laughing]*

K-A: Thank you so much for your time.

EE3: *No problem, is that it?*

K-A: Yes, that is.

EE3: Uh, how many minutes was that, not six!

English education

Interview transcript between researcher, Kershnee Appalsamy (K-A) and tutor EE4:

K-A: Okay, I know it's a broad question, but, what in your understanding constitutes English education?

EE4: *Uh…In my understanding…uh…English education would vary from place to place and from context to context…uh…and uh…from uh…the degrees of different outcomes that you would want to expect, for example, uh…English for academic purposes definitely…uh…significantly different outcomes from English and, and English full undergraduate module from your exit year module or an Honours degree or a Masters coursework okay…so uh….one has to take these things into account and then, understanding English uh…. Would reside in what we spoke today, today in our tutorial – communicative competence and how uh…what strategies, techniques and content would mediate to achieve…uh…satisfactory outcomes in that regard…uh…so it's, okay, so we spoke about outcomes, uh….spoke about communicative competence and then also, uh… English studies as it were, is not merely about acquisition of language skills which is uh…the arrangement…uh.. the reading…the course of reading, it is uh…*==intellectual, academic intervention==* with a theatre of ideas, what ideas we are looking at, what concepts, what philosophy, uh…uh…it's not just English, you know? It's, it's what Howard College calls English Studies.*

K-A: Yeah.

EE4: *It's across a broad range of genres and uh…the thing is uh…to be petty about a very awkward question…*==it is the ability for knowledge to transform the individual, to internalise the knowledge==*, to look at the lived experiences of actors and actants in the text and in the media scenario or whatever the medium may be and uh…to make conclusions that uh…we would be enabling or nurturing for uh…a better self, selfhood, uh…. For a better society, and uh… to conduct yourself with uh….moral authority, great humanism, uh…great insight and intelligence, uh…to be nurturing uh…to our students, to get them uh….to be the best possible persons they can be.*

K-A: Hmmm…

EE4: *You know, when I was so far as to say this notion of Carl Rogers is to self-actualize….this may seem idealistic but I think there are important philosophies that underpin, uh…the whole notion of English studies, to look at other people's lived experiences, not in isolation but in uh…in comparison to your own personal unique situation…and uh…to see…uh…*==to open your eyes and to see better ways of knowing yourself…better ways of knowing other people…better ways of living, to..to..go along with a continuum of "to be civilised==*…*

K-A: Mmmm…

EE4: *…effort".*

K-A: Wow…according to your understanding of English education, are you fulfilling the requirements and outcomes of the module in English 220?

EE4: *==Yes==…my…my…uh…this question is a bit pre-emptive because…and, and not pre-emptive because I have been tutoring other people's uh…two other tutors have drawn up the coursework and…uh…and the programme. Of course, I am saying ==if I had done these things, perhaps I would have done it differently==. But because we are doing this as a new module, uh…I think as a coordinator of this module…uh….there has to be now the cross-pollination of ideas, uh…there's a bit too much of isolationism over here.*

K-A: Yeah…

EE4: *And ==which becomes…uh…apparently sudden disasters==, okay. But I think ==we can alleviate that==, because, we are in fluid, flux, the situation is flux, the idea is…is not to condemn uh…people but to uh…==get together== and uh…have this engagement and ==sharing of ideas==, so uh…I, I think I have more than met the uh…outcomes and expectations of uh…the…the course so far.*

K-A: Hmmm.

EE4: *And I'm looking very enthusiastically to teaching my own part of the module, "short stories from around the world", uh…which I believe will be very uh…productive and uh…incisive and intellectually focused lesson and uh, we can also be entertained, as we spoke about learning through a pleasure principal…I think uh…yes…uh I ….anticipate and uh, look forward to that kind of engagement with the class.*

K-A: Okay, how were you taught English in your tertiary studies?

EE4: *Well…the only good lecturer I had was, I think Professor Alan Grimer, uh…a very good instructor, but in, in those days….I think ==there was the one-way communication.==*

K-A: Hmmm.

EE4: *==Where the instructor instructed== and uh…we ==didn't believe in the sharing of ideas== etcetera…uh…this ==happened a little in the tutorials==…but not to the democratic extent…uh…==we have democratised the tutorial room now.== Uh, that's a big difference and uh…==the instructors there were less approachable==…you know?*

K-A: Hmmmm.

EE4: *Uh, maybe we are coming from antiquity but that's how it was then.*

K-A: Sometimes do you find yourself lecturing as you were lectured?

EE4: *Not really.*

K-A: Not really?

EE4: *Because, I think uh…==there's not only one strategy for lecturing==, you know? Like in the Masters level, if you looking at Pierre Bourdieu and looking at uh…various uh…linguistic uh…concepts, aspects and how and how they are transposed from generation to generation, you are mediating something very complex and uh…I think you would resort to a narrative which keeps the argument cohesive and which Masters students can understand to follow your flow and then you of course take questions at the end of it. ==Uh, so sometimes there is room for uh… a sustained piece of narrative…uh…as, as I was lectured to, well I like to use a lot of media.==*

K-A: Yeah.

EE4: *Ya, and if uh…I had to look for ways of improving myself is how to engage with the new media. I'd like to introduce a blog system into my classroom uh…lectures, where people can comment about issues and have a uh…healthy debate…uh…around issues, learning issues…uh…content issues, skills issues…in the classroom…so yes…uh…in a way they will have to have a look at what the, the technology presents there, for ourselves uh…I know even now really, the whole lecture can be put into somebody's mobile…you know? The powerpoint and stuff like that…and I don't see that being used in campus now, but uh…this uh…this is a leap forward you know? And uh…the university leadership gets together and tries to push people, instructors, students, to optimise the use of technology, uh…in both in actual and face-to-face and solitary learning, uh…alone. Uh…yeah. So that's what I wanted, have to say in that regard.*

K-A: Okay, what qualities do you feel Higher Education should equip all students with?

EE4: *Oh, this is very subjective….uh….question which is like personalised the perspective…[long pause] I think when Confucius…I'm actually thinking of writing a paper on this – When Confucius asked, "What's the good family?", and he replied, "the father should be the father, the mother should be the mother, the daughter should be the daughter and the son should be the son". That's very simplistic – overtly but if you look into it with a deeper intellectual lens, you'll find there's great essence and there's great significance in that- so we transpose that to the education system and say-* ==the teacher should be the teacher and the student should be the student.==

K-A: Hmmm.

EE4: *Meaning, the teacher should do everything that is required of a successful lesson, everything that is required to ensure that the student gets all the resources that should prepare himself or herself adequately…that he should acquire the latest ideas, keep abreast of information.* ==You can't be teaching one year for ten years, you know?== *You can teach ten years but you can teach one year for ten years. That means you can repeat the same thing until you blue in the face or in the ears…okay…so that, that is not my expectation of uh…an educator in a tertiary institution and for students…the, the student should be the student you know?* ==They should take responsibility for their learning and they should show initiative, and, and not everybody is confined within a set, prescriptive list of readings,== *uh…uh…very few people venture beyond those readings.*

K-A: Hmmm…

EE4: *You know? And uh…somehow that* ==curiosity should be a driving force for students== *and uh…we have to engage with innovative ways to cultivate this* ==intellectual curiosity== *in our students. Uh….there's so much to say about that but I think this will suffice for now.*

K-A: That's fine. How do construct pedagogy to facilitate English education to include all students?

EE4: *Well you know…you know…to include all students…uhm…uh…come a democratic sense, come a social sense, from as sense where we have different cultural groups….uh…in the class…it is, is* ==to be respecting of everybody's culture==*…*

K-A: Yeah.

EE4: *That's important and uh…you know, we have the other kind of divide between the intelligent student and the supposedly intelligent student and then…then the struggling student.* <mark style="background:cyan">*How…how do we meet a lesson that is accommodating to both of them…I think that's*</mark>

an art that you develop over a time, where they have a common understanding of uh…one of those easiest, obvious techniques is to, is to express a difficult thing in different ways, so that is the person doesn't grasp it the high-code calculating, intellectual way he can grasp it by means of examples, by means of pleasurable engagement with the text – if it allows it.

K-A: Okay, describe how you tailor your assessment strategies to include all students.

EE4: *Well, you know assessment is a bowel of contention in that there are numerous philosophies of assessment, okay. Uh…to include all students….uh… mine is a formative assessment strategy, particularly as uh…like in Understanding Academic Literacy, the Honours programme, I have re-written that entire course and uh, reconfigured it and the idea there is you know, formative assessment and uh, placing emphasis on formative assessment to recruit a credible and internationally valued summative assessment. Formative assessment- where a person can bring his work to you initially, for you to look at it…suggesting improvement…look at the student's deficiencies…praise his strengths…encourage him to be curious in other directions uh… and then go out and do the work, come back and engage for a second…okay, so, so this is what I understand. So I think that is a very inclusive way so that even people who are struggling and who find content difficult and who have second language difficulties. In the privacy of your uhm…met consultation, you know, it's important to have another relationship of just instructor-student…it's relationable 'cause to have a relationship in the consultation room…uh…I think this is very important uh…to understand your students and to create an inclusive environment, so inclusion, we…also means highly productive students-struggling student….will also mean multiculturalism….uh….and uh….fostering that kind of respect uh…it also…means….keeping an ethos of harmony in, in the class and of common purpose and of uh…respect for each other…uh…these are the things, so there's academic things and there's psychological things that create this inclusiveness.*

K-A: Okay. During lectures and tutorials, discuss who dominates discussion.

EE4: *Well, I was just talking to my students that uh…of the philosophy of teaching…in today, of how we should…it to the classroom like…simple analogy is that the teacher is the director behind the camera.*

K-A: Hmmm.

EE4: *And the students are the actors in front of the camera. And so, the skill of the director will result in the skills of the actors mediating the learning. So you have to be in the shadows and then the students dominate the lesson, when possible. Now this is just one scenario okay. We meet, uh…because this is not a one size fits all. In different contexts, the teacher needs to have sustained narrative to explain things and then maybe, ask the questions later.*

K-A: Hmmm.

EE4: *But in other things, where it's possible, where you can let the students express and question and be critical and arrive at the outcomes on their own by selective strategic questioning and you will draw into the shadows and let them dominate the learning space where it's possible. That is uh…that is to be advocated and that is to be favourite you know…it works, like I said different types of learning for different types of situations, now the teacher should be astute and discriminating and recognise in the learning scenario, what kind of mediation, what kind of intervention is required.*

K-A: Okay, what would you associate the drop-out and failure rate in your English education classroom to?

EE4: *Well, the drop-out rate and the failure rate from last years experience….uh…of course is confidential…*==pregnancy and uh…financial difficulties==*…uh…we live in a community and uh…communities which are financially stressed.*

K-A: Yeah.

EE4: *Uh, so…ya. These issues and then…within this course or within English in general?*

K-A: Within this course.

EE4: *Okay, 'cause within this course then we have all undergraduate things right, 'cause in post-graduate…people have family problems, marital problems, teaching in school and rushing here…uh…that's another bag of issues. But at undergraduate, yes, I would think…uh…financial stress, and uh….unwanted pregnancy, well I won't say unwanted as I don't know right…uh…whether it's wanted or not wanted…uh, pregnancy issues.*

K-A: Okay, how can you improve your pedagogical practices to uhm…benefit all students, if you can?

EE4: *Well, I'll speak* ==about engaging with the technology that is available out there==*. There's an amazing array of information that can be incited of into this, to the mobile cell phones…uh…also I think* ==teachers need to be…periodically update themselves about how to use the technology== *right, I….find it unacceptable that those people who are nearing their retirement…uh…got this, it's almost like…you know…excuse, clichéd excuse, "Oh I'm not computer savvy", or you know… "I'm not the computers…" uh…*

K-A: Yeah.

EE4: *You are in this system and you have to use all…maximise your use of all the resources available, to, to, to uh…communicate your didactics.*

K-A: Hmmm.

EE4: *Uh… in an effective way uh…you know…so do this to change whilst it's there. I don't think the university's engaging with this thing sufficiently, it's like we're putting the ostrich head into the sand about these issues. So ya, engaging with the new technology and you also saw what happened today…uh…for me it is to learn from experience. Whilst I accorded these…uh…instructors, the liberty, they have their own autonomy and construct these courses then I'm also seeing that they're being overwhelmed in certain instances because like, for example, this person was, is new.*

K-A: Hmmm.

EE4: *First time she's in the university situation and she's teaching and she's teaching many things and I can sympathise with her, we get overwhelmed okay…*

K-A: Hmmm.

EE4: *Okay, as a coordinator and as a experienced, as a professor of this department, I…*==we should have a series of informal meeting before lectures and before the tutorial== *and things, you're see what we're doing and to provide this advice, maybe what we're doing, they feel intimidated of, with me or uh…maybe uh…I don't know what factors there are* ==but the fact is, they, we need uh…to improve our communication around this course, uh…so uh…that's also important.==

K-A: Okay.

EE4: *I can't see this as an individual thing, I'd think you'd see it as an organisational thing so we need to improve our communication and uh…I think uh…we need to uh…be critical of our preparation, uh…[Telephone ringing]*

K-A: Okay, taking all that we have spoken about into consideration, [telephone ringing] uh…are all your students given equal opportunity to acquire epistemological access in your English education class?

EE4: *Yeah…I…think that is definitely the case, uh…'cause, well it depends upon them because you'll find that uh…. students are largely responsible for their own undoing…you know? The epistemological, the access to knowledge is there.*

K-A: Yes.

EE4: *It's when they prevent themselves for whatever reason from accessing that information…*

K-A: Hmmm.

EE4: *Then they create their own situation of anxiety and intolerable stress and then they react in funny ways, in destructive ways. Uh…we had a student who's ripping out all the marks over there because he didn't get a DP.*

K-A: Oh my god!

EE4: *Okay, uh…but the thing is this, he never attended most of those lectures and he didn't, and he didn't produce those assignments surely etcetera and uh…you'll get what fairly and objectively yours, so…uh…students, it takes two hands to clap…students should be active participants in their learning, you know, they should not be just driven like sheep, on the one hand and on the other hand…the lecturers also should show a degree of accountability and responsibility…I think what underlines this is what I was thinking of writing a…as I was walking here…in a conference next month of writing a paper on respect, you know. You need to respect yourself and you need to respect others and it goes for instructors and it goes for the students as well and I think this is what creates an academic relationship.*

K-A: Hmmm.

EE4: *Where if you respect yourself and you respect others then your work will be fulfilled and this idea of having this…epistemological access, this access to knowledge, uh…you will take it seriously and…recognise how profound and important it is to your professional development and…this…uh…you cannot say I'm the student, he's the professor – he, through him is the doorway to my epistemological access and the doorway is within you. You have to open the doors within yourself okay. He can only suggest to you a certain…uh…investigation….certain curiosity, certain idea, etcetera. But it is the self will and the drive of your own way to make all these things a reality.*

K-A: Hmmm. Thank you so much for your time.

EE4: *Alright.*

English literary studies

Interview transcript between researcher, Kershnee Appalsamy (K-A) and tutor ELS1[18]:

K-A: In your understanding, what constitutes English Studies?

ELS1: *For me, uhm.. English Studies is uhh…a combination of two things. One is the* <mark>*study of literature basically*</mark>*, any kind of text but also* <mark>*equipping students with the particular skills to uhm…uhh.. analyse literature*</mark>*…so* <mark>*it's practical and literary as well*</mark>*.*

K-A: Good…according to your understanding of English Studies are you fulfilling the requirements and outcomes of the module....and what makes you think so?

ELS1: *Uhm…uhh...I think that* <mark>*to a certain extent we are*</mark>*. We are* <mark>*giving students as much instruction in both the text and in uhmm…uhh…critical skills, analytical skills*</mark>*…so...and in the way that the course is….uhmm…assessed or tested, tests both of those...knowledge of the literature as well as skills in analysing literature.*

K-A: How were you taught English Studies?

ELS1: *Uhm… it was* <mark>*basically the same structure*</mark>*...lectures as well as seminars were we are instructed by.. uhmm...you know…uhh...either a lecturer or by a tutor and…ya.. and then…* <mark>*also assessed in the same way – essays and tests*</mark>*?*

K-A: And sometimes do you find yourself tutoring or lecturing as you were tutored?

ELS1: *Uhmm..* <mark>*Yes...obviously*</mark> *[coughing]…I… adapt to…the particular situation but...the…I do…* <mark>*tend to mirror the way in which I was tutored*</mark> *just because those people were [laughing] more experienced than I was.*

K-A: What qualities do you feel Higher Education should equip all students with?

ELS1: *Uhmm.. definitely* <mark>*critical…analytical*</mark> *skills. Being able to discern…uhmm…the relevance of information and to what extent they can trust information...to what extent that is…quality information and being* <mark>*able to prioritize information*</mark>*…*

K-A: Mmmm…

ELS1: *…But also it's really important to* <mark>*equip them with communication skills and writing skills*</mark>*…which I feel the English Studies course does.*

K-A: Okay… How do you construct pedagogy to facilitate all students…in...uhmm...English Studies. How do you include all of your students in English Studies?

ELS1: *Uhm…in tutorials, I try as much as possible, given the limited time, to include* <mark>*groupwork,*</mark> *but I also uhmm, I also try…uhm…uh…* <mark>*class discussions*</mark> *to pick on particular students who haven't spoken before…* <mark>*so I don't let more vocal students control the entire session.*</mark>

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[18] From this point forward, the abbreviation ELS stands for English literary studies and the number represents the lecturer participants, for example, ELS1, ELS2, ELS3 and ELS4. This was done to protect the identity and integrity of the lecturer participants.

K-A: That's good. Describe how you tailor…your English Studies assessment strategies to include all learners.

ELS1: *Well…I…uh…personally, I don't have control over the assessment…but in marking…we do have set standards that we have to follow when assessing their work…so…as much as possible…we and try and mark everyone at the same level at the same standard according to our marking grid.*

K-A: Okay, during lectures and tutorials who dominates disscusion?

ELS1: *Uhmm.. there's usually particular students who, who dominate the discussion, particularly the students who've done the preparation and have read the work, and also students who are just used to being vocal but as I said, I also try to give them a chance to express themselves, but also… include other students who are less reluctant to talk.*

K-A: Okay..what would you associate the drop-out and failure rate of English Studies to?

ELS1: *Uhmmmm….[pause]I think…the amount of reading…that's required in English Studies is very, it's very..*

K-A: It's a lot?
ELS1: *No, it's not a lot. But…students tend to feel overwhelmed by it. If you're told that you have to read a novel for a particular section of the course, a lot of students don't do that in time, they don't do that during the holidays even though they know that they're going to be doing these texts so a lot of students come to these lectures and tutorials unprepared and therefore, they don't...they don't get the full…you know…the full use of the tutorial.*

K-A: How can you improve your pedagogical practices to benefit all students in English Studies?

ELS1: *I think…uhmm…more training for tutors to equip them for particular situations and also, uhmmm uh…*

K-A: What situations?
ELS1: *I mean dealing with difficult students, dealing with students who are unprepared, you know… dealing with uhmm …err students who [coughing] who don't understand the material, etcetra, etcetra… because it's easy to tutor to…uhmmm… students who know the work, but how do you teach it to students who don't know the work.*

K-A: Yeah [thinking]…Taking all that we have said into consideration, are all your students given…uhmm…equal access…equal opportunity to acquire epistemological access..in English Studies?

ELS1: *I think all students are given equal access, not all students use that...in the...in the same way and that may account for the varying…u know…mm…failure rate…*

K-A: Can you explain that?

ELS1: *Well…to…to…uh…we try as much as possible as the English Department to facilitate learning etcetra etcetra…but…certain students...you know...uh...they use it that in different ways, some don't attend tutorials, some don't do their work, so we cant control that side of the learning experience.*

K-A: Thank you so much for your time [smiling], it was great talking to you…
ELS1: *No problem [smiling].*

English literary studies

Interview transcript between researcher, Kershnee Appalsamy (K-A) and tutor ELS2:

K-A: In your understanding, what constitutes English Studies?

ELS2: *[Long pause]....What constitutes English Studies....Well...there's various parts to English...there's language, <mark>there's literature</mark>.... [Deep breath]...but for me, its about <mark>critical thinking</mark>. English Studies...well, the subject that I tutor, is to develop students thinking abilities...*

K-A: True…

ELS2: *It's not just about learning something and regurgitating it...*

K-A: Yeah…

ELS2: *...It encourages thinking and...also [long pause] interactment, you need to be able to put yourself in a situation [long pause] and know how to respond...on a...critical level.....as well as discursive...you know.*

K-A: Okay…according to your understanding of English Studies, do you think that you're fulfilling the requirements and outcomes of the module and what makes you think so?

ELS2: <mark>*At the best of times yes*</mark> *[she laughs]...yes...uhmm...*<mark>*I enjoy what I do, I'm interested in the subject, I'm interested in what I teach, so, therefore, I will prepare for it*</mark> *and...I will encourage students as well...to come prepared...to do the work. I enjoy it; I want them to enjoy it as well. That's the most important part...*

K-A: Yeah...it is…and how were you taught English Studies?

ELS2: *I did my degree...uhm...at a campus in PE...*

K-A: And how were you taught the module?

ELS2: <mark>*Lectures…tutorials.*</mark>

K-A: Did you enjoy your lectures?

ELS2: *[Smiling] Yes, I love English...uhmm…Obviously, my undergrad I wasn't as committed [laughing] as I am now…but its something that I've always loved…as always knew that I would take English as a major.*

K-A: And do you find yourself sometimes lecturing or tutoring the way you were tutored or lectured?

ELS2: <mark>*Yes.*</mark>

K-A: You do..What do you do that's similar to how you were lectured?

ELS2: *Engage with the students...pick up topics that will interest them, or* <mark>*get them thinking*</mark> *[pause] and...hopefully...[emphasis] PERSUADE them to comment and discuss and give opinions, to get them thinking.*

K-A: Yeah… What qualities do you feel Higher Education should equip all students with?

ELS2: *The ==ability to think critically==…*

K-A: Mmmm…

ELS2: *To not just accept everything that's put forward, that's in front of them… they need to question it…uhmmm…also to work academically….to be able to sit down and okay I gotta do serious work…==time management==…you ==have to be mature== about it as well…You don't do your work, nothing is going to get done, you're just wasting everybody's time…uhmmm [thinking] …Higher Education?????...*

K-A: That's fine…also…how do you construct pedagogy to facilitate…uhmmm knowledge in English Studies?.... How do you…uhmm construct your tutorials or lectures to include all students, to ensure that they all have equal access to the knowledge taught?

ELS2: *==You know I haven't actually thought of it like that…==*

K-A: [laughs]

ELS2: *….because uhmmm, [she coughs] it's, it's, ==I can see now that I may exclude certain students in a sense…but I don't mean to… I forget perhaps, sometimes…that… not everybody is on everybody else's level…==*

K-A: Yeah….

ELS2: *…there will be the odd student who doesn't understand what's going on…who doesn't do the work, who is confused, who is a little slow. ==But, I cannot know that unless they respond…==*

K-A: Yeah…

ELS2: *…unless they say…and I do ask, I do ask …is everybody with me…do..does everybody understand?....are you confused about anything?...ask questions….speak…==but if the student isn't doing the work, there's nothing I can do about that…==*

K-A: True…

ELS2: *==…if they're not going to come to me and say..im lost, I don't know what to do==..*

K-E: Yeah…

ELS2: *...but I want to help all of them.*

K-A: Describe how you tailor your English Studies...uhmm…assessment strategies to include all learners?

ELS2: *Well…I would tailor is to…==the age group==…I wouldn't go so far to culture, race because its all about the age…whites…and…ya…what everybody that age is...doing, thinking, how they think, how they respond…..[pause] so yes I would… I would think of myself as a first year student, not as a 18 year old coloured girl, just as a first year student.*

K-A: During lectures and tutorials, who dominates discussion?

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ELS2: *I do* [laughing]

K-A: During lectures?

ELS2: *Well I don't do lectures.*

K-A: Oh, just tutorials?

ELS2: *Ya*

K-A: Discuss…

ELS2: *Well…they're very quiet…*

K-A: mmmm…

ELS2: *…some of them don't do their work…so I would have to dominate, to…get them thinking…*

K-A: Ya.

ELS2: *…to get them to speak and comment and says things that are funny just to get a response, err…I would say things that they, may think: …oh my…, just so that they can, so that they can do some talking, I would love for them to always be …uhm..*

K-A: Participative.

ELS2: *…speaking…but errr..it doesn't always happen.*

K-A: True... What would you associate the drop-out rate and failure rate in English Studies with?

ELS2: *With?...What do I associate it with? [thinking]*

K-A: Yeah?

ELS2: *[Long pause] Difficulties, especially of English as a second language.*

K-A: Yeah...

ELS2: *That's, that's what it comes down to…uhmm…I come across students who want to register for this subject and…it's sad…well, not sad, but I mean, they cant ask me properly what to do, and I think how are going to do this course because I mean, this is not to im….it is to improve language and reading skills…but if you're struggling with the language then its not the subject that the student needs to do.*

K-A: How can you improve your pedagogical practices in English Studies to benefit all students?

ELS2: *[Long pause] one on one…one on one sessions…*

K-A: Individual…

ELS2: *Individual…and I know at what capacity and ability the student can work at, but in a group, I mean it's not a big group…its hard, I mean time…there's not enough time…*

K-A: [With concern] …it's 45 minutes.

ELS2: *Ya…there's not enough time, to individually sit and look at everybody, see what work they're doing, if they are on the right track…*

K-A: Mmm.

ELS2: *…but that's the way I would do it, if they come to me…schedule a meeting, then perhaps…*

K-A: Taking all that we have said into consideration, are all your students given equal access to acquire epistemological access in English Studies?

ELS2: *Yes, they are. But it comes down to them at the end of the day; they must make the choice to…exercise that right or…errr…that opportunity. But…uhmm I treat everybody equally, and I want everybody to discuss and I'd love to ask each one a question, but they don't like that, they don't want to be cornered, they don't want to be put on the spot I don't want to make then feel afraid…so …whoever comments, comments, whoever speaks, speaks, whoever doesn't? Whoever keeps quiet sits in the corner… [long pause...thinking..] …well I can't do anything about that.*

K-A: Thank you so much for your time [smiling], and it was a pleasure talking to you.

ELS2: *Pleasure [Smiling].*

English literary studies

Interview transcript between researcher, Kershnee Appalsamy (K-A) and lecturer ELS3:

K-A: Firstly, what in your understanding constitutes English Studies?

ELS3: *I think English Studies is the body of work around the English language…so…from the sort of English classical texts to Shakespeare all the way through to what is to be present day writers like J.M Coetzee…Uhm…I think English Studies is that…its quite a broad topic…*'cause you trying to combinate a history of a language and a literature and a current day understanding of literature as well.

K-A: Okay…next, according to your understanding of English Studies, are you fulfilling the requirements and outcomes of the module…and what makes you think so?

ELS3: *Well, I teach Romeo and Juliet to first year at the moment and* I think yes. *So what we've done is we're trying to* introduce students to one of the greatest writers of the English language which is Shakespeare *and I think you really can't study English Studies without studying Shakespeare.*

K-A: True…

ELS3: *…because he's a master of his craft and…*he's a huge part of the history *but I think* we're trying to make it a little bit more modern, *a little bit more fun and …uhm…and make students realise that it works on a universal level as well…that it's not just something that happened in Elizabethan England,* that Shakespeare's themes are relevant today…which is the reason we still choose to study them.

K-A: How were you taught English Studies when you were here?

ELS3: *I was at first year at…1997 and so it was slightly different. I would say…possibly, we still covered classical texts, but, we didn't do as much modern,* we didn't have as much subject matter as they have now*…uhm…*we were expected to study a canon, which is a body…an established body of work and to know that canon and now the understanding is that students…perhaps, don't need such a classical understanding of the subject.

K-A: So, sometimes, do you find yourself lecturing as you were lectured?

ELS3: *I think I* have drawn from my lectures *and…you know…in many ways…uhm…one of the things* we did when I was a student was a lot of close reading where we take a text and actually work with the language of that text and I still do that with my students. *Perhaps the texts right now are not as challenging as the ones I were exposed to when I was here.*

K-A: Okay, what qualities do you feel Higher Education should equip all students with?

ELS3: *I think the…my opinion….*the point of a higher education is to teach people how to think*…*

K-A: [nodding] Mmmm…

ELS3: *…how to* analyse, *so it's not so much the text that you are studying* but that you are able to engage yourself in, in such a way that you can analyse it and work with it, even if it's

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unfamiliar to you and so, for me, it really doesn't matter what the subject matter is, as long as you're doing it to think and critically engage with…the world, as especially with other peoples opinions, I think higher education…allows…allows it to be exposed to a wide range of opinions, it might not be the same as your own and that's where the value lies.

K-A: Next, how do you construct your worksheets and pedagogical practices to accommodate all students?

ELS3: *I think there's an understanding, especially on this campus that students are at different levels of education so not everybody is comfortable with the word and is comfortable with the English language…some people are speaking English as a second language…*

K-A: Yeah…

ELS3: *…So I think what I try to do when I construct a lecture, notes or worksheets is I try to use a language accessible to all my students, that's important…and I try to use visual tools as you saw in my lecture…*

K-A: Yes, yes…

ELS3: *…Powerpoint presentations…because often when students can see something written, it makes it much easier for them to understand…*

K-A: Mmmm…

ELS3: *…and I take extra care with explaining what is difficult or awkward words for them…and then I try to make it as modern as possible. You might have seen from the lecture today, I tried to make students see the work as, as if it were part of their life and what would that mean…so that's what I try to do…especially for second language students, I think they feel daunted by the language often, not so much the subject matter and if you can break that language down for them, it now becomes more accessible.*

K-A: And what about your assessment strategies?

ELS3: *Uhm…I myself don't construct the assessments for this section of the course but I think what the university has done, I was thinking the English department, is they have chosen a range of assessments. So what they do is they have assignments, essays and written tests and comprehension, so they use different forms of assessments so they…it is important that students are able to write and to express themselves in an essay format- it is English Studies after all…but there is an acknowledgment that there needs to be different forms of assessment from the oral, through to the written tests, through to the take-home-assignment.*

K-A: And what about the tutorial questions for Romeo and Juliet, did you design them?

ELS3: *I did not design the worksheets for Romeo and Juliet…uhm…if I were to design them, what I would do is probably do quite a few close readings, taking an important soliloquy or passage from the play and giving them to work with it, step by step, break it down and understand why it works the way it does and what Shakespeare is trying to do with that film and…uhm…possibly…uh…to do quite a bit of character analysis, through that, you get the themes of the play, you get to understand why the characters operate the way they do.*

K-A: Good, and…during your lectures, who dominates…uhm…discussion?

ELS3: *Well, at…at the University of the Natal we have two forms…so we have a lecture and a tutorial, so the lecture, the lecturer dominates the discussion, gives a talk as you saw, the*

few questions are dispersed...uh...the tutorials are designed specifically for the students to have time, so they are in much smaller groups...we go from a 150 in a lecture venue to a tiny group...let's say 25 people...and the students discuss and talk during the tuts, they have worksheets and they have discussion time and the tutor, then, just acts as a guide. So in a lecture, they are given a talk about, by the lecturer, they get taught and that means the lecturer takes up most of the time and except for the few sort of exchanges, then when they come together in smaller groups, they get a chance to speak and voice their opinions and interact it out.

K-A: What would you associate the drop-out rate in English Studies and also the failure rate with?

ELS3: *If I have to be honest, I would suppose I would say that most students are not equipped for university education, and what happens in English Studies is they are marked on their grammar, on their language, on the way in which they write as much as they are marked on the subject matter on what they write. So, in other subjects, were they may be able to express themselves, perhaps, not in correct English and, and if it's fine with the Department...in English Studies, it's not...so I think the biggest contributing factor to the failure rate is that...possibly...a poor school education.*

K-A: Maybe…

ELS3: *...and also students aren't prepared for the volume of work...*

K-A: Yeah…

ELS3: *...they don't understand that coming to English Studies means having to read two novels and a play...*

K-A: …so the transition from school to university…

ELS3: *...and they find it very difficult...*

K-A: Yeah…

ELS3: *…they find it very difficult and I think it's that.*

K-A: Okay, then, how can you as a lecturer improve your pedagogical practices, if you can?

ELS3: *I think the important thing is to...uhm...keep in touch with my students...that's what I do, I talk to them before and after every lecture so I get a feeling of where they're at...and also to realise that they don't operate the speed, perhaps, in which I operate so, sometimes I think it's important as a teacher, to slow down, and take it a bit more slowly...uhm...but, it's better just to keep in touch with what they want 'cause they actually give me a lot of feedback all the time, they do, they always tell you what they feel, and they...*

K-A: Yes, you're always interacting with them, even when I was sitting [before the lecture] and I was observing you, you were taking to them, before and after the lecture, it was so good…

ELS3: *Ah, aah thanks...I'd like to get to know them and that's important to me...*

K-A: It's even motivating me as a teacher at school, and what I can do at school as well…

ELS3: *[Laughing]*

K-A: …to get everyone's perspectives, it's so good, and also, taking all that we have spoken about into consideration, are all your students given equal opportunity to acquire epistemological access in you English Studies classroom…lecture?

ELS3: <mark>I think they are</mark>, I think…uhm…what happens is even if they possibly don't have access to resources there at home, <mark>the university does provide them with resources</mark> so, everybody has access to the internet, everybody has access to the library, everybody has access to the books…the lecturers themselves, we put out notes online for them to look at, so, as a, if a student really wants to get hold of the resources, they can…uhm…there isn't a case where that, if they go home they don't have a computer, well that's it. I don't think that's the case at all, and I also…we're available…I mean, <mark>I'm available after lectures</mark>…so I know…if you have…<mark>I think it's up to the students to come and ask the questions and that's I think a bit of a stuck, often students don't take the initiative…to work out what the issues are.</mark>

K-A: Thank you very much for your time; it was so nice chatting to you.

ELS3: [Laughing] It's a pleasure.

English literary studies

Interview transcript between researcher, Kershnee Appalsamy (K-A) and tutor ELS4:

K-A: What in your understanding constitutes English Studies?

ELS4: *Wow…uhm…[long pause] obviously, a huge part of it I feel is…uhm…literature…uhm…but…ya…anything basically…uhm…firstly written in English.*

K-A: Ya…

ELS4: *I think…uhm…and that would be fiction, non-fiction and then poetry, short stories, flash fiction…uhm…but I suppose it also includes…uhm…non-written, so like spoken word poetry…uhm…I think there are many things involving the English language.*

K-A: Okay…according to your understanding of English Studies, do you believe that you're fulfilling the outcomes and requirements of the module…?

ELS4: *In the way that the course is designed or in the tutorials that I give?*

K-A: In the tutorials that you give, do you think that you're achieving the outcomes of the module as a whole…and the requirements of what you just stated English Studies was?

ELS4: *Mmm…well I hope so 'cause that…uh…what the goal is for the University…uhm…allow people to have a greater understanding of things that are expressed in the English language and…ya.*

K-A: Okay, how were you taught English Studies?

ELS4: *Uhm…I…uh…studied English, English Studies at University, so in a very similar way to how we teaching it now…uhm…so the, the lecturers…uhm…read the texts before the lecturers…you were explained some of the issues in the lecturers…and…and then…uhm…allowed to develop your more individual thinking in the tutorial sessions…uhm…that we have. Also…uhm…uh…try and have a greater understanding of things by…uhm asking questions that you didn't think about the original text.*

K-A: So, sometimes do you feel that you tutor or lecture according to the way you were tutored or lectured…do you find yourself doing that sometimes?

ELS4: *Uhm…??*

K-A: Or is it something totally new?

ELS4: *I feel…uhm…as though I'm coming from such a different perspective…in that when I was lectured, I was a student so I was…uhm…ya…I was…uhm finding out things for the first time and uhm…experiencing things in such a different way from school.. I feel like now having come through that all, uhm, I, [long pause] I'm coming at it from a different side, the questions, uhm…have a greater understanding of the text that we do just because I've done a lot of them before and I think that the…uhm…the way that I was taught does impact on the way I do teach…I mean, it has to, 'cause I think that's how we learn anything.*

K-A: What qualities do you feel Higher Education should equip all students with?

ELS4: *Uhm…I think the one of the most important things is* ==critical thinking==*…uhm…[long pause] also maybe…uhm…like an objective critical thinking where you don't invest your emotions in it at all but it allows you to think about various large issues…uhm…ya…critically…uhm…so that you get a greater understanding of all variables that impact on it…'cause in life you often only have one view on things, but, I don't know, if you were there when we were discussing in class just uhm…one of the goals of this module is to be able to think critically, but, uhm…argue both sides of the uh…uhm…of an argument, even if you don't believe them, but just so that you have greater understanding of all the…uhm…different arguments of film processes that go into one…uhm…specific thing.*

K-A: How do you construct pedagogy to facilitate the knowledge of uhm English Studies to include all learners?

ELS4: *Okay…[uhm]…Sorry can you repeat that again, how do you?*

K-A: How do you construct pedagogy to facilitate the knowledge of English Studies to include all students…how do you teach to include all students?

ELS4: *Ya…uhm…[long pause] I feel that uhm…* ==it's quite difficult to do obviously 'cause everyone's so different==*…uhm…but, possibly uhm… allowing uhm…*==allowing individuals to think for themselves==* uhm…and come up with their own solutions rather than telling them a specific way that something should be…so…uhm…before explaining something in such a way, ask people for their views on the subject before 'cause often the first time you hear something, if you hear a specific answer or a specific opinion, it's easier to conform to that opinion or allow that opinion to impact on your thoughts… so I feel allowing everyone else to come up with opinions before they are…uhm… before they hear other opinions by people…even if, possibly it is lecturers who are more knowledgeable than them, …uhm… allow people to think free first…uhm…allows for greater…uhm…participation because…if someone had a different opinion and they were told…no…uhm…this is what I think, and this is the most correct way…uhm…people will feel excluded I think. Does that sort of answer your question?*

K-A: Hmmm. Yeah, it does. Describe how you tailor your English Studies assessment strategies to include all learners?

ELS4: *Okay…Uhm… [Long pause] obviously the goal is to, to include all…uhm… learners in the assessment process, but, [long pause] its also…uhm…I suppose the thing is that…uhm… the assessment has to be..uh.. very structured…uhm…obviously,…uhm… to get a standard response, but, uhm…*==asking questions that…uh…ask for learners opinions…uhm…so…uh…helps to include most people==* because…uh…obviously they're various opinions…uhm…and you can't say one of us is more right over the other, so when you…and…uh…so when you do ask questions that ask for opinions and then mark accordingly with…uhm…knowledge that did…if you did ask for an opinion, there is some leeway in the answers that you will get…uhm…although I think you do have to have some quite…uhm…uh…objective questions, uhm…like questions that ask for specific answers that are either right or wrong…*

K-A: Yeah…

ELS4: *…but also some opinion based ones.*

K-A: During lecturers and tutorials, who dominates discussion?

ELS4: *Uhm…well..in,* ==in lectures I feel that the lecturer would dominate discussion==*…uhm, but…uh,…* ==I hope in tutorials…uhm.. the class would dominate the discussion…so I try…I try and ask questions in tutorials and get the students to respond==*…uhm…and hopefully, I'd*

rather ask questions that make them…uh…think about different answers…uhm…within the question I was specifically asking so that they can think and discuss…uhm…and then if anything I feel that needs to be said then I'll add that in…uhm… <mark>*so hopefully in tutorials, it's the students that are dominating*</mark>*, ya.*

K-A: What would you associate the drop-out rate and failure rate in English Studies to?

ELS4: *Associated? Externally to English or externally to the University or?*

K-A: English Studies?

ELS4*: So to another subject or??? You said what would you associate…*

K-A: …the failure rate and drop-out rate of English Studies…if students are failing or dropping out….

ELS4: *Oh! What would you attribute it to?*

K-A: Yeah…

ELS4: *Oh, okay…uhm…uhmm…mmm…often…*<mark>*students just aren't, mmm…uh…ya…aren't..uh…willing to put in the time to..uhm..get the results, of uhm, of doing well in English*</mark>*…uhm…so for example, uhm…the text that we did in the tutorial today was Romeo and Juliet and…uhm…there were about seven people with the book there and the Romeo and Juliet was emailed…the text was emailed to them and they do have access to the lans, so everyone should have read it.*

K-A: So the text was emailed to them?

ELS4: *Yes, as a pdf format, 'cause the…uhm…the copyright is obviously expired so it's not infringement and so, and there's online films anyway and…uhm…they have access to the lans and they can do it and, you know…and just…uhm…*<mark>*sometimes people are, just don't put in the effort, and then obviously the class discussion is based around a few people who actually do know what they're talking about.*</mark>

K-A: Okay, how can you improve your pedagogical practices in English Studies to benefit all students…if you can?

ELS4: *Uhm…[Long pause] Uh, I'm… probably the way to do it is…uhm…I'm not sure if you maybe need to create a more…obviously I'm speaking specifically from a tutorial side, I'm not sure about lecturing, but, uh…*<mark>*creating an environment where students feel comfortable to talk*</mark>*…uhm…so I try to keep it…uhm…very informal so that everyone can participate 'cause often, I mean I really disliked participating in tutorials, I just used to keep quiet…uhm…so I try and allow…make an environment where people can participate…uhm…so you hadn't arrived at the seminar yet but I had a good talking to them about getting the text and reading it and…so that can they participate…uhm… so possibly being stricter in the beginning so that they do the work…would benefit them in the long run.*

K-A: Taking all that we have said into consideration, are all your students given equal access to acquire epistemological access in English Studies?

ELS4: *Mmmm…*<mark>*probably not*</mark>*. Based on the…uh…*<mark>*financial requirements*</mark>* of doing a course…uhm…specific texts like Shakespeare can be got online…uhm…but, often you have to buy a book to be able to read it, sometimes the library…it's out, or other students have taken it out…uhm…so if you don't have the financial means to buy a book, to buy the specific text to*

read, ==then you are at a disadvantage==, uhm…but other than that in lectures and tutorials, ==in consultation times they are given equal opportunity to come speak to you==…uhm…I mean even to borrow your own copy of the book which a lot of students do do…uhm…so they, they are given the opportunity to interact with the staff equally, but if you don't have the financial means to buy the original text then,…

K-A: So they're not all given equal opportunity?

ELS4: *They're given equal opportunity if you specifically saying 'given', but I mean, it's a free country so you can, anyone can buy the book anywhere, but if you don't have the means, so a lot of students don't have equal opportunity even though they're given opportunity…if you don't have the money, well… you just can't afford it…uhm…which is…ya, so they might not be able to….*

K-A: Thank you so much for your time, it was so nice chatting to you.

ELS4: *[Laughing and sighing]…pleasure.*

Appendix C

Observation Schedule

English Studies/ Education Lecture

Seating arrangement:_____
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Lecture hall discourse:_____
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Communication between lecturers and students:_____
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Who dominates tutorial discussions?_____
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_____
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_____

How individual lecturers' understandings of English Studies/ Education reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy:_____
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Appendix C

Institution: Howard College Campus   Date: 05 August 2011
                                                    09:35 – 10:20

Observation Schedule

E 141

English Studies/ Education Lecture

Seating arrangement: Students are seated on individual desks and chairs seated next to each other in rows of 3. Tutor is standing central to the front and stays in that position for the session. Seating arrangement of students denotes individual work.

Lecture hall: Small to encourage tutors to facilitate and harness individual attention to students. However, students did not seem to get individual attention, they were constantly referred to 'you all' – as if they're all on the same level.

Communication between lecturers and students: Many students did not answer *orally* tutorial questions posed by the tutorial. They are seated at the back just listening and making notes. There were only two students (1 white girl and 1 indian girl) that continually gave their comments + thoughts. The tutor dominated the discussion and expanded on students comments.

Who dominates tutorial discussions? Tutor directs questions to students from class register. Students feel awkward at this technique. Tutor's dominating the tutorial giving them a talk of what students are actually supposed to be discussing themselves, and which they have already got in the lecture. It's a conversation between tutor and students and not students – students.

How individual lecturers' understandings of English Studies/ Education reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: She starts by informing the students about writing conventions required for tests, assignments, exams. Nordipha asks at the beginning: "who's read the play?" to understand at an individual level where students are at. She takes the initiative to learn students' names. She does not introduce any critical element of teaching into her lesson – basically, she just directs questions to students to check their level of understanding.

Final analysis of inclusion and/ or exclusion: – Students, mostly students who speak EAL are still excluded in terms of the language of the play, some of them never read the play. They did (most of them) not participate in discussion.

She tries to make students feel comfortable by asking them their names and urging students to speak.

Appendix C

Institution: Howard College Campus   Date: 04 August 2011
                                                   09:35 - 10:20

Observation Schedule

C7

English Studies/ Education Lecture

Seating arrangement: Students are seated on desks and chairs in two groups at an angle that positions them to look foward and listen, and discuss text with tutor and not each other. Tutor is seated the whole time, this does not seem to allow students to engage in meaningful discussion.

Lecture hall: Small to create individual attention for students. The lecture venue is actually shaped physically to denote student and tutor position.

Communication between lecturers and students: Students are communicating with tutor and tutor is responsible for facilitating that communication. Many students, meeting students who speak EAL do not communicate, they just sit and listen → it is not certain whether they are on the same level as the students who are communicating as they do not speak.

Who dominates tutorial discussions? Tutor dominates tutorial discussion, she poses a question and students, certain ones who are frequently comfortable with communicating, continually answer. Students are not given the opportunity to share their knowledge. Many students sit silently doing nothing.

How individual lecturers' understandings of English Studies/ Education reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: The tutor did not take the initiative to facilitate a discussion among students themselves - therefore some students were excluded from the lecturer - student discussion. The tutor believes that English studies is "for the whole part" literature and this is reflected in tutorials → The play was not adapted to their own lives or shown how it is relevant for students.

Final analysis of inclusion and/ or exclusion: Many students who speak EAL seemed to be excluded from discussion - students had difficulty understanding the language of the text of Romeo and Juliet. It is assumed that all students have read and understood the play.

Appendix C

Institution: Howard College Campus

Date: 01 August 2011

13:15 – 14:00

Observation Schedule

Romeo and Juliet (L4)

English Studies/ Education Lecture

Seating arrangement: Learners are seated next to each other in their groups. Lecturer takes up most of the space central to the front – authoritarian position. Lecturer mostly faces the projection screen with notes displayed.

Lecture hall: Very large. Accomodates ± 300 students. Three rows in a curved position facing the front. Lecturer stays at the front moving around – she does not walk up the steps.

Communication between lecturers and students: The lecturer respects, accepts comments from students and facilitates and adapts on their comments. A learner tried to ask a question (he repeatedly asks questions) and she points her hands towards him in a 'stop' position so that she could continue with her summary of R+J. She later took his question. She communicates in English

Who dominates tutorial discussions? The lecturer is the 'knower' and dominates tutorial discussions. There was very little interaction between students and lecturer. A student asks-what war + (B) sg 4 ± sec. movie and the first was more calmed, the lecturer disagreed and said "I don't think that it was calm as romeo screams, jumps in the fountain, holds his stomach"

How individual lecturers' understandings of English Studies/ Education reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: The lecturer tries to accomodate all learners in the questioning techniques used. Tutorial /lecturer pedagogy → pg 9 she interacts with students before and after lectures to check individually where they're at. Assign. was not discussed. Tutorial questions reflect a more practical understanding of Shakespeare eg. "How would you feel . . ."

Final analysis of inclusion and/ or exclusion: During lectures, the lecturer dominates discussion and this is a time where they physically teach /lecture the literature. It is not possible to see if all students are at the same place since the lecture does not allow for that. The lecturer assumes / takes for granted that all learners have acquired grammaticality during schooling years. Shakespeare is not accessible to all students – Some learners, by the look of their faces, seem confused when she read a Shakespearean phrase but were eased when she explained it in simpler English terms – to include all learners.

Appendix C

Institution: Howard College Campus

Date: 02 August 2011

7:45 - 8:30

Observation Schedule

E142

English Studies/ Education Lecture

Seating arrangement: Linear - students seated next to each other in a line - does not allow for group discussion. As a result, students, therefore, didn't feel free to express their thoughts oppinions.

Lecture hall: very small which was supposed to be to facilitate small groups and to give learners individual attention.

Communication between lecturers and students: There is communication between lecturer and students, however, this is not a discussion. There should be communication between students however, this is unseen in this tutorial.

Who dominates tutorial discussions? Tutor leads the discussion - posing questions which are to be the topic of discussion. Tutorial does not give students the authority they were supposed to have been given. Students are working silently on their own.

How individual lecturers' understandings of English Studies/ Education reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: Students are assumed to know grammatical conventions eg. Identify the oxymoron " "This is a metaphor, right?"

Final analysis of inclusion and/ or exclusion: Lecturer does not inquire where individual students are in terms of reading/understanding the play. It is assumed that they have all read and understood the play.

All students are answering the same tut. questions. Furthermore, she posed all the questions to the students without allowing them to participate in groups. the questions and statements, moreover, seemed to be very loaded, for example, " Isn't it? ", " I'm sure we're all on the same page " and " That's self-explanatory ".

Appendix C

Institution: Edgewood Campus   Date: 15/09/2011

Observation Schedule

S113

English Studies/ Education Lecture

Seating arrangement: Students are seated in 2 small groups also according to race.

Lecture hall: Very small class to allow for participation from students.

Communication between lecturers and students: Very open, friendly environment. Students are free to express themselves and feel so free and confident. Tutor allows space for questions and clarification on misconception. students take over and the tutorial - seems as if they don't need a tutor. Most of the students participate, however, there was a group of students who never spoke.

Who dominates tutorial discussions? Students dominate discussion and present their pre-reading, reading and post-reading activities. Tutor sits down with the learners and listens to each group present. He takes all comments from students. which allows them to feel like they own the tutorial.

How individual lecturers' understandings of English Studies/ Education reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: Asks learners " How do you feel about the activities you just presented" - Gives learners a sense of being included in the tutorial. He talks to all students as a 'group'. It is evident that they are some students who are 'in the dark' but this goes ignored. The tutor is aware of the purpose of English being in the education field as tailors the tutorial as such.

Final analysis of inclusion and/ or exclusion: All students are given an opportunity to participate equally and access knowledge. However, in this tutorial only the students who were confident in themselves spoke, those that didn't, didn't speak. It is uncertain whether these students are included.

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Appendix C

Institution: Edgewood Campus

Date: 07/09/2011
09:35

Observation Schedule

LT3

English Studies/ Education Lecture

Seating arrangement: The lecture venue is divided in 2 rows with learners sitting in rows next to each other. There is a platform central to the front for the lecturer to take charge. This denotes a very traditional, authoritarian seating arrangement. The lecturer sat down in the front throughout the lecture.

Lecture hall: The venue is small. It caters ± 64 students. The venue is structured in a way that connotes students should "look front and listen". Collaborative learning would be very difficult in this venue – it does not cater for group interaction.

Communication between lecturers and students: Very little communication between lecturer and students – Assumes that all students know eg. "Can you see", assumption that all student aware of the story "The three little pigs." Only the students who have a background on reading participate while others sit quietly listening or just afraid to speak.

Who dominates tutorial discussions? The lecturer dominates the discussion – she doesn't stop to check the level of understanding of students. There are a view few opinions of students which are expressed. The lecturer moves very quickly through her powerpoint slides. In some areas of the lecture, certain groups of students have their own conversation – they aren't listening to the lecture.

How individual lecturers' understandings of English Studies/ Education reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: Similar to her interview, the lecturer did in her lecture move towards an understanding of English but, unlike as stated in her interview and the outcomes of course, she did not focus on the application of English towards a classroom situation. Assignment topics wee not discussed. The entire lecture was focused entirely on the disciplinary content knowledge of short stories

Final analysis of inclusion and/ or exclusion: Students were coming in one by one from a Ed. Studies test, but the lecture still continued. Some students seemed confused after being in late. Powerpoint prese-ntations are available on an online learning site for all students to access. Students were excluded – many of them don't know the story of "The three little pigs" – Many students are not on the same level as other student who have a background knowledge on the lecture.

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Appendix C

Institution: Edgewood Campus   Date: 15/09/2011
                                             08:50

Observation Schedule

S104

English Studies/ Education Lecture

Seating arrangement: Students are seated in small groups in their groups which are categorised according to race.

Lecture hall: The room is large but only the first half of the class is utilized as this is a small group of ± 17 students.

Communication between lecturers and students: Lecturer/ Tutor directs questions to students to guide their learning. Students are free to answer questions and they feel free to answer. A calm conducive, inviting environment is created between tutor and students.

Who dominates tutorial discussions? The tutor dominates discussion, his voice dominates the students in that they are only reading and answering questions which he is predominantly over-shadowing the tutorial and learners are not given a chance for discussing what they have read. Students are given 10 minutes to discuss and dominate while the tutorial is 1½ hours long.

How individual lecturers' understandings of English Studies/ Education reflected in tutorial worksheets, explanation of assignment topics and lecturer and tutorial pedagogy: Tutor tries to give students space to participate in class, eg. reading texts, answering questions on "what is communicative competence" All students are given equal opportunity to participate. However, thee was no focus on the short story they were hardly supposed to be reading as the tutor was unprepared. Assignment topics and exams were not discussed.

Final analysis of inclusion and/ or exclusion: All students are free to participate- they are included in that way. Different students are given an opportunity to read and be involved.

However, students are excluded still in that they are not given that free platform to discuss collectively in groups their own understandings of the text.

When students are given 10 minutes to discuss in groups, only about 2 out of 6 dominate discussion - the rest remain silent.

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Appendix D
Document Analysis Schedule

{.....} *have been used below to illustrate how the above section will be filled in*

1	Type of Document: *{Assignment}*
2	Date(s): *{07 May 2011}*
3	Name and Status of the Author of Document: *{Miss Adam* – Lecturer}*
4	Position Held: *{Lecturer}*
5	For which Audience is the Document Written? *{Student}*
6	*Document Information (there are many possible ways to answer A-E)* a. List three things that you think are important within the context of this document. b. For what purpose was this document was written? Quote from the document (if possible). c. What evidence in the document helps you understand the relationship between inclusion and/or exclusion and high dropout rates? d. List aspects of the document that tell you about the socio-cultural identities of English Studies/ Education employed in Higher Education. e. Identify any question(s)/ themes(s) in the document/s that you feel is (are) left unanswered.

* Pseudonyms have been used to ensure the confidentiality of participants involved

Appendix D
Document Analysis Schedule

1	Type of Document: Tutorial Questions
2	Date(s): 01 August 2011
3	Name and Status of the Author of Document: Ms. Campbell* - Course Co-ordinator
4	Position Held: Course Co-ordinator
5	For which Audience is the Document Written? Students
6	*Document Information (there are many possible ways to answer A-E)*

a. List three things that you think are important within the context of this document.

1. To test students understanding of the lecture and reading of text
2. Provides background - extra information based on text
3. Includes student guide and academic writing conventions

b. For what purpose was this document was written? Quote from the document (if possible).

1. To test students understanding of text and to prepare them for the exam, eg. "Read the entire play. Then re-read" "Think back over the entire play"

c. What evidence in the document helps you understand the relationship between inclusion and/or exclusion and high dropout rates? There is an assumption that all students can infer from text, example, "What does the quarrel between the servants show?" All students are taught as if they are all on the same level: "Look for oxymorons, metaphors; the gist of the dialogue" Questioning tries to include all students: "What information can you extract from the passage?" and "See if you can identify a pattern to the rhyme"

d. List aspects of the document that tell you about the socio-cultural identities of English Studies/ Education employed in Higher Education.

The document implies that all students are at the same level. They are all able to follow academic writing conventions and they can all construct a logical argument.

e. Identify any question(s)/ themes(s) in the document/s that you feel is (are) left unanswered.

There is no guidance for the assignment /tests and exam.

* Pseudonyms have been used to ensure the confidentiality of participants involved

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[20] DASELS1 is an abbreviation for document analysis schedule English literary studies. The number represents the number of documents analysed.

Appendix D
Document Analysis Schedule

1	Type of Document: Test
2	Date(s): 17 - 19 August 2011
3	Name and Status of the Author of Document: Course co-ordinator
4	Position Held: Course co-ordinator
5	For which Audience is the Document Written? Students
6	*Document Information (there are many possible ways to answer A-E)* a. List three things that you think are important within the context of this document. 1. Academic writing 2. Ability to construct an argument 3. Ability to understand and critique a question b. For what purpose was this document was written? Quote from the document (if possible). To test students' understanding of the play, Romeo and Juliet, for example, "support or illustrate your argument by reference to the play" c. What evidence in the document helps you understand the relationship between inclusion and/or exclusion and high dropout rates? this may be difficult for second language speakers. Students are not given a choice of a question to answer. For example, "Romeo demonstrates just how fickle, shallow and impulsive he is". If student do not understand these words, they automatically are excluded. d. List aspects of the document that tell you about the socio-cultural identities of English Studies/ Education employed in Higher Education. All students in first year should be able to argue and should know how to write an essay. All students should be well grounded in the English language and should have a good vocabulary to answer these questions. e. Identify any question(s)/ themes(s) in the document/s that you feel is (are) left unanswered. Do all students know how to construct an argument?

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Appendix D
Document Analysis Schedule

1	Type of Document: Tutorial Worksheet (pg.5)
2	Date(s): 15/09/2011
3	Name and Status of the Author of Document:
4	Position Held:
5	For which Audience is the Document Written? Students
6	*Document Information (there are many possible ways to answer A-E)*

6. *Document Information (there are many possible ways to answer A-E)*

a. List three things that you think are important within the context of this document.
- Get all students involved in their active learning - use of groupwork
- Check understanding of the previous lecture
- Get students to explore their ideas and each others.

b. For what purpose was this document was written? Quote from the document (if possible).

- To get students to check their understanding
- To check if all students are on a similar level "produce a group mindmap" on the themes of the reading
- To prepare them for the classroom "prepare pre/post and reading act

c. What evidence in the document helps you understand the relationship between inclusion and/or exclusion and high dropout rates?
Students will all be included as this is group work but certain students are more dominant over others. The tutor goes around checking individual understanding of students - He tries to include the students.

d. List aspects of the document that tell you about the socio-cultural identities of English Studies/ Education employed in Higher Education.
Assume that all learners are able to pick up what a 'theme' is Many students are silent probably because they don't understand or refuse to participate.

e. Identify any question(s)/ themes(s) in the document/s that you feel is (are) left unanswered.

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Appendix D
Document Analysis Schedule

1	Type of Document: *Assignment*
2	Date(s): *September 2011*
3	Name and Status of the Author of Document: *Lecturer*
4	Position Held: *Lecturer*
5	For which Audience is the Document Written? *Students*
6	*Document Information (there are many possible ways to answer A-E)*

6. *Document Information (there are many possible ways to answer A-E)*

a. List three things that you think are important within the context of this document.

1. Essay writing
2. Constructing an argument
3. Understanding issues in short stories

b. For what purpose was this document was written? Quote from the document (if possible).

To test students understanding of the two short stories "Argue how the authors construct their narratives and their characters" to deal with 3 listed themes.

c. What evidence in the document helps you understand the relationship between inclusion and/or exclusion and high dropout rates?

The assignment question is based only on disciplinary content with no reference to application of content to a classroom content. Only one assignment topic – If students do not understand it, they are excluded and may even fail.

d. List aspects of the document that tell you about the socio-cultural identities of English Studies/ Education employed in Higher Education.

English education, according to the module outcomes is supposed to allow students to "understand know and apply language structures and conventions in context" however, the assignment question does not enable students to apply knowledge to a classroom context

e. Identify any question(s)/ themes(s) in the document/s that you feel is (are) left unanswered.

N/A

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* Pseudonyms have been used to ensure the confidentiality of participants involved

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Appendix D
Document Analysis Schedule

1	Type of Document: Test (short story)
2	Date(s): September 2011
3	Name and Status of the Author of Document: Lecturer (Neha Govender *)
4	Position Held: Lecturer
5	For which Audience is the Document Written? Students
6	*Document Information (there are many possible ways to answer A-E)*

6.

a. List three things that you think are important within the context of this document.

1. Test students understanding of short story
2. Check if students were paying attention in lectures
3. Tests both disciplinary knowledge and application

b. For what purpose was this document was written? Quote from the document (if possible).

To test students understanding on the disciplinary knowledge but also applying that knowledge to a more practical situation

c. What evidence in the document helps you understand the relationship between inclusion and/or exclusion and high dropout rates?

Students were allowed to to use their course pack, class notes and readings when writing the test — In this sense, all students were given a fair opportunity to be included. Some students may still find some words difficult

d. List aspects of the document that tell you about the socio-cultural identities of English Studies/ Education employed in Higher Education.

Disciplinary content based on Africa — students are able to relate to it and therefore will be able to teach it

e. Identify any question(s)/ themes(s) in the document/s that you feel is (are) left unanswered.

N/A

* Pseudonyms have been used to ensure the confidentiality of participants involved

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Appendix E
Letter to Student

45 Zinnia Road
Welbedacht West
Chatsworth West
4092

07 May 2011

Dear Student

APPLICATION LETTER TO CONDUCT RESEARCH PROJECT

I hereby apply for your permission to be permitted to conduct a research project at your campus. I am a Masters student having a research project titled: *Social Inclusion and Exclusion: The Role of Pedagogy in English*. The project is concerned with how you as students are socially included or excluded in Higher Education with regard to your English Studies/ Education module. Should the Head of Discipline and your Head of School permit me to conduct the research, I would like to involve some students and lecturers from your campus to participate in my study. I will be interviewing you and sitting in and observing some of your lectures. I will also be analyzing some of your work from English Studies/ Education, for example, your tutorial worksheets and assignment questions.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, your Head of School and your lecturers of English Studies/ Education will never be linked with what will be said during the research sessions. Your name and your lecturers name will never be used but a pseudonym will be supplied. Please note that you will not be given any monetary compensation for participating in this study. As a student of the University, are free to withdraw yourself from participating if you desire to do so. Your withdrawal from participating will not harm your reputation to me as a researcher.

Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (031) 2603549
Email: Mgqwashue@ukzn.ac.za

Should I be permitted to conduct the research, it would be appreciated that you fill in the declaration below.

Thank you

_____
Yours faithfully
Ms K. Appalsamy

_____

Declaration

"Social Inclusion and Exclusion in Higher Education: The Role of Pedagogy in English"

I…………………………………………………………………………… (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Ms Appalsamy for using me as a participant in her study. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

_____   _____
SIGNATURE OF STUDENT   DATE

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Appendix F
Letter to Lecturer/ Tutor

<div align="right">
45 Zinnia Road
Welbedacht West
Chatsworth West
4092
</div>

<div align="right">
07 May 2011
</div>

Dear Lecturer/ Tutor

<u>APPLICATION LETTER TO CONDUCT RESEARCH PROJECT</u>

I hereby apply for your permission to be permitted to conduct a research project at your campus. I am a Masters student having a research project titled: *Social Inclusion and Exclusion: The Role of Pedagogy in English*. The project is concerned with how you as lecturers construct pedagogy to include and/ or exclude students in Higher Education with regard to your English Studies/ Education module. I will, furthermore, be focusing on how disciplinary culture and identity in English Studies/ Education affects your role in constructing pedagogy. Should the Head of Discipline and your Head of School permit me to conduct the research, I would like to involve you and your students from English Studies/ Education to participate in my study. I will be interviewing you and sitting in and observing some of your lectures. I will also be analyzing some of your students' work from English Studies/ Education, for example, the tutorial worksheets and assignment questions that you utilize.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, your Head of School and your students of English Studies/ Education will never be linked with what will be said during the research sessions. Your name and your students' name will never be used but a pseudonym will be supplied. Please note that you will not be given any monetary compensation for participating in this study. As a lecturer of the University, are free to withdraw yourself from participating if you desire to do so. Your withdrawal from participating will not harm your reputation to me as a researcher.

Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (031) 2603549
Email: Mgqwashue@ukzn.ac.za

Should I be permitted to conduct the research, it would be appreciated that you fill in the declaration below.

_____

Yours faithfully
Ms K. Appalsamy

<div align="center">

<u>Declaration</u>

"Social Inclusion and Exclusion in Higher Education: The Role of Pedagogy in English"

</div>

I…………………………………………………………………… (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Ms Appalsamy to use me as a participant in her research. I understand that I am at liberty to withdraw myself from the project at any time, should I so desire.

_____   _____
SIGNATURE OF LECTURER   DATE

Appendix G

Letter to Head of Discipline

45 Zinnia Road
Welbedacht West
Chatsworth
4092

07 May 2011

To the Head of Discipline

<u>APPLICATION LETTER FOR PARTICIPATION IN RESEARCH PROJECT</u>

I hereby apply for your permission to be permitted to conduct a research project at your campus. I am a Masters student having a research project titled: *Social Inclusion and Exclusion: The Role of Pedagogy in English*. The project is concerned with how lecturers construct pedagogy to include and/ or exclude students in Higher Education with regard to your English Studies/ Education module. I will, furthermore, be focusing on how disciplinary culture and identity in English Studies/ Education affects a lecturers' role in constructing pedagogy. Should you and the Head of School permit me to conduct the research, I would like to involve lecturers and students from English Studies/ Education to participate in my study. I will be interviewing lecturers and students and I will be sitting in and observing some of the English Studies/ Education lectures. I will also be analyzing some of the students' work from English Studies/ Education, for example, the tutorial worksheets and assignment questions that lecturers construct.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, the Head of School, lecturers and the students of English Studies/ Education will never be linked with what will be said during the research sessions. Lecturers' names and students' name will never be used but a pseudonym will be supplied. Please note that participants will not be given any monetary compensation for participating in this study. As a Head of Discipline within the University, you should be aware that students and lecturers will be given the opportunity to withdraw from this study should they desire to do so. Your lecturers and students withdrawal from participating will not harm your reputation to me as a researcher.

Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (031) 2603549
Email: Mgqwashue@ukzn.ac.za

Should I be permitted to conduct the research, it would be appreciated that you fill in the declaration below.

Yours faithfully
Ms K. Appalsamy

<u>**Declaration**</u>
"Social Inclusion and Exclusion in Higher Education: The Role of Pedagogy in English"

I…………………………………………………………………… (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Ms Appalsamy in using lecturers and students within the English Studies/ Education Department as participants in her study. I understand that I students and lecturers are at liberty to withdraw from the project at any time, should they so desire.

SIGNATURE OF H.O.D   DATE

Appendix H
Letter to Head of School

45 Zinnia Road
Welbedacht West
Chatsworth
4092

07 May 2011

To the Head of School

APPLICATION LETTER FOR PARTICIPATION IN RESEARCH PROJECT

I hereby apply for your permission to be permitted to conduct a research project at your campus. I am a Masters student having a research project titled: *Social Inclusion and Exclusion: The Role of Pedagogy in English*. The project is concerned with how lecturers construct pedagogy to include and/ or exclude students in Higher Education with regard to the English Studies/ Education module. I will, furthermore, be focusing on how disciplinary culture and identity in English Studies/ Education affects a lecturers' role in constructing pedagogy. Should you and the Head of Discipline permit me to conduct the research, I would like to involve lecturers and students from English Studies/ Education to participate in my study. I will be interviewing lecturers and students and I will be sitting in and observing some of the English Studies/ Education lectures. I will also be analyzing some of the students' work from English Studies/ Education, for example, the tutorial worksheets and assignment questions that lecturers construct.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, the Head of School, lecturers and the students of English Studies/ Education will never be linked with what will be said during the research sessions. Lecturers' names and students' name will never be used but a pseudonym will be supplied. Please note that participants will not be given any monetary compensation for participating in this study. As a Head of School within the University, you should be aware that students and lecturers will be given the opportunity to withdraw from this study should they desire to do so. Your lecturers and students withdrawal from participating will not harm your reputation to me as a researcher.

Should you wish to get more information about this matter, you can contact my supervisor:

Dr E.M Mgqwashu, Faculty of Education, University of Kwa-Zulu Natal, Edgewood Campus,
Telephone number: (031) 2603549
Email: Mgqwashue@ukzn.ac.za

Should I be permitted to conduct the research, it would be appreciated that you fill in the declaration below.

_____

Yours faithfully
Ms K. Appalsamy

Declaration
"Social Inclusion and Exclusion in Higher Education: The Role of Pedagogy in English"

I…………………………………………………………………… (Full name/s) hereby confirm that I understand the contents of this document and the nature of the research project, and I give consent to Ms Appalsamy in using lecturers and students within the English Studies/ Education Department as participants in her study. I understand that I students and lecturers are at liberty to withdraw from the project at any time, should they so desire.

_____   _____
SIGNATURE OF HEAD OF SCHOOL   DATE

Appendix 1

Ethical Clearance Certificate

**UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI**

Research Office, Govan Mbeki Centre
Westville Campus
Private Bag x54001
DURBAN, 4000
Tel No: +27 31 260 3587
Fax No: +27 31 260 4609
mahuna@ukzn.ac.za

12 May 2011

Ms K Appalsamy (206508014)
School of Language, Literacy Media &
Drama Education
Faculty of Education
Edgewood Campus

Dear Ms Appalsamy

PROTOCOL REFERENCE NUMBER: HSS/0308/011M
PROJECT TITLE: Social Inclusion and Exclusion in Higher Education: The Role of Pedagogy in English.

In response to your application dated 9 May 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.
PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

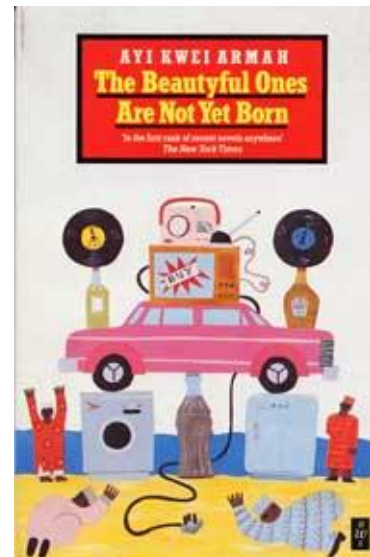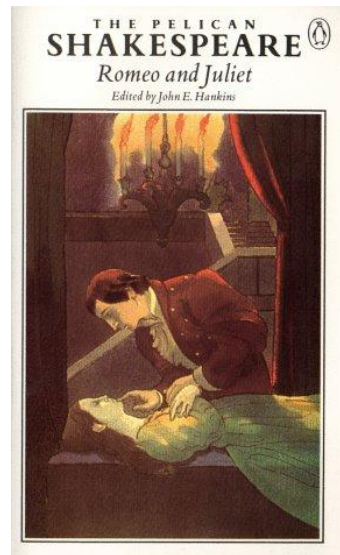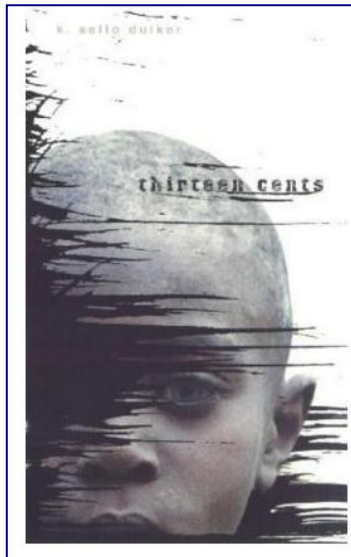I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steven Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc. Supervisor: Dr E Mgqwashu
cc. Mr N Memela/Ms T Mnisi

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: ▪ Edgewood ▪ Howard College Medical School ▪ Pietermaritzburg ▪ Westville

Appendix J

English 101/102

2011

Pease keep this guide.
You will need to refer to it throughout your course.

Discipline of English Studies
School of Literary Studies, Media, & Creative Arts

Administration

Deborah Bobbett		F276	260 1508	School Administrator
FAX		F278	**260 1654**	
Glenda Robson		F278	260 2334	robson@ukzn.ac.za
Melissa Coleman		F278	260 2313	Administrator English 1
WEB				**http://english.ukzn.ac.za**

Teaching & Research

Michael Chapman	(Prof)	F296	260 1150	chapmanm@ukzn.ac.za
Judith Coullie *	(Prof)	F261	260 2410	coulliej@ukzn.ac.za
Ileana Dimitriu	(Prof)	F266	260 2316	dimitriu@ukzn.ac.za
Brian Fulela	(Mr)	F295	260 2556	fulela@ukzn.ac.za
Kobus Moolman	(Mr)	F270	260 2331	moolman@ukzn.ac.za
Shane Moran	(Dr)	F291	260 3181	morans@ukzn.ac.za
Sally-Ann Murray (AC)	(Prof)	F269	260 1001	murrays1@ukzn.ac.za
Anand Naidoo *	(Mr)	F294	260 2843	naidooa1@ukzn.ac.za
Priya Narismulu (HoS)	(Prof)	F260	260 2371	narismulug@ukzn.ac.za
Corinne Sandwith	(Dr)	F272	260 2339	sandwithc@ukzn.ac.za
Matthew Shum	(Dr)	F263	260 1285	shum@ukzn.ac.za
Lindy Stiebel	(Prof)	F264	260 2308	stiebell@ukzn.ac.za
		F268	260 1536	
		F297	260 2321	

* Course co-ordinator, English 101
English Studies
School of Literary Studies, Media, and Creative Arts
Faculty of Humanities, Development & Social Sciences
College of Humanities
University of KwaZulu-Natal

Courses

First semester

The first year course on offer is ENGLISH 101 (16 credits).

Second semester

The second year course on offer is ENGLISH 102 (16 credits).
All majors must take this course.

English 1 aims to develop students' critical, conceptual and analytical skills by focusing on a wide range of texts in English. Lectures and seminars are based on an interesting mix of material that ranges from fiction to Hollywood film, from poetry to Shakespeare. By the end of the semester you will have developed your ability to read a variety of texts, styles and images, and you will have leant to think, write and speak critically about the relation of this material to the worlds of work and leisure. Such analytical skills are crucial to success in the Humanities as a whole; they are also crucial once you enter the tough job market.

www.learning.ukzn.ac.za

Website address: http://english.ukzn.ac.za

English Studies 1B (ENGL102H2)

Prescribed Material for the second semester 2011

- Shakespeare's *Romeo & Juliet*
- South/African short stories
- Ayi Kwei Armah's novel *The Beautyful Ones Are Not Yet Born*
- The film *Dirty Pretty Things*
- The poetry of Douglas Livingstone (not offered in 2011)

A Note about Prescribed Texts

Students must buy *Romeo & Juliet* and *The Beautyful Ones*. An amount of R200 for the course reader will be billed to your student's account. Students do not need to purchase a copy of the film *Dirty Pretty Things*.

Course Assessment

1. One Essay (total of 30%) on *Romeo & Juliet*. ***You must adhere to the submission date.*** Unless accompanied by a valid medical certificate, an essay submitted after the due date is given zero; it will be accepted for DP purposes only. Students who do not submit the essay ***will not be granted a DP.*** (Note that essays are checked for plagiarism via Turnitin. Even one paragraph of plagiarism results in 0% for an essay, and the student may be sent to the Proctor.)

2. One Test (total of 20%) on **Short Stories**. Students who do not write the test ***will not be granted a DP.*** Only students with valid medical certificates will be considered for a make-up test.

3. Final Exam (total of 50%):
The final exam is two hours long. Students have to answer two questions in two hours. The questions will cover all sections not covered by the essays.

Seminars

There is one 45 minute seminar per week. Tutors will expect you to be fully prepared for the seminar and it is to your advantage to be well prepared for all seminars. Your tutor is also available at other times during the week for consultation. Please make use of these consultation times to discuss essay drafts or to raise any other issues related to the course. Times are indicated on office doors or notice-boards.

Student Handbook

Please consult the Student Handbook (white cover) for advice on preparing for lectures and seminars, and on writing essays. This booklet also contains information about the marking system used in the discipline of English Studies.

Film Screenings

Dirty Pretty Things is available at video shops. There will be a number of screenings during the term. If you miss these, you are on your own. We do not arrange individual screenings, nor will we lend you the DVD!

COURSE OUTLINE ENGLISH EDUCATION

School of Language, Literacies, Media and Drama Education

Faculty of Education: Edgewood Campus (2011:2) - English Major 220

Method Of Assessment:

Weighting: Continuous Assessment – 50%; Examination – 50%

Continuous Assessment: 2X50% - assignments/ tests: Intro to Narrative Studies/ Teaching Short Stories; South African Short Stories

Examination: A 2 hour examination will be set on two sections: African Short Stories; Short Stories from Around the World

Module Description:

Purpose of the module

This unit will prepare student teachers to meet the challenges of teaching English by: ✓

- providing opportunities for improving command (both written and oral) of the English language;
- developing critical thinking, aesthetic appreciation and insight into selected genres;
- developing of critical discourse

Statement of specific learning outcomes for the module

Students will:
- make and negotiate meaning
- show critical awareness of language usage
- respond to the aesthetic, affective, cultural and social values in texts
- understand, know and apply language structures and conventions in context
- use language for learning
- use clear, coherent language to facilitate learning and communication
- generate, promote and manage the production of meaning through deliberative debate and written discourse
- develop academic writing skills

SCHOOL OF LANGUAGES, LITERACIES, MEDIA AND DRAMA EDUCATION: ENGLISH DISCIPLINE REQUIREMENTS:

1. DPs
✓ **Term marks** lower than 40% - no DP
✓ 75% **attendance** at lectures and tutorials; Allowance can be made for 25% to be missed on medical or other serious grounds. Documentation is required. Poor attendance – no DP

2. Readings
✓ All **readings** to be done prior to tutorial attendance. It is the student's responsibility to obtain the requi reading materials

3. Behaviour in lectures and tutorials
✓ Appropriate behaviour in lectures and **tutorials** - contribution to group work, worksheet manuals and texts in class, contribution to class discussion
✓ At tutorials and lectures, the official **register** must be signed by the student. If a student signs and leave half way through a double period, s/he will be marked absent for both periods. Do not sign for others

4. Assignments and tests
✓ **Hard copies** of assignments/ tutorial preparation/ projects to be handed in on the **due date. Do not ser work to tutors electronically. Please sign to assignment register when handing in assignments.**
✓ **Late assignments**: For each day the assignment is late, 4% will be deducted. After 5 days, the assignmer will not be accepted for marking.
✓ **Tests** set for assessment purposes – to be written on the due date

5. Plagiarism and cheating
✓ **Plagiarism and/or cheating** will result in the failure of the piece of work

PLAGIARISM

PLAGIARISM means to take and use another person's ideas or work and pass these off as one's own by failir to give appropriate acknowledgement.

SOME EXAMPLES OF PLAGIARISM:

- Phrases, passages or materials copied verbatim without quotation marks and without reference to the author
- Paraphrasing an author's ideas, arguments or work without reference to the author, or using the ideas another person without acknowledgement and without provision of a complete reference
- Using materials from the internet without full acknowledgement and proper referencing

CHEATING

CHEATING means seeking to obtain an unfair advantage in an examination or in other written work.

SOME EXAMPLES OF CHEATING:

- Copying assignments / tests from other students
- Submitting an assignment or other piece of work, which was written in conjunction with another stude or students and without the permission of the lecturer/ tutor
- Submitting a piece of work, which has already been submitted for assessment in another module

CONSEQUENCES OF PLAGIARISM AND/OR CHEATING

- Where it is suspected that a student has plagiarised/ cheated, the tutor/ lecturer must bring this to the attention of the student in the form of a penalty and consultation
- Any piece of work which shows any sign of plagiarism/ cheating will FAIL
- Where 50% of the work is plagiarised, the mark will be 0%
- Where up to one sixth of the work has been plagiarised, the mark could range from 20-40%
- Where one third of the work has been plagiarised, the marks could range from 1-20%

Appendix L

TUTORIAL QUESTIONS ENGLISH LITERARY STUDIES

Romeo and Juliet, **by William Shakespeare**

Tutorial worksheet 1

Preparation:

1. Read the entire play. Then re-read the Prologue at the beginning of the play. Answer the following questions:

   1.1. What information can you extract from the Prologue? That is, what is the audience told?

   1.2. Where is the action taking place?

   1.3. Who are the main characters?

   1.4. What happens to them?

   1.5. How does what happens to them impact on their families?

   1.6. Look at the form of the Prologue. See if you can identify a pattern to the rhyme. Can you name this kind of poem?

2. Read Act 1 sc. I (note: this is usually written as I.i.).

   2.1. What does the quarrel between the servants show?

   2.2. What do you make of Romeo's behaviour? Why are his parents worried?

   2.3. I.i. 158-236: Read this conversation between Romeo and Benvolio very carefully. Look for: oxymorons; metaphors; the gist of the dialogue.

3. Read Act II. Then focus on I.ii. 1-37 to answer the following questions:

   3.1. Who are the speakers?

   3.2. What are they discussing?

4. I.ii. 43-103:

   4.1. Who are the speakers?

   4.2. What are they discussing?

Class work:

1. Discuss answers to 1.1.-1.6. above.

In your opinion, does the Prologue give too much away? Give reasons for your answer.

How many times, either explicitly or by implication, is the death of the lovers mentioned?

Act 1 sc. I: Discuss answers to 2.1-2.3. above. Consider also the following:

Why would the play begin with characters who are of marginal importance?

How do you feel about the way that violence and sexuality are spoken about? (You might consider the reading entitled "Shakespeare and Gender".)

How would you feel if a brother/close friend behaved the way Romeo is behaving?

Who is Romeo in love with? Does he say? What do you make of this as a strategy in terms of plot? Compare with II.iv.61-84.

What is the obstacle to the romantic liaison between Romeo and the woman he is in love with?

I.ii.1-37: How old is the woman Paris wants to marry?

3.1. Can you find any patterns in the language? What do you think the purpose may be?

I.ii.43-103: Benvolio suggests that Romeo should attend the Capulets' feast. Why?

4.1. How does Romeo respond to Benvolio's reasoning?

Romeo and Juliet, by William Shakespeare

Tutorial worksheet 2

Preparation:

1. Re-read I.v. 42-52. Romeo sees a beautiful woman.

    1.1. Is this Rosaline? How do you know?

    1.2. Consider the form of his speech.

2. Re-read very carefully I.v. 92-105. This is the first conversation between Romeo and Juliet.

    2.1. What figure of speech runs though both Romeo and Juliet's comments?

    2.2. What formal features can you identify?

3. Re-read II.ii. Line 33 is one of the most famous lines in the play. What does it mean?

4. II.ii. 85-106: Read this passage carefully. Try to paraphrase what Juliet is saying.

    4.1. Who suggests that they should marry?

5. II.iii. 184: "Parting is such sweet sorrow". What figure of speech is used? How can parting be both sweet and sad?

6. II.iii: Why does Friar Lawrence consent to the secret marriage?

7. Think back over the entire play. Consider the events in relation to Hazlitt's argument (in the Reader) about Romeo and Juliet's youthfulness. Is Hazlitt's argument valid?

Class work:

1. I.v. 42-52: Consider this speech in relation to what we know about Romeo prior to this.

    Class divides into pairs. One of each pair constructs an outline of an argument – one pro, one con – in response to the following proposition:

    "Romeo's instinctive, immediate and intense reaction to Juliet shows that his love for her is inevitable and sincere."

Selected pairs of students read out their arguments to the class. Once all arguments of those chosen to address the class have been heard, the class votes on whether the proposition or the opposition wins the debate.

2. Discuss the answers to 2.1. and 2.2. above. Also, as a class consider the following questions:

- What is the effect of the extended metaphor? What does it tell us about the love that Romeo professes?

- What do you make of the form of the dialogue?

3. Discuss the answers to 3 above. Why does Juliet say this? To whom is she speaking?

   One student reads II.ii.31-61 aloud to the class. Discuss.

4. What is it that Juliet is anxious about? Consider the gender politics of her anxiety. (It might be helpful to raise some of the issues which appear in the article "Shakespeare and Gender" in the Reader.)

5. Discuss answers to 5 above.

6. Discuss answers to 6 above. Does this statement make sense? Can you think of any experiences in your life in which the statement applies?

7. Do you think Friar Lawrence's reason for agreeing to perform the marriage ceremony is sound? Explain why you feel this way.

8. The lovers encounter bad luck on many occasions during the course of the play. List these.

TUTORIAL QUESTIONS ENGLISH EDUCATION

In the second half of Tutorial 2, your group will present a lesson to the rest of the class, to fulfil the aim and focus you have chosen.

ACTIVITY: PRESENT THE STORY

Prepare a presentation to the class on the following:

1. Choose either a Semantic, Cultural or Linguistic aim: *"I want my learners to be able to ..... by the end of this lesson"*.

2. Now apply the aim to two of the three "Fleeing" stories in the anthology: "A Place Like" by Robin Malan.

3. Identify your aims: write them on the board.

4. Present this story to the rest of the class.

5. Assess your aims. Did you achieve what you set out to do? Get the class to vote: Achieved / Partially Achieved/ Fully achieved.

Tutorial 3

For this tutorial, please read:

- The article in your previous pack by Bal Ram Adhikari
- The Glossary in this pack
- Three more short stories of your choice from the Anthology "No Place Like"
- The article on "Making Thinking Visible"

Activity: Themes in Southern African Women's writing

In Groups of 3 or 4 students, brainstorm together on all the themes that were raised in your reading so far: produce a group mind map, using any visual representation of the themes.

Now, refer back to the reading by Bal Ram Adhikari.

Develop either a pre-reading, reading, or post reading activity, using one of the stories in the Anthology that has not been discussed in class.

In the second half of the tutorial, present your activities to the rest of the class. You will be assessed by the class on whether you have achieved your intended outcome.

Appendix N

TEST: SHORT STORIES ENGLISH EDUCATION

ENGLISH MAJOR 220 TEST: 2011:2

INTRODUCTION TO NARRATIVE STUDIES/ TEACHING SHORT STORIES

NAME: _____

STUDENT NUMBER: _____

TUTOR: _____

For this test, you may refer to your **Course Pack** and the **readings** therein as well as your **Class Notes.**

QUESTIONS: All questions are based on **'The Necklace'** by **Guy de Maupassant.** Answer in complete sentences.

The Story

1. Where is the climax in the story and why do you consider it to be the turning point of the story? (3)
2. Identify two types of conflict found in the story and provide examples to illustrate your answer. (6)
4.1. Who is the protagonist in the story? (1)
4.2. Briefly describe the protagonist's character. (3)
4.3. Is the protagonist convincing? Give two reasons for your answer. (5)
5. Describe the social conditions revealed in the story. (4)
6. Who is telling the story? Substantiate your answer. (3)
7. Identify two main themes in the story and provide examples to illustrate your answer. (6)

Teaching The Story

8. Identify two reasons why short stories are useful in the English classroom. (4
9. For which grade would this story be most appropriate? Why? (3)
10. If you were teaching this story in an English classroom, discuss:
10.3. what pre-reading activity you would use and why (4)
10.4. what while-reading activity you would use and why (4)
10.5. what post-reading activity you would use and why (4)

TOTAL: 5(

GOOD LUCK!!!

Appendix O

ASSIGNMENT: SHORT STORIES – ENGLISH EDUCATION

Assignment question – English education

Task: Assignment: Southern African Short Stories (essay)

"Short story writers see by the light of the flash," says author and Nobel Laureate Nadine Gordimer. "Theirs is the art of the only thing that one can be sure of—the present moment." Virtually all of Gordimer's works deal with themes of love and politics, particularly concerning race in South Africa. Always questioning power relations and truth, Gordimer tells stories of ordinary people, revealing moral ambiguities and choices. Her characterization is nuanced, revealed more through the choices her characters make than through their claimed identities and beliefs.

Referring to Bessie Head's A Collector of Treasures and Farida Karodia's Crossmatch, write an essay of at least 4 pages, arguing how the authors construct their narratives and their characters to deal with the issues of :

Group 1: Identity and Truth

Group 2: Power relations

Group 3: Choices and consequences

Appendix P

TEST: "ROMEO AND JULIET" – ENGLISH LITERARY STUDIES

English 102: Test on *Romeo and Juliet*

Wednesday 17 August 2011

Write a short essay on the question below. Your essay should consist of a minimum four paragraphs:

- Introduction
- Two supporting paragraphs, in which you support or illustrate your argument by reference to the play
- Conclusion

Read the passage below carefully. In a short essay, consider whether in this passage (I.i.176-224) Romeo demonstrates just how fickle, shallow and impulsive he is so that we then distrust his protestations of love for Juliet.

English 102: Test on *Romeo and Juliet*

Friday 19 August 2011

Write a short essay on the question below. Your essay should consist of a minimum four paragraphs:

- Introduction
- Two supporting paragraphs, in which you support or illustrate your argument by reference to the play
- Conclusion

Read the passage below carefully. In a short essay, consider whether in this passage (II.ii. 33-51) both Romeo and Juliet show themselves to be extremely disloyal to their own families for the sake of an untested "love" or whether they rather demonstrate the sincerity and depth of their love for each other.