

**ON EXPLORING THE ROLE OF AN ACADEMIC LITERACY MODULE IN
DEVELOPING POSTGRADUATE STUDENTS' ACADEMIC WRITING PRACTICES
IN A SCHOOL OF EDUCATION**

**Thesis submitted in fulfilment of the requirements for the degree of Master
of Education (by full thesis)**

School of Language, Literacies, Media, and Drama Education

Faculty of Education

Edgewood Campus

University of KwaZulu-Natal

Akinmolayan Emmanuel

(211561036)

SUPERVISOR: Prof E.M Mgqwashu

CO-SUPERVISOR: Dr H. Bengesai

January 2015

ABSTRACT

This thesis examines the impact of the Understanding Academic Literacy (UAL) module in the development of students' academic writing at the University of KwaZulu-Natal. The pedagogical approach of this module and its impact are also investigated. The research project responds to three research questions: How is writing taught in the Understanding Academic Literacy module? Why is writing taught in the way it is taught in the UAL module? What impact does the way writing is taught in Understanding Academic Literacy have on students' written work within the module?

Using a qualitative case study approach, data was gathered through interviews, classroom observation and document analysis. Interviews were conducted with five students from different writing backgrounds in terms of linguistic and cultural capital. The lecturer of the module was also interviewed. In addition, three different periods of classroom observation were transcribed and analysed, along with documentary evidence, including the UAL course outlines, and students' written tasks. All these were synthesised to describe and explain how students were initiated through scaffolding into the written discourse of postgraduates.

Although perceived as a mystifying language by newcomers, academic writing remains an indispensable tool in postgraduate study. The provision of a module to inform, initiate and socialise students into this specific writing mode is therefore a matter of importance. This is the motive informing the UAL module. However, that most students continued to find academic writing difficult (Harris, Graham, and Mason, 2013) despite the existence of such modules provides the rationale for this study. The study assesses how the UAL has socialised students into academic writing, considers the reasons for the choice of this form of socialisation and its impact. The aim is to investigate whether the purpose of the UAL in respect of students' academic writing at postgraduate level is being achieved.

This study maintains that the ideological model of NLS defines an appropriate way for theorising the introduction of students to academic writing in the 21st century (Street, 2001, 2008, and Lea and Street, 2008), with emphasis on Gee's (2007) distinctions between primary/secondary discourses and d/Discourses. But the data obtained from the various research instruments revealed that students were still initiated technically. As a result, students only develop a study-skills approach to writing. Although some aspects of the module showed elements of the ideological approach, most of the pedagogical evidence indicated that the module limited students to the intellect and product (autonomous) approach to writing. It is proposed that participation and interaction with experts and peers within the disciplinary community will enhance appropriate socialisation into academic writing, viz. secondary discourse (and Discourse). To achieve this, the academic writing tuition should be distributed across all disciplines and include tutorial sections, which will contribute to an atmosphere in which students' academic identity can be developed appropriately.

DECLARATION

I, Akinmolayan Emmanuel declare that:


This research is my original work; any other person's diagrams, information or ideas etc. have been acknowledged and referenced appropriately.

Every exact word of others in my research has been put in inverted commas and acknowledged and every paraphrased idea from other sources has also been acknowledged and referenced.

In the course of my data analysis, all names have been replaced with pseudonyms and all other necessary measures taken to preserve participants' privacy.

Signed:

Co-supervisor:

 11 DECEMBER, 2014

Supervisor:

Appendix K

Ethical Clearance Certificate



27 June 2014

Mr Akinmolayan Emmanuel 211561036
School of Education
Edgewood Campus

Dear Mr Emmanuel

Protocol reference number: H55/0124/014M
Project title: On Exploring the role of an academic literacy module in developing postgraduate students' academic writing practices in a School of Education

Full Approval – Expedited

This letter serves to notify you that your application in connection with the above has now been granted Full Approval

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol

Yours faithfully


Dr Shengika Singh (Chair)
Humanities & Social Science Research Ethics Committee

/pm

cc: Supervisor: Dr EM Mgqwashu
cc: Academic Leader: Professor Pholiso Morejele
cc: School Admin: Mr Thoba Mthembu

Humanities & Social Sciences Research Ethics Committee

Dr Shengika Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private bag 454001, Durban 4001

Telephone: +27 (0) 31 260 5507/2605507 Facsimile: +27 (0) 31 260 4505 Email: emmanuel@ukzn.ac.za / shengika@ukzn.ac.za / ethics@ukzn.ac.za
Website: www.ukzn.ac.za

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Chapter 1

Introduction

There has been an increasing awareness in the last two decades that students from all backgrounds entering the higher education system need support with academic writing. Hence, there is clearly a need to develop a theoretical and practical 'mainstream' approach to teaching writing that takes into account the complexities of academic writing and the diverse backgrounds of students at the universities (Wingate & Tribble, 2012, pp. 481 & 482). This

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LIST OF ABBREVIATIONS

AL	Academic Literacy
AW	Academic writing
BA	Background Asset
BICS	Basic Interpersonal Communicative
CALP	Cognitive Academic Language Proficiency
CC	Cultural Capital
L1	Language identity
LIT	Lecturer's Interview Transcript
ND	Noetic Design
NLS	New Literacy Studies
SIT	Students' Interview Transcript
SPA	Students' Primary Assets
UAL	Understanding Academic Literacy

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Chapter 1

Background to the study

Introduction

There has been an increasing awareness in the last two decades that students from all backgrounds entering the higher education system need help with academic writing. What seems needed is a theoretical and practical ‘mainstream’ approach to teaching writing that takes into account the complexities of academic writing and the diverse backgrounds of students (Wingate & Tribble, 2012, pp. 481-82). This perceived need has led to the introduction of various forums or modules to support academic writing in universities, especially at the postgraduate level. One such module is called Understanding Academic Literacy, and this is the module under investigation in this study.

This chapter offers an overview of the module. The background to the study is followed by a description of the focus, purpose, rationale, and objectives of the study. Thereafter, its theoretical stance is adumbrated, its limitations discussed, and an outline is provided.

1.1 Background of the study

As a B.Ed Honours student, I was introduced to Understanding Academic Literacy (UAL), a module for all students enrolled in the Honours Program. The module engages with contemporary issues in literacy, associated ideas from socio-linguistics, literacy in ethnographic studies, and theoretical ideas from Gee and Street to Bernstein, Cummins and Bourdieu. It is designed to equip students with academic reading, writing and thinking skills. As Wallace and Alison (2006) suggest, academic literacy has multiple uses for postgraduate students: understanding rhetoric and argument, enhancing the quality of research writing by becoming a critical reader and writer, communicating and convincing a target audience, developing a mental map for navigating the literature, analyzing texts in depth and writing critical reviews, as well as developing writing skills. Being part of the cohort of students that has taken this module, I saw its relevance to postgraduate writing, evidenced by the numerous academic literacy practices compacted into it. These are particularly pertinent to the South African context.

Without an adequate knowledge of academic writing, reading and thinking, a student is unlikely to be able to climb the ladder of postgraduate academic success. The potential value of such a module in this regard makes it worthy of close scrutiny.

1.2 Focus and purpose of the study

The purpose of this study is to examine the effectiveness of the Understanding Academic Literacy module in developing students' writing and critical thinking skills. Hence, this study focuses on the impact of this module on the academic writing of some purposively selected students studying at the Honours level at the University of KwaZulu-Natal.

1.3 Rationale for the study

As both a graduate student and tutor of the module Understanding Academic Literacy, the subject of academic reading and writing is of particular interest to me. In common with the other international students, I encountered the concept of academic literacy here for the first time, since it did not feature in the curriculum of the universities from which we had graduated. This raises the question of the importance of this module as a precursor to the attainment and cultivation of the 'critical spirit', a goal of postgraduate studies at university.

This study sets out to examine the module by:

- seeking to ascertain the quality and impact of the module as seen from students' written work and their evaluation of the module; and,
- ascertaining the module's strengths and limitations, on the bases of its impacts in developing students' postgraduate writing.

1.4 Statement of problem and objective of the study

Some students find the concept of academic literacy interesting, others see it as complicated, while yet others find it difficult to apply the knowledge of it to their writing. There are even many students (especially those who use English as an additional language and international students) who hear the phrase "academic literacy" for the first time on their arrival in postgraduate studies, where great emphasis is placed on the concept. For a student to be academically buoyant, she must be aware of the need for her writing style or "literary genre"

to conform to the cultural, linguistic and social norms of the tertiary disciplinary community (e.g. Lillis, 1999, 2001, 2003, in Hocking & Fieldhouse, 2011, p. 41).

It is important to identify a classroom pedagogy that will introduce these students to the concepts of academic literacy and appropriate writing practices. Through the module in question, students are initiated into how writing is done at the postgraduate level of study. Yet even after completing the module, students still find writing at the postgraduate level extremely difficult. There is a wealth of literature that emphasises students' difficulties in postgraduate writing; for instance, Butler (2009) and Harris, Graham, and Mason (2013) discover that most students at this level find it difficult to write academically.

What comes to mind at this juncture is the possibility that students' low level of academic writing performance might be the result of linguistic background. Mgqwashu (2011) contradicts this when he argues that even students with 'rich' linguistic backgrounds (such as students with English language as their home language) find academic writing challenging. Hence, despite being introduced to academic writing through the different modules where academic literacy and writing practices are taught, such as the UAL module under investigation in this study, students still struggle with postgraduate writing practices and find themselves unable to meet academic writing standards at this level. The question that arises is this: if students still find academic writing challenging, then what positive contribution is being made by a module such as UAL?

This study's intention to examine the impact and efficacy of the UAL module in contributing to the students' academic writing development is reflected in its objectives, which are:

1. To understand how students are socialized into academic writing skills;
2. To investigate the reasons for the choice to socialize students into academic writing in the way that it is done in the UAL module;
3. To examine the impact of the way students are socialized into academic writing through the UAL module.

1.5 Key Questions

1. How is writing taught in the Understanding Academic Literacy module?
2. Why is writing taught the way it is taught in the UAL module?

3. What impact does the way writing is taught in Understanding Academic Literacy have on students' written work within the module?

1.6 Anticipation/ Limitation of the study

There are some issues of limitation regarding this study. This is because, on account of time and financial constraints, the study covers only one particular setting (a teacher training institution) out of a large range of possible settings. Its results are therefore not easily generalizable.

In addition, since this study deals with human participants, the data retrieved might not present an objectively true picture, since people can be biased and subjective: they might have given answers to please the researcher or deliberately hidden some information vital for the study but deemed too personal to divulge.

Lastly, most students found it difficult to spare the time for the research interviews because of their academic workloads and task deadlines. Students were busy with assignments and exams during the data collection process, thus making the researcher's task difficult (Faculty of Education, UKZN, 2012, pp. 47-48, 113-15).

1.7 Significance of the study

According to the ideas of most researchers in the field of academic writing, academic language and writing skills are keys to every university writing activity, especially at the postgraduate level of studies. University students, especially postgraduates, must be taught how to read and write academic prose, and the major means of acquiring these necessary skills is through the teaching and learning of academic literacy module(s) (see Schalkwyk, 2008, p. 46; Wingate, 2012, p. 27). One such module is the Understanding Academic Literacy module, which aims at introducing newcomers at the Honours level to postgraduate writing activities.

However, Weideman (2003) and Mqgwashu (2011) claim that despite this kind of module having been put in place, students still encounter difficulties in the writing required of postgraduates (see Lea and Street, 2008, p. 370). Hence the need to examine the impact and efficacy of the module on students' academic writing remains the basic thrust of this study.

1.8 An overview of the research design

Dealing with human phenomena (Honours students' experiences of academic writing through/in the UAL module) where findings are contextual, not generalised, this study belongs to the interpretive paradigm (see Naidoo, Goba and Rajput, 2012). The study's methodology was consequently designed and constructed according to the qualitative research approach. This approach was used to examine the key questions that informed the purpose of the study. Its value lies in its ability to generate data that is rich, in-depth and detailed, in exploring how human beings (these sets of students) are socially and contextually constructed. People, the research participants, remain the focus of the study throughout, and this justified the use of purposive sampling to select them.

Visual (face-to-face), textual and audio data form the basis for interpretation in this study. These are generated through semi-structured interviews, classroom observations and document analysis. The data is thus suitably triangulated. In achieving this, the research instruments used are tape recordings of interviews, written notes, student assignments, and the UAL course pack (document analysis).

All the data generated was analysed through a content analytical process. This was done by first transcribing audio and behavioural information into textual data; categorising it according to similarities and differences, then coding it into themes and patterns. Meanings and interpretations are then made and examined in line with the research questions. On the basis of this, findings are made in the form of descriptive and interpretative representations, and these are then summarised.

1.9 Theoretical framework

The theoretical framework for this study relies on the ideas of Gee and Street, together with Bourdieu's theoretical model of cultural capital. There are three dimensional factors that are extracted in the course of this study and inform the questions generated by the study (what models, how do these models underpin academic writing, and what is their impact on the students' academic writing development?). The first focuses on students' perspectives, which I call background motivation, the second is the students' identity, and the third is what I describe as the students' apprenticeship ideology.

As stated above, the question of how students are socialized, the choice of their socialization and the impact of the forms of socialization on their academic writing has helped to shape

and determine the choice of theory. Hence the use of the socialization model of Bourdieu's Habitus in obtaining particular capital, or Gee's Discursive Standards, as well as the ideological perspectives on academic writing that characterize all the New Literacy Study techniques.

1.10 Outline of the study

This study is segmented into six chapters. Each of these chapters speaks for the overall aim of the study: identifying the impact of the UAL module on the way students are socialised into postgraduate writing by describing the pedagogic process and the overall contribution of the module in postgraduate writing activities. Chapter One is an introductory chapter, addressing the context and background of the study. It indicates the focus and purpose of the study, providing a statement of the problem and key questions. It outlines certain anticipations and limitations to the study, suggests its significance and offers a brief outline of the research design and theoretical framework.

Chapter Two is the literature review and methodology section. It encompasses academic writing and academic literacy as discussed in the works of Schalkwyk (2008), Mqquashu (2011), Giridharan & Robson (2011), Weideman (2007), Lea & Street (2008), and Wingate & Tribble (2012) (to name just a few). This cuts across the chapter, as the study establishes that academic writing is an important tool that is only effective if contextualised. This context is identified as disciplinary: writing at this level requires students to be socialised with and within a particular culture, community and discourse (e.g. Perry, 2012; Turner, 2012; Barton and Hamilton, 2000; Bengesai, 2012 and Street, 2001). Hence, the emphasis in this chapter is that academic writing is affiliated to discourse and identity; by implication, a set of writing practices might not be applicable to all disciplines. Therefore, academic writing must be located in the discipline where it is being used, a site that Lillis and Scott (2007) call discursive community practices (see Fairclough, 1995). Thus, for academic success, Garcia (2012) states that students need to be socialised and acculturated into all forms and identity of the discipline.

However, before discussing the above, an historical foundation for academic literacy is established in the chapter. The work of Cummins is introduced, on the basis that this study also tries to explore the issue of language backgrounds and their implications for the general development of academic literacy and writing. The historical foundation, and the aims and objectives of academic literacy and their specific role in socialising postgraduate students are

considered. Lastly, these are all redefined in terms of the writing pedagogies of today's (21st century Education) postgraduate academic context.

The last part of this section dwelt on the theory that defines this study. It cut across the using of Gee's distinction between Discourse and discourse, primary and secondary discourse; Street's autonomous and ideological writing model; and Bourdieu's cultural capital. These concepts all underpin the main theoretical framework, NLS, which theorises literacy as a set of social practices.

Chapter Three is the methodology chapter. This chapter focuses on the research methodology applied in the course of the study. It examines the research paradigm, the research question, research design, research approach, research methods, research instruments. It includes a brief discussion of the data analysis, sampling techniques, ethical matters, validity and reliability (and rigour), and finally anticipations and limitations of the study.

Chapter Four and Five is the data analysis section. This section analyses the data generated from Chapter Four, critiques and interprets the data, and further presents the findings. These processes are themed on the basis of the research questions, with the interpretation proceeding in terms of the conceptual understandings of the theoretical framework chapter. The academic writing models of Gee, Street and Bourdieu inform interpretation in the study.

Chapter Six is the concluding chapter. It discusses the arguments raised in Chapters One to Five and makes recommendations based on the findings of the study. It concludes by calling for further studies in the area that this study dwelt on.

Conclusion

In conclusion, as identified above, this chapter is on the generic overview to the study. It sums-up the overall processes and methodologies that are used in exploring the purpose of this study, which is to establish the impact and the ways through which the UAL module socialises students into postgraduate writing practices.

Chapter 2

Literature Review and Theoretical Framework

Introduction

Chapter one provided an overview of the study. This chapter examines the various perspectives and ideas that contribute to the conceptualisation and design of the module under investigation. The chapter will review the range of literature that addresses academic writing concepts and the different stances that inform how competency in academic writing is taught to postgraduates. It will further examine the theoretical approaches and models that inform this study phenomenon. Thus, this section begins with definitions of literacy, academic literacy and academic writing, alongside the module survey and the standards of academic writing in the 21st century and lastly dwell on the theoretical perception that informs this study.

2.1 Literacy, Academic Literacy and Writing

The notion of literacy has recently become a dominant and contested issue in the world. It is a term that has been affected by recent developments in culture, technology and theory which have dramatically revised earlier assumptions and ideas. Researchers have interrogated concepts and ideas associated with the term literacy, which has become a major concern for many educational and governmental bodies. This part of the chapter therefore focuses on the definition of literacy: what indeed is literacy?

Lillis (2011) sees literacy as the ability to read comprehensively, write cohesively, and also think critically about written materials and ideas. In a different formulation, Freebody (2007) sees it as the ability to decode words and sentences, capturing and revolving around this new world, ‘the world on paper.’ Similarly, Bazerman (n.d.) defines literacy as an overwhelmingly reflective activity produced from the pages of what is read or written, and how meaning is created. In more simple terms, Horton (2007) sees it as the ability to read and write and perform simple numeracy tasks essential for daily living. This indeed is the way in which the term “literacy” is still most commonly understood: as meaning the acquisition of the basic competencies of reading, writing, and numeracy.

A literate person is an individual who is educated, that is, someone who can read and write, or demonstrate adequate skills in the technique of writing (Schleppegrell et al., 2008). Trying

to identify the characteristics of a good literate person in the aspect of reading and writing, Weideman (2003) claims that a good literate is someone who can read and identify the style and structure of the writing, figure out how language works, be a detective and, finally, a good thinker. However, Michelle (2012) takes another stance, noting that literacy is effective only if underpinned by or reflective of cultural values. This redefined literate individual is someone who is cultured, who has a good knowledge of the subject area. But, as Freebody (2007) maintains, reading and writing must continue to anchor any account of literacy.

Academic success hinges on good reading and writing skills as the fundamentals of learning. They form the basis of a child's continuing education, and they need to be mastered in the first few years of schooling. This is why Prinsloo (2005) points out that the acquisition of literacy by individuals brings about specific changes of a cognitive nature, in which, according to Jensen (2011), the acquisition of cognitive skills helps in the literacy learning process. Trying to clarify the notion that certification is literacy, he states that certificates given at each phase of academic attainment are not enough to define an individual's literate competency. Knowledge is like a sea that no one man can dry up, and no man is an island of knowledge. This means that literacy is a process, not a product, with language ability becoming increasingly sophisticated on an on-going continuum.

Nevertheless, the knowledge of literacy has increasingly been described in academy as academic literacy, a concept different from traditional literacy. Freebody (2007) describes academic literacy as the demonstrating of an effective competency in literacy in a flexible and dynamic way, involving the integration of speaking, listening and critical thinking with reading and writing. He explains that by 'flexible' he means that students should be able to adjust and modify their performance in order to meet contextual demands and varying situations. In similar vein, comparing traditional literacy with academic literacy, Schleppegrell et al. (2008) and Weideman (2007) add that academic literacy means a student's ability to read comprehensively, learn different ways of reading, how to make sense of the text in several fashions, and how to interpret and apply what has been read in a whole range of contexts. This he sums up by differentiating academic literacy (reading and writing) as reading 'extensively', while literacy (traditional) is reading intensively (reading for the purpose of studying a text, i.e., reading comprehension passages to answer questions on them).

According to Street (1998) and Ivanic (2004), the concept of academic literacy embraces different approaches. The study skills to academic literacy focuses on the belief that literacy approach can be conceptualised as a tool that can be taught independently of context. This belief makes literacy more generic and decontextualized. In this approach, literacy knowledge can be applied to all disciplines, if adequately taught and acquired. In teaching literacy thus, Wingate and Tribble (2012) assert that academic writing can be taught as a single subject across all disciplines. Hence, more emphasis is placed on the surface features of language than the disciplinary epistemology. However, this approach has not withstood the development of the new literacy standards of the 21st century.

This new approach to academic literacy constitutes the basis of this study. How students are socialised through the UAL module constitutes the core analysis, together with evaluating the reasons for the choice of this academic socialisation in terms of its effects on students' writing. Academic literacy entails specifying reading and writing as academic writing and reading.

2.2 Academic Writing: A Prescript to Academic Literacy

The issue of Academic Writing (AW) has become prominent in the past two decades. Universities in many parts of the world are comprised of students from various backgrounds entering the higher education system with measly writing proficiency, who are seen as needing support to bring their writing up to an acceptable level. Illustratively, Wingate and Tribble (2012) reveal that access to universities has been opened to a wider range of students with varying social, cultural and linguistic backgrounds. Some of these students use English as their home language and/or mother tongue [MT], while others are recruited as international students and use English as their additional language.

These students are in one way or another impaired in terms of their academic writing skills, most especially the students with English as an additional language. However, even the students with English as their home language are not excluded: Mgqwashu (2011) argues that academic language (in terms of reading, writing and speaking) is not the natural language of anyone, but a discourse that requires nurturing in academics (p. 2). As a result, another weakness recently noted in writing instruction as currently practiced at universities is the failure to recognise that both native and non-native speakers of English are equally novices to academic writing. A system that fails to acknowledge that every new student needs to learn the specific conventions and discourses of their discipline is inappropriate. Instead of fixing

the problems of some students in an ‘ad-hoc’ manner (Ivanic & Lea, 2006, p. 11), it has been argued that universities need to teach writing as ‘an integral, on-going part of disciplinary learning for all students’ (Mitchell & Evison, 2006, pp. 71–72).

In another illustration, Lina (2012) considers the American setting, claiming that throughout the U.S. there is a sizeable population of international students from mainland China studying at colleges and universities. Among the various difficulties encountered during the process of adjustment to the host culture, such as homesickness, loneliness, and isolation, as well as the possible financial burden, it is probably academic literacy that creates the biggest barrier to the ultimate success of Chinese international students. Due to the lack of systematic training in academic writing as well as unfamiliarity with certain writing techniques, most Chinese students come to college with various forms of “broken” or “fractured” English impeding their English writing ability. How to help these students deal with “language differences” and achieve desired academic success is a critical issue of concern for both ESL specialists and content subject instructors.

There has been a steady increase in the provision of AW support for such groups. The intrinsic rationale is to inform them that writing in the university is not a purely linguistic matter but a question of academic disciplinary discourse, which involves an understanding of how knowledge in the discipline is presented, debated and constructed. The issue as raised allows that reading, reasoning and writing in a specific discipline is difficult for native and non-native speakers or home and international students alike. Therefore, support measures reserved for non-native speakers of English only, or as a remedy for students who are at risk of failing, is out-dated for today’s student generation (Wingate & Tribble, 2012, pp. 481-82).

The purpose of including AW in students’ curricula, then, is to negotiate what constitutes an appropriate students’ writing in an atmosphere where writing has disciplinary specificity (Mohamed, 2006, p. 38). As such, Lea and Street (2008) assert that AW activities are an aspect of academic literacy, as both are navigated as discursive elements necessary for membership of the community designated by a particular discipline. Therefore, language proficiency at postgraduate level is proficiency in the linguistic register that acknowledges the disciplinary context, content and knowledge. Thus, as Pahl and Rowsell (2012) indicate, to be successful in academia, one has to be academically literate in a specialist way by writing in the language that characterises the area of specialisation.

Consequently, AW is the point at which students are introduced and exposed to the language knowledge that functions efficiently as the Domain's (community's) Discursive practices (see Cummins, 2000, p. 62). Thus the two concepts (AW and AL) could be used interchangeably in the context of this study.

This term 'academic literacy' is sometimes misunderstood as pertaining to an English language programme. Lea and Street (2008) claim that AL focuses rather on developing the use of academic English in higher education contexts. This is because many students are unfamiliar with academic language and conventions, which hampers their performance, despite their good English phonology, syntax/ grammar, vocabularies, rules and concords. These are desirable assets, but not necessarily the license to proper discourse practices required for university courses, especially theses and dissertations at postgraduate levels (p. 370).

AL is regarded by most universities around the world as what is essentially needed in 21st century education. As a result, according to Gilliver-Brown and Johnson (2009), writing academically has brought increased pressure on universities to ensure that students not just enrol in degree programmes, complete them and achieve a qualification, but that they actually get the rudiments of the language required (Discourse) in their various disciplines. As a matter of fact, for these sets of students to be addressed as professionals in their various fields of studies, adequate skills in the language or discourse that characterises their profession must be demonstrated in reading, writing, thinking and even speaking extensively. The evidence of these skills is what is identified as comprising academic literacy.

As a result, Weideman (2007) simply defines AL as the ability to read comprehensively, to learn different ways of reading, how to make sense of the text in several fashions recognised as the discourse of different disciplines, and how to interpret, analyse and apply what has been read in a whole range of contexts. Defazio, Jones, Tennant and Hook (2010) further define academic literacy as an advanced skill that students must have to be able to achieve grade-level standards in each academic area. Afful (2007) defines the term 'academic literacy' as denoting a concept that conjoins all the multifaceted sets of complex skills that are required for a person to function effectively in various disciplinary communities in a university (p. 141). This is why academic literacy entails writing that requires students to advance their own ideas within a framework of domain or discipline knowledge and engage in academic discourse (Bacha, 2002; Zhu, 2004, in Giridharan & Robson, 2011, p. 3). Mgqwashu (2011)

affirms that within the context of higher education, academic literacy means going beyond these abilities alone, and includes students' ability to take a different position derived from values and attitudes related to what counts as knowledge, and how it can be known, within various disciplinary discourses (p. 22).

Furthermore, the term 'academic literacy' refers to the multifarious sets of complex skills that are necessary for a person to function effectively in various disciplinary communities in a university (Alfers & Dison, 2000, in Afful, 2007, pp. 141 and 142). AL hence includes students' ability to interact effectively with different forms of texts, including print, visual, digital, or computer-mediated materials. They will thus be able to imbibe the specific culture, practices, and values of their discipline.

Bearing in mind the postgraduate focus of this study, it is worth noting that Afful (2007) claims that in recent times, AW has been identified as a complex set of skills and accomplishments postulated at tertiary institutions, as well as the skills required for an advanced learner to make an effective 'departure' from universities as an independent researcher (Johns & Swales, 2002, p. 142). Further, Gilliver-Brown & Johnson (2009) maintain that language proficiency is not enough in universities. Rather, the higher cognitive processes that display the cultural expectations of the disciplinary discourse that surrounds a language unit and helps to determine its interpretation are crucially demanded in tertiary education and in post-tertiary writing activities.

2.3 Academic literacy and writing: From where it began

To properly consider the concepts of AL and AW, it is indispensable to investigate their historical origins. Since nothing can ultimately be separated from its background, identifying the worth of a concept is facilitated by tracing its foundations. The concept of academic literacy appears to have evolved over a period of time in university environments.

Outlining the historical development of academic literacy practices, Schalkwyk (2008) traces them to the seminal published work of Bourdieu (1965), entitled "Academic Discourse: Linguistic Misunderstanding and Professorial Power," translated from French into English almost thirty years later. In this work Bourdieu identified the unique academic discourses that characterise university language, the role that academic discourse plays in higher education, the 'linguistic misunderstanding' resulting from the diversity in our frames of reference, and the notion of power in the academic environment in terms of relations between student and

teacher. Bourdieu and his colleagues sought to answer a number of questions relating to the extent to which students actually understood what was being said in the classroom and whether social background impacted on such understanding (Bourdieu, Passeron & Martin, 1994, in Schalkwyk, 2008, pp. 15-16).

The term academic writing evolved as a consequence of the fact that lecturers' expectations are somewhat different from students' abilities: most lecturers want students to have the ability to manipulate scholastic language, while not recognising the fact that students' writing capabilities are closely linked to their different backgrounds (Bourdieu et al., 1994, p. 4 in Schalkwyk, 2008, p.16) assert that "many university students are unable to cope with the technical and scholastic writing demands and their use of academic language [... and] cannot define the terms which they hear in lectures or which they themselves use" (Schalkwyk, 2008, p. 16). Students nevertheless felt the need to include all the academically appropriate-sounding words in their own texts, which implies acquiring both the knowledge itself and the code of transmission, which Bourdieu et al. (1994, p. 5, in Schalkwyk, 2008, p. 16) interpreted as academic discourse practice or pedagogical communication.

In the view of Schalkwyk (2008), Bourdieu and others at that time provided support in developing academic literacy among university students, characterized by an approach termed the 'study skills' model. This model was derived from the assumption that university students needed to learn a set of reading and writing skills that would ensure their being identified as academically literate, with the focus on helping students to find ways to "adapt their practices to those of the university" (Lea & Street 1998, p. 159). This approach ignores issues of student identity and agency when they enter the university (p. 17).

Schalkwyk (2008) points out that it was not long before this evolved into a more holistic model of writing, a modification of the *study skills* approach, now seen as a deficit model rooted in behavioural psychology. What emerged was a university literacy model that takes cognisance of the learning and social context within which the acquisition or development of academic literacy might occur. This latter model of academic literacy came from the social and ideological orientation termed the *New Literacy Studies*. The model ushered in the phase of the academic literacy movement, emphasising the need to provide a learning context where students are inculcated "into a new 'culture', that of the academy [...]. The sources of this perspective lie in social psychology, in anthropology and in constructivist education" (p. 17).

This approach itself came to be considered flawed: Jones et al. (1999) in Schalkwyk (2008) claim that the model is inappropriate to the extent that it assumes that the academy is a relatively homogenous culture, whose norms and practices have simply to be learnt to provide access to the whole institution. They add that Lea and Street (1998) sought to address this lapse when they presented what they termed the '*academic literacies* approach'. According to them, this model viewed institutions as "sites of discourse and power ... [and] the literacy demands of the curriculum as involving a variety of communicative practices, including genres, fields and disciplines" (p. 17). Paxton (2007) suggests that this new literacy model has been widely used in disciplines such as anthropology, sociology, psychology and education, which turns out to be the focus of this study.

Against this historical background and in line with the definitions quoted above, it is suggested that there must be a medium through which students, especially at the postgraduate level, can learn how to write academically, as this is the cogent requirement for literacy at this level. This indeed is the rationale for the module under investigation, UAL.

2.4 Academic Literacy Socialisation: A Cultural Alienation

As mentioned above, Schalkwyk (2008) points out that AL, as "a compound of linguistic, conceptual and epistemological rules and norms of the academe" which are "seldom explicit", is implicitly a set of cultural conventions that shape writing practices in an academic institution. In other words, AL involves integrating the teaching of writing into the teaching of the subject contents. Writing is no longer just an external phenomenon (applicable to all disciplines) but a function of specific "disciplines epistemologies and conventions" (Lea & Street, 1998; Mitchell & Evison, 2006 in Wingate & Tribble, 2012, p. 27).

The acceptance that academic literacy is not just about an individual's ability to read and write has been influential. Wingate and Tribble (2012) insists that academic literacy strategic pedagogies should aim to absorb the sociocultural writing, reading and thinking components into postgraduate academic activities. In this regard, Perry (2012) believes that many of the concepts that literacy scholars draw upon in their work emerge from sociocultural perspectives (e.g., Gee, 2000; Lewis, Enciso & Moje, 2007a; Tracey & Morrow, 2006; Vygotsky, 1978; Street, 1988; Barton and Hamilton, 1998; Heath, 1983; and Purcell-Gates, 1995 in Perry, 2012, p. 56). As a result of this, most writing practices in the academy assume sociocultural corroboration by placing significant emphasis on immediate social and cultural contexts. Moreover, Turner (2012) claims that students' cognitive development and participatory

functioning depends upon their cultural, social, institutional, and historical context. As a result, students cannot be separated from their sociocultural backgrounds and the sociocultural contexts of their pedagogical practice.

Perry (2012) insists that learning cannot occur in a vacuum of interaction, and interaction cannot occur without a particular form of socialization which belongs to an institution whose members share the same cultural identity. As Barton and Hamilton (2000) note, “literacy practices are more usefully understood as existing in the relationships between people, within groups and communities, rather than as a set of properties residing in individuals” (p. 8).

In this case, every discipline in the academy has its own culture and society, with accompanying semantic implications and language rules, into which you must be inducted before you can be an insider or one of what White and Ali -Khan (2013) call “people at the inner circle”. For any students to be academically literate, she must familiarize herself with and/or socialize herself into the traditions and communicative practices of the discipline. Elucidating further, Hyland (2004) in Hocking & Fieldhouse (2011), maintains that:

corpus-based analyses of academic writing also supports the belief that students need to develop an awareness of the particular textual practices of a discipline and ... such texts are mediated by the social practices of that discipline. (p. 36)

He also refutes the notion that academic writing can be taught as a transferable skill (p. 36).

Learning writing and reading skills cannot explicitly accommodate successful advancement in academia if they are taught in the absence of learners’ participation in a broad range of joint cultural activities (see Vygotsky, 1931/1997, pp. 105–106, in Scott & Palincsar, 2013, p. 2), which is what is established as the construct of socialisation (Gee, 2003, Chanock et al., 2012, p. 5).

As a result, pedagogic practice (Mgqwashu, 2011) and pedagogic codes (Bengesai, 2012) or other forms of academic socialisation (Gee, 2007) can be made achievable for students coming across academic literacy for the first time (which Bernstein, 1999, and Gee, 1996, refer to as students having contact with academic literacy from the horizontal or primary discourses), if they can only blend themselves with the socially and culturally situated identities attendant on the social and cultural activities of their disciplines, as well as the

material, cognitive, social, cultural, and political effects of these disciplines (Gee, 2007, p. 3; Bengesai, 2012, p. 86).

2.5. Discourse and Identity: A Redefinition of Academic Literacy and Writings

Mgqwashu (2014) observes that the term discourse accounts for ‘meaningful and successful engagement’ with the language that typifies a particular context; here, that context is the academic context that a student must identify with before she can become part of the academy (p. 92). This context is a composite of thought, ideas, actions, behaviours, attitudes, practices, and communication channels, including wording, lettering and other gestures that distinguish one form of socialisation or speech repertoire (Fairclough, 1995, p. 14) from another. Mohamed (2006) redefines the notion of speech repertoire as language prominence denoting a particular domain of social practice from a particular perspective (p. 26).

In another sense, to be academically literate (Wingate & Tribble, 2012, p. 27) could require writing abilities or skills that go beyond a normative initiation into disciplinary conventions (discourse) and enable students to take a ‘critical view of the context of these conventions’. But this is extremely difficult because, as the literature insists, discourse is so broad and all-encompassing. Discourse is essentially a way of life which comprises sequences of ‘linguistic and or non-linguistic behaviours, values, goals, beliefs, assumptions, and the like which social groups have evolved and which their members share’ (Mgqwashu, 2014, p. 93). Mgqwashu refers to Gee (1990, p. 143) who defines discourse as:

a socially accepted association among ways of using language, thinking, feeling, believing, valuing, and of acting that can be used to identify oneself as a member of a socially meaningful group or ‘social network’ or to signal (that one is playing) a socially meaningful ‘role’.

Most students’ educational problems in institutions of higher learning are rooted in their status as ‘outsiders’ to academic discourses (Taylor et al., 1988) and in their lack of familiarity with academic literacy or, as Ballard and Clanchy (1988, p. 8) put it, ‘deep rules of academic culture’. Academic discourse is thus capable of determining students’ identity as members of a discourse community. Accordingly, Lillis and Scott (2007) claim that for students to be introduced into the discursive practices and community, their identity has to be signified by the language standards of that community, which in this context is that of an academic discipline.

For academic achievement at the postgraduate level, according to Garcia (2012), students must be socialised and acculturated into all forms of the academic identity. Academic literacy practices are part of the discourse, seen as a form of identity or membership of a social unit. The assertion here is that attention needs to be paid to the ‘socio-political and sociocultural contexts’ that surround the writing, as well as the process of initiating students into a social identity. Teaching students that writing is mostly based on texts or as belonging to a specific context might not be enough to impart an adequate knowledge of writing. Writing instruction should serve to raise critical awareness of language identity, rather than impart only content-based knowledge (see Wingate and Tribble, 2012).

The argument at this juncture is that before a student can write academically, she has to belong to the ‘society or community’ of the content area. As Bengesai puts it, for a student to be academically outstanding, most especially at the postgraduate level, no matter what her English language background, she has to be a membership of the community of practice (CoP), (2012, p. 1). Using her personal experience alongside the idea of McKenna (2004), she says:

Oftentimes, I felt like giving up and that I did not fit. I did not belong in this elite society. Thus, I felt socially and academically excluded because, I just could not crack the code. Fortunately for me, a unique feature of the Project on Postgraduate Educational Research, the project through which I did my Masters degree, was the mentorship programme that resulted in a community of practice (CoP) made up of experienced academics and the student research team. (p. 1)

In sum, writing activities in the academy involve identifying and constructing meaning (subject/content) in the context of the sociocultural perspectives of the language community (discipline). Bengesai (2012) observes that for students to fit in to the academic world, they have to blend with the insiders, the cultural practices and language terminologies. This is what Mgqwashu (2011) refers to as academic socialisation: that students must familiarise themselves with and socialise themselves into the sociocultural and linguistic discourse of their various disciplines.

2.6 Genre and Identity: A Redefinition of Academic Writing

Among the new trends in 21st century academic literacy and writing studies is an emphasis on genre and its implications for academic teaching and learning processes. The notion of genre

or type entails a writing style that serves as a representation and recurrence of a certain community, the community's conventions, culture and identity. According to Hyland,

it is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. It is, in other words, both a social and a cognitive concept. It helps us to theorise the common-sense labels we use to categorise texts and the situations where they occur. (Hyland, 2008c, p. 544)

In this way, Hyland (2008c) affirms that academic writing is community based, which means that its specificity and uniqueness derives from its disciplinary base. Thus, academic writing and reading are not done in the same way, structure, and text type across all disciplines, but rather explicated in the disciplinary boundary. Academic writing is socially constructed to produce text that will be explicit to the target audience, that depicts a particular field of study, and that signals membership of the disciplinary community (Hyland, p. 544). Yang (2013) adds that the genre approach helps to identify academic writing as a rhetorically sophisticated language repertoire.

One of the most important implications of the genre approach is its insistence that competency in writing and adequate reading skills are not enough to equip an individual to participate in any discipline. For instance, a history student will lack basic diction and terminology in the literacy activities of Engineering, Mathematics, Biology, etc., and vice versa. We cannot read and write across the entire range of disciplines, and master all fields of studies, even with a sophisticated knowledge of English – which according to the autonomous model of language proficiency is dynamic and can align with any context – if we do not imbibe the cultural skills and language practices of the new contexts in which we want to operate. Thus the genre model of writing and discourse is inseparable from the sociocultural approach of seeing writing as contextual (in Kress, 1989, p. 49, as cited in Hyland, 2002, p. 114). According to Gee (2007, p. 3):

“context” ultimately means the very shape, meaning, and effects of the social world – the various social roles people play, the socially and culturally situated identities they take on, the social and cultural activities they engage in, as well as the material, cognitive, social, cultural, and political effects of these. If language both reflects and creates contexts (its “magical” property), then it is a unique window onto understanding (and, possibly, changing) the social world. We can see, here, too, that discourse analysis is not just a way of analyzing language in context. It is, in fact, a perspective on how to engage in the study of the social, the cultural, the institutional, and the political.

Through their immersion in a particular genre and all the contextual elements that it entails, students acquire an academic identity. Interaction is a key element in this process of immersion. Literacy cannot be acquired in the absence of interaction, of physical, spatial and time contact, which in turn points to the interrelatedness of identity and literacy in the genre approach to developing academic competence in postgraduates.

No matter how competent the English language skills of the individual, without this implicit identity he or she will remain academically illiterate. According to Ndoloi (1994, p. 2), in Mohamed (2006):

If we took a student's text and stripped it of all the problems relating to grammar, and surface errors, and even those related to higher order rhetorical organisations of text ... still students' writing would be weak if they were composing in a manner inappropriate to the academic community or discipline they are writing in. (p. 38)

If the genre approach insists that literacy is contextual, then every discipline has its own contextual conventions in their writing standards. UAL pedagogy should be derived from the epistemological base of interaction with the community of practice (see Caldwell, 2007). Literacy should be critical. Critical in this sense is what ties the genre model to the ideology of the NLS. Specifically, students' learning should be focused on constructivism, which will not just provide them with the ability to master reading and writing skills, but will enable them to engage with themselves, tutors, lecturers and other disciplinary experts and professionals (described by the NLS as socializing [Lea, & Street (2008)]).

2.7 Critical Thinking: Underpinning Academic Writing Strategies

Critical thinking is also described as in-depth thinking; or, as Ivanic (2004) notes, systematic thinking. It is a vital element in academic literacy and writing disciplinarily. In the context of other literacy activities, thinking academically is thinking critically. It is the ability to read and write with a critical mind to bring context to content and make explicit the meaning of that content. Spring (2000) defines critical thinking and writing thus:

Critical thinking generally refers to a set of cognitive habits and processes. Thus, critical thinkers recursively engage in probative questioning, rigorous analysing, imaginative synthesizing, and evaluating of ideas. Such thinking ability can be acquired through effort and instruction and is crucial to success in all academic disciplines. (p. 14)

Kelder (1996) suggests that exposing students to critical thinking in their writing will help to foster new insights and ideas for formulating questions and problems, thus extending text

knowledge. Similarly, an introduction to the ways of making meaning, to the specialized ways of reasoning and using language in different disciplines, are critical components of developing academic writing.

Faigley (2007) in fact identifies academic literacy as demonstrating skills in critical thinking and bringing (analysing) writing into a language context. A student who aims at being academically competent needs to be able to plan write and edit academic texts, demonstrate adequate skills in critical thinking, evaluate and critique, synthesize and recognize relevant information, and create in him- or herself an awareness of the 21st century, which is characterized by changes in the communicative landscape and new technologies.

Simply put, academic development is enhanced if learners are introduced to critical thinking in their writings. This is because; with the ability to think critically, students will be able to interrogate and examine not only the content but also the context of what they are studying (Hutchings & Garraway, 2010, p. 5). Writing academically without placing ideas and content in a critical perspective makes the student merely a reproducer of knowledge, at best a manipulator of the knowledge of others. Reading and writing in a critical way render academic writers (students) knowledge producers, or contributors to generating disciplinary discourse (Hutchings & Garraway, 2010, p. 14). Hence, when academic writing is characterised as critically structured, this simply means that the writer has been acculturated into the thinking way and reasoning way that will generate new knowledge. Jacobs (2007) adds that at an advanced level (like that of postgraduate study), knowledge is measured by how critically the production, development and integration of knowledge is observed.

Disciplinary specialists are best placed to bring academic literacy teaching towards a critical pedagogy, since students need to understand and produce meanings in the disciplinary semiotic domain that is recognisable to members of that disciplinary affinity group (Jacobs, 2007, p. 78).

However, Ivanic (2004) and Appalsamy (2011) argue that teaching students academic skills is not going to assist them to develop the ability to think and write critically. Since writing and thinking in the academy determines how students contribute to academic knowledge, (producing new ideas, conducting research, developing theories and concepts in theses and dissertations), then the process of such should not involve transferring knowledge traditionally from one to another, but recreating ideas and in order to create new ones.

Relating this to the context of this study, to how students are socialised into postgraduate writing (academic writing), this means that students need to engage with works and think critically in order to attain proper writing expertise. This process is what Gibbons elaborately details as:

- Engage deeply with and within academic context
- Ask questions and generate enquiries
- Acculturate into the disciplinary discourses
- Obtain and use strategies of the linguistic domain (content-area genre)
- Make sense of new concepts and bridging writing towards explicating access to scaffolding (with my emphasis, see p. 36)

Moreover, students' 'habits of mind' (their curiosity) should be developed, to ensure a sense of creativity while they are being socialised into writing practices that will foster the development of critical awareness. This makes criticality an aspect of academic literacy success (Kerley, 2010, p. 2). Specifically in postgraduate writings, through constant participation and interaction with content areas, peers, experts and materials, students are being critical when they can:

- Predict, convey and convert their ideas into meaningful, coherent and cohesive constructs;
- Develop the ability to experiment and experience new ideas, challenge them, explore others' stances, and put their ideas forward in a way that will contribute to knowledge.

Bengesia (2012) and Gibbons (2009) stress the analytic element in postgraduate academic writing. Students need to analyse ideas (from different sources) and then synthesise them in the discourse conventions of the discipline. However, it must be emphasised that being critical does not associate the learning process with the autonomous approach. Basic language knowledge (as cultural capital) can be of scaffolding help, but criticality in academic writing is engendered more through collaboration and participation. Contacts with an academic community, interactions, seeking assistance, discussions with peers and supervisors, all encourage partnership with the discipline's rhetoric and conventions. Spring (2000) notes that if students maintain partnership in academy they will think academically. They will think in line with the norms, forms and structural values of their discipline. Thus, criticality in the academy is not thinking in isolation; through contacts with other disciplinary resources,

human and material, thinking is done “with, around, and against other thinkers in the culture” of the discipline (see Spring, 2000, p. 12).

In sum, criticality in academic writing and thinking involves exhibiting curiosity; experimenting with new ideas; reading other points of view; challenging one’s own beliefs; engaging in intellectual discussion; asking provocative questions; generating hypotheses; exhibiting respect for other viewpoints; reading with awareness of self and others. These are all fundamental behaviours through which students are acculturated into the critical and discursive writing culture in academia (Spring, 2000, p. 13).

2.8 Academic Writing in bilingual and multilingual educational contexts (Cummins)

Considering language pedagogies is an important issue in recent literacy studies since increasingly there are classes containing first language speakers of English (or as their mother tongue), L1, and students who use English as their additional language, L2. Since this is an issue of concern that affects the diversified classroom setting in most countries of the world, and is paramount in South Africa (where this study is set), it is important to address the situation where there are students from different linguistic, economic, social and cultural backgrounds. To do this, I have adopted Cummins’s account of how students are defined in a context in which the teaching and learning of academic literacy takes place among multilingual/multicultural students.

In this section, I wish to suggest the sort of pedagogical development that will serve to enhance literacy acquisition and academic success in such contexts. I am not propounding a theoretical model, but locating academic writing in a multilingual context. To do this, I have recourse to the Literacy Engagement Framework (see Cummins, 2011, in Cummins, Mirza, and Stille, 2012), which comprises Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1979b, in Cummins, 2000, p. 58).

2.8.1 Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

The BICS and CALP are different language literacy proficiencies (postulated in Cummins). They are used concomitantly with Conventional and Academic Proficiencies, as the BICS and CALP acronyms are often misleading (e.g. Spolsky, 1984) or misinterpreted (e.g. Romaine, 1989) (in Cummins, 2000, p. 75). In this perspective, there are proficiencies that are required

in academic situations: conversational proficiencies (mostly associated with the BICS model) and academic proficiencies (associated with the CALP model). Cummins (1984) notes that teachers often associate conversational proficiency with academic literacy proficiency. But the ability to converse fluently in the language of instruction (English) is not a guarantee of excellent performance in academic tasks and psychological assessment situations.

Conversational proficiency can be attained to peer-appropriateness within two years of exposure, while a period of five (and above) is required to acquire knowledge at the academic level. Even native speakers of English, though they come to school with adequate conversational skills (mostly fluent at age five), and have mastered virtually all grammatical and sociolinguistic conventions, still have to familiarise themselves with the basic linguistic repertoires that determine content area professionalism. More years of schooling are required in order to obtain knowledge of language register, and different genres of writing, and effectively apply these language skills to academic disciplines.

Thus BICS might not be sufficient for postgraduate disciplinary writing, and CALP has to be learned or acquired. Cummins, Mirza and Stille (2012) aver that postgraduate academic writing is different from all other writing. This is because the focal writing standards of non-academic writings derive from traditional conversational language skill development, while postgraduate writing focuses on diction and terms that are disciplinary and context-based, and technically developed to characterise the language frequencies of the discipline where the language is involved. Thus postgraduate academic writing does not feature in daily communications. This reemphasises why the CALP is subordinated as part of literacy engagement, and that no literacy activities can exist in the absence of contact with others (see Lesaux and Geva, 2006 in Cummins et al., 2012). However, the knowledge that the BICS students bring to learning cannot be underestimated, as it serves as a scaffold to the developmental strategies of academic literacy pedagogies (Cummins, 2000, in Appalsamy, 2011, p. 121). The main point of relevance to this study is that for bilingual students whose first language is different from the language of instruction, CALPS must be intensified in the process of their academic writing developmental pedagogies.

Cummins emphasises that to be literate is not enough; one has to learn how to participate in the discourse of the language community. Knowing how to read and interpret depends greatly on the knowledge the individual acquires through socialising with the language community (Olson, 1977 in Cummins 2000, p. 63). This knowledge helps to identify the linguistic

implication of meaning, rather than the speaker's intention (Donaldson, 1978 in Cummins, 2000, p. 63). Learning thus takes place through initiation rather than instruction.

What the students bring or have should be what the teacher builds on in a process of induction, not instruction (Cummins, 2005). The student's background should serve as prior knowledge (Cummins, 2005), which does not necessarily mean previously acquired skills in a formal setting, but also the experiences from her L2 settings (e.g. home, etc.), and the cultural and social ideology that forms the identity and cognitive reasoning faculty of the student. Teaching L2 students' academic literacy should begin with this prior knowledge. For them to become competent in academic literacy, writing and thinking, learning must be active and practical (remember, academic literacy does not result from traditional or conventional modes of [scripted] learning, but emerges through practice patterned by the sociocultural amenities of the students' discipline) (Warschauer, Knobel, & Stone, 2004, in Cummins, 2005, p. 38).

The academic environment should foster literacy in English that is transferred from students' home language concepts and skills (Cummins, 1989, in Cummins 2005, p. 38, 2010, and 2012). Hence, teaching writing is not effective if students are excluded from their L2 and cultural affiliations. The model proposed here is aligned with the ideological concept of Gee's primary and secondary discourse, which aims to build students into the cultural foundation of the academic writing world through the concept of the CALP. The latter assumes that academic writing hinges on sociocultural and contextual values in its learning rather than conventional and traditional language skills (Warschauer, Knobel and Stone, 2004 in Cummins, 2005, p. 40). The claim is that for proficiency, students should be exposed extensively to participation (see Cummins, 2000, 2010 and 2012). The major emphasis of this outlook is that language acquisition is best obtained in a bilingual classroom if interactive teaching and learning practices are maintained. This echoes what the NLS and genre analysts assert, as Cummins's second language linguistic ideology points to the sociocultural dimension as an underlying academic substratum that facilitates learning activities to help socialize linguistic newcomers.

The extent of a student's language ability and literacy skills is determined by the degree to which she is socialised with and within a particular discourse community. Socialisation within a particular educational context promotes the acquisition of language registers that are valued within those contexts (Canale, 1983a in Cummins, 2000, p. 62). On this account, academic language proficiency is redefined as 'language knowledge that is in association with the

knowledge of the world and metacognitive strategies necessary to function effectively in the Discourse domain' (see Chapelle, 1998, in Cummins p. 67).

2.9 Academic literacy Acculturation: A language of no one's mother tongue

Not only second language speakers face challenges with the use of academic language, as first language speakers of English also do. Strauss, Goodsir and Ferguson (2011), for example, find that academic writing an area of general concern. Mgqwashu (2011, p. 2) adds that academic language is not the language of anybody, but a discourse in the use of which people need to be nurtured. That is, they need to be acculturated into the academic discourse and conventions that typify postgraduate studies. Lillis and Rai (2011) confirm that collaboration and socialization comprise a better way of acculturating novice writers into the writing practices of disciplinary context. The language capital that students bring from their home habitus might be an advantage, but not a yardstick in determining competency in academic literacy (see Appalsamy, 2011, p. 20).

Competency in academic writing entails a set of perceptions and practices that Perry (2012) claims are different from home language and writing, and the language standards of high schools. Springs (2000) adds that literacy and writing ability in academia reflects criticality, while Mgqwashu (2013) maintains that the expectations of writing standards among academics is far more than possessing language skills. Competencies in language literacy are different from competencies in academic literacy, in the sense that: This is because, as put forwards, identifies that academic literacy practices (such as reading, writing and thinking) are different from the traditional language skills in the sense that:

the students' ability to take a different position derived from values and attitudes related to what counts as knowledge, and how it can be known within various disciplinary discourses is not a matter of just linguistic capital acquired from home or linguistic backgrounds. (Mgqwashu, 2013, p. 90)

Academic language is different from home language because the 'language component is inseparable from non-linguistic behaviours, values, goals, beliefs and assumptions which members of the discourse have evolved over time' (Mgqwashu, 2013, p. 93).

2.10 The socialisation of the novice writer into postgraduate thinking and writing skills

Balfour (2004) observes that English competence is an important measure of standards in academic writing. The English competence of non-English speakers taking English academic literacy at the university is lower than that of whites and Indians, despite having the same entering qualification. But in response to this, Braine (2002) observes that academic literacy might not depend on competence in English so much as on how students can “adapt quickly to both the academic and social culture of their host environments, and the personalities and demands of their teachers, academic advisors, and classmates” (referring here to the postgraduate level of studies) (p. 40).

According to Fadda (2012),

Academic writing in English at advanced levels is a challenge even for most native English speakers. However, it is particularly difficult for English as second language (ESL) graduate students, who come from non-Anglicized linguistic and cultural backgrounds, particularly Asian graduate students.

Accordingly, to succeed academically in university writing, students cannot rely only on their language skills in English. Academic writing needs to be introduced in its rudiments to novice writers (Duff, 2010, p. 171). These are students who arrive as ‘outsiders’, that is, new university students, or what Gee calls ‘apprentices’ (1990, p. 67, in Jacobs, 2007, and Lave & Wenger, 1991 in Bengesai, 2012, p. 1. In order to become academically proficient, they need to be inducted by specialists, through constant contact and interactions with ‘insiders’ who ‘have already mastered the Discourse and are themselves part of that disciplinary Discourse community or affinity group in their relevant disciplines’ (p. 44). They have to understand how meaning is constructed in the diction and grammar acceptable in the domain (discipline) or what Bengesai (2012) refers to as the community of practice (COP) (p. 1). Citing (Lave & Wenger, 1991), Bengesai avers that:

Within this COP, newcomers are initiated into the academic community through a process of legitimate peripheral participation, a process through which these newcomers to a discourse community perform authentic (legitimate) activities, though peripheral at first, and gradually are entrusted with more significant ones.

In the context of this study, the newcomers or novices are Honours students who are new to postgraduate writing. It is at this stage that students are just being introduced to theses and or dissertation writing. Duff (2010, p. 171) insists that apart from ‘raising critical and other

English language conventional awareness, one of the first objectives in teaching a novice writer academic literacy is rather the analysis of discipline-specific texts’.

The first task in exposing newcomers to writing is to open their writing mind-sets to what is characterised as ‘thinking at university; how that is incorporated into the structural features and styles of academic texts; how they can map literature from different arguments and opinions and reference the authors and writers sourced’ (Chanock et al., 2012, p. abstract).

2.11. The language in postgraduate education writings

One of the difficulties that many students encounter as they shift into the graduate educational level is concerned with their ability to write academic prose. They tend to be amazed by the fact that they are not as successful in writing as they were at the lower levels (Lea & Street, 2008, p. 370). But Weidman (2003) and Mgwashu, (2011) point out that good academic performance at this level is directly linked to academic language proficiency. Any student, whatever his or her background, who fails to master appropriate writing skills might be at risk of underperformance at university, most especially at the postgraduate level. This problem can have serious consequences, as the ability to write in the appropriate genre is essential for all students at this level of education (Strauss et al., 2011, pp. 4 & 5). Indeed, Giridharan and Robson (2011) in their research studies reveal that academic success for postgraduate students is solely dependent on successful academic writing.

It is undeniable that academic writing epitomizes scholarship and demonstrates eligibility for higher education. The quality of an individual’s written work determines his or her scholarship and acceptance in academia (p. 2). Strauss et al. (2011) stress the fact that if postgraduate students cannot write what the academy views as acceptable text, then they will not pass the qualification expected. This underlines the necessity for academic literacy at this level (Goodfellow, 2004; Leki & Carson, 1994, in Strauss et al., 2011, p. 5).

2.12 Writing standards at the postgraduate level

Afful (2007) notes that it is possible that some students may not have had a firm grasp of cohesion and coherence in their pre-university and undergraduate educations, while very few of them can argue logically in an academic way. Providing students, therefore, with AL writing knowledge and the varied ways in which these organizational aspects are utilized in various disciplines could be revealing and empowering (p. 149).

As discussed above, literacy practices in postgraduate education go beyond adeptness in the English language, as this does not guarantee academic literacy adroitness. Though given the fact that English remains the language used in most academic fields of study it has popularly been misconceived that the ability to use this language remains a guarantee of academic literacy. However, Mgqwashu (2014) observes that students struggle with English (both students who use English as their home language and those who use theirs as additional language), citing Lolwana, who points out: ‘There is an increasing weight of evidence that, after poverty, language, and in particular proficiency in the medium of instruction, is the largest single factor affecting ... [Educational] performance...’ (p. 92).

So also, Strauss et al. (2011) point out that even for first language speakers of English (L1) or for those with an adequate knowledge of the language, academic writing is still problematic. It is therefore necessary to provide students with materials that explore the rhetorical and linguistic conventions of those essayist or exegetical genres preferred in the institutional context, and explore how these impact on those knowledge-creating textual practices used by the wider disciplinary community.

At the level of graduate studies, students are encouraged and meant to display their skills in critical appraisal and independent thought with research innovation, as a prerequisite and distinguished practice at this level (e.g., postgraduate guide, UKZN, 2013, p. 1). Distinguishing undergraduate writing literacy from academic writing done at the postgraduate level, Strauss et al. (2011) remark that:

As well as linguistic and structuring difficulties, it appeared that the educational practices many had experienced in their undergraduate studies had not equipped them to communicate effectively in writing at this level.

Academic research is the central focus at this level, usually in form of dissertations and theses. As Fadda (2012) points out, this is where a high level of academic literacy is needed. The student must demonstrate an ability to use the academic discourse of the discipline in a sophisticated way (Hocking & Fieldhouse, 2011, p. 43). The student is expected to display language “panache” to capture the socio-cultural patterns of the disciplinary community (Strauss et al., 2011, p. 2).

2.13. The UAL module: A classroom pedagogical approach to learning AL and AW

Since the majority of students in South Africa speak English as an Additional Language (EAL), most universities have had to introduce modules of this nature. There is a similar situation around the world: as increasing number of students from diverse backgrounds, cultures and languages enter academic contexts, there is a growing need to offer academic writing support (Wingate and Tribble, 2012, p. 27).

In some universities in the UK and Canada, AL support is labelled English for Academic Purposes (EAP), (Flowerdew & Peacock 2001 in Afful, 2007), “offered to non-native speakers of English, usually by writing specialists in English Language Centres” (Wingate, 2012, p. 27). Wingate and Tribble (2012) add that English for Academic Purposes (EAP), which is used internationally, and Academic Literacies, which has become an influential model in the UK, have become dominant approaches to academic writing instruction in higher educational contexts. At some universities in Australia, the equivalent of the AL module is termed Academic Language and Learning Support (ALLS) (Chanock, Horton, Reedman & Stephenson, 2012, p. abstract). Many universities in India prefer the term Communication Skills; and in Hong Kong, the situation is less clear: while several universities employ EAP, a few use English for Communication Purpose (Chanock et al., p. 143-144).

In South Africa the evolution has been from English Second Language (ESL) of 1991-1998, English for Academic Purposes (EAP) 1997-1999, Academic literacy (AL) 1999 to date. At UKZN there is Academic Literacy for UG and UAL (at the postgraduate level), which is the focus of this study.

Given the sophisticated language and discourse demanded at universities, especially at postgraduate levels, according to Afful (2007) the introduction of AW programs in Africa, Latin America, and Europe was inevitable (p. 143). The most cogent reason for the institutionalization of UAL programs, apart from the increasing role of English as an “academic lingua franca” (Duszak, 1997, p. 21), is that writing at pre-university level is markedly different from the writing required at the university worldwide

Schalkwyk (2008) asserts that AL writing programs introduce various groups of students to the discourse that equips them to undertake academic writing and allows them to participate in activities in the university, if even in a peripheral sense. UAL therefore plays a preparatory,

reformative, helpful and accelerative role for fresh graduate students, ensuring their smooth transition from the undergraduate to postgraduate university level.

Apart from this, UAL channels useful information on academic conventions, traditions and the cultural principles of different disciplines, with reference to academic issues, such as references/bibliography, citation, mapping adequate and relevant literature reviews (with less attention paid to pure language issues like spelling, grammar, punctuation, etc.). Afful (2007) suggests that the underlying rationale for bibliography and citation as a means of enforcing the shared construction of knowledge, ownership, and deterring plagiarism, could be a useful general point, while drawing attention to differences in disciplines or even lecturer preferences regarding APA, MLA, Chicago and other styles (p. 150). More generally, modules like UAL draw students' attention to indispensable issues such as: organizational features, genres (mostly written) utilizable in the university, conventions of usage, and familiarizing them with the various modes of expression, such as description, narration, exposition, comparison, (maybe during comparative studies) and argumentation.

On the other hand, Zhang (2011) emphasises that the aim of such a programme is to acculturate students to a "specific academic discourse". The point is that AL courses acknowledge the fact that universities comprise of different disciplines, fields of study and subject areas which are distinguishable from each other in terms of their different genres of discourse. What is mostly emphasised in universities today around the world is that AL modules should target the discourse of the relevant discipline. This is the aim of UAL (the module under investigation): to equip the students with the discursive language expected of them in university writing (most especially in postgraduate theses and dissertations). Mgqwashu (2011) calls this reflexive pedagogy, designed to facilitate epistemological access to the basic skills of academic writing practices. He argues as follows:

within the context of these concerns, reflexive pedagogy, a pedagogic practice adopted in ALE [or, for our purposes, UAL], plays a vital role in ensuring epistemological access for university students ... more specifically on the role this pedagogic practice plays in facilitating access to knowledge crucial for educational success within the potential benefits ... to students in terms of learning to read and write academically, and whether or not it can ensure access to knowledge to close the ability gap amongst university students (with much emphasis at the postgraduate levels of studies). (p. 24)

Zhang (2011, p. 41), corroborating Lea and Street (2006), supports the assertion of Mgqwashu that this AW pedagogic approach assists students to develop new perceptiveness in their

academic literacy practices. Relating this to the view of Cumming (2006, p. 15), Zhang (2011) maintains that with constant contact, postgraduate students engaging with this AL learning and teaching activity (UAL), will 'develop and challenge a variety of differing repertoires for writing as well as identities appropriate to diverse modes of discourse and relations' (41).

As a result, it is important precisely and clearly to embed a communicated and observable instructional practice and assessment of academic writing into the curriculum of their degree. (See, for instance, Australian Universities Quality Agency, 2009; Baik & Greig, 2009; Bath, Smith, Stein & Swann, 2004; Burns & Sinfield, 2004; 1 Chanock et al. in Chalmers et al., 2010; Cotterell, 2001; Gibbs, 2009; Kift & Moody, 2009; Mitchell, 2010; Mitchell & Evison, 2006; Skillen, 2006; Star & Hammer, 2008; Wingate, 2006; Young & Avery, 2006, cited in Chanock, et al, 2012, p. 1-2). It is believed that departmental heads and lecturers should introduce students to academic writing in the first or Honours level of postgraduate studies, via a module that will spell out requisite writing standards in the academic world (also see Mgqwashu 2012). This supplies a developmental reason for the study of the UAL, as a precursor to the learning of how students are socialised into the concept of writing standards among postgraduates.

2.13.1 Historical foundation: From where we are coming

UAL has been the subject of debate and several studies, including this one. It is notable that scholars tend to describe and discuss the module without referring to how the module evolved. I shall at this point address this briefly.

Understanding Academic Literacy is a 'language module' in the Honours programme at the university. The module is assumed to have evolved from an awareness of issues relating to the role of language in the learning process, and how teachers can facilitate the development of communicative skills in talking, listening, reading and writing. The major concerns were to sensitize students to issues of identity and power in relation to language use (particularly when the medium of instruction was not the mother tongue), although the extent to which these latter issues were addressed was relatively limited.

Due to the gaps that were noticed in this medium of teaching at this early stage, writings such as Hyland (1992); Johnson (1994); Reppen (1994); Thomson (2008) and others helped to define the need for another module that could further assume responsibility for teaching students how 'to construct more coherent and logically structured written texts', so that the

chief characteristics of student writing – viz. ‘unordered’, largely descriptive, unreferenced, lacking in analysis and abstraction, and tied too intractably to ‘local’ and ‘own’ experience – could take on a new ‘academic’ guise. There developed a recognition that students on the Honours programme needed a module that would rigorously and explicitly focus on their academic discourse development (p. 30). With the input of Rose (2003), Pretorius (1998, 2002), Hart (1995), Martin (1989), Halliday (1975, 1985, and 1989) and others, (in Thomson 2008, p. 31), a new module was developed entitled Reading and Writing Academic Texts (RWAT). The learning outcomes for this module, designed to cater for the gaps of LILT, included:

Read and understand a range of non-scientific academic texts, such as journal articles, chapters from books, conference papers, and research reports; analyze and synthesize a range of text sources in order to construct an argument; construct an academic argument, in writing, according to acceptable academic scheme and style conventions; analyze and debate, orally and in writing, key issues related to literacy education, from national and international perspectives.

However, in 2011, it was realised that this module did not appropriately address the issue of 21st century writing. This led to the transformation of RWAT into the Understanding Academic Literacy (UAL) module in 2011. It is still in place today (pp. 30-34).

2.13.2. Aims and Objectives of the module

On the basis of ideas extracted from UAL (2012), supported by the viewpoints of Wallace and Alison (2006), and Giridharan and Robson (2011), it can be stated that the aim of any academic literacy module is to make students critical, in the sense that they will be able to:

- Give evidence of good reading in their literature review;
- Address the authors’ arguments and having a logical conclusion;
- Explicitly or implicitly indicate the authors’ values and assumptions;
- Match the authors’ claims with others;
- Evaluate an argument, the content centered to communicate with the targeted audience;
- Develop their own arguments, making strong and clear claims so as to communicate and convince the targeted audience;
- Develop a mental map for navigating the literature, analyzing texts in depth and writing critical reviews of them;

- Structure critical reviews of the literature and incorporate them into a dissertation, taking forward the skills of critical reading and self-critical writing in an academic career;
- Transferring critical reading and self-critical writing skills to the professional academic sphere;
- Being able to argue how reliable an idea in a text is.

More specifically, the module addresses certain crucial areas of writing skills, such as:

- Consciousness of writing standards at the postgraduate level;
- Cross-cultural perspectives on literacy, semiotics, code switching and code mixing;
- Discourse in language, and more essentially, making an outline, reading extensively around the topic area;
- Sequential arrangement of ideas, interpreting, writing a good introduction and conclusion;
- In text referencing, editing, awareness of audience, using the right tone, being concise, coherent and cohesive, taking into consideration the issue of clarity, summarizing, paraphrasing, spelling and punctuation. (UAL, 2012, p. 2)

Students are thus helped through this module to recognize the need to enhance the quality of their research writing (pp. 1-27, Giridharan & Robson, 2011, p. 3).

Overall, UAL enhances students' ability to evaluate, critique, outline, plan and edit academic essays; to demonstrate keen critical thinking in the reading and writing of academic essays; and to capture the writing style that matches academic conventions characteristic of 21st century writing standards, etc. (Grix, 2010, in UAL, 2012, p. 115).

UAL is a module for the new postgraduate students designed to equip them for postgraduate writing, which is characterized by writing in a variety of academic registers and genres. Attesting to this, Strauss et al. (2011) state that an academic literacy learning module is not concerned with surface language errors such as noun/verb agreement and spelling, but rather with the academic socialization of students, with initiating them into academic discourse. This is done in order to prepare them for further study, research, and presentations by equipping them with the knowhow to analyse and criticize academic and rhetorical conventions, information and 'multimodal text types from both theoretical and practical perspectives' (UAL, 2012, pp. 1-2). On completion of their degree, students should have developed specific skills and aptitudes, and should have had the opportunity to: 'plan, design, execute and

communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data' (UAL, 2012, p. 5)

Lea and Street (2008) identify such a module as a multimodal concept, claiming that it aims to support both lecturers and students to depict and analyse the range of meanings expressed in the different activities and genres associated with multimodal nature of literacy. It conduces to an ability to identify and apply different genres in order to represent different types of curriculum content for different purposes, and to participate in different academic activities. 'For instance, when students presented their own overhead projector slides, we helped them see the importance not only of subject content (e.g., the themes necessary for the statement about their personal background and interests required on the university application form) but also of layout, how they ordered the data using font, capitals, arrows, etc.' (p. 373).

2.13.3. UAL's Specific Role in Shaping the Writing Standards of Postgraduate Students

The postgraduate section of the university offers a number of postgraduate qualifications including a postgraduate diploma, honours programmes, professional masters and research masters, PhDs. However, higher expectations regarding writing are indicated to students writing master's and PhD theses. Typically, at this level of education, learning outcomes require students to 'demonstrate effective writing skills / critique/ critically evaluate/critically assess' (School of Hospitality and Tourism, 2009), and these expectations are reflected in marking criteria. Since students from different backgrounds, both first and second language, are believed to have challenges regarding academic literacy, there arises the importance of introducing them to a language learning class that can enhance their knowledge of the writing standards characteristic of these postgraduate levels. The corollary is that students with a high level of academic ability, but a low level of academic literacy, might be at the risk of achieving only low level of academic success (University of Pretoria, 2011).

Contextualising this, the AL module is an academic tool which has generally been perceived as serving a remedial role in Higher Education Institutions (HEIs) in South Africa. It is seen as bridging the socio-linguistic gap between underprepared tertiary students and the standardized nature of the university curriculum. At the postgraduate level, academic literacy is described as a deliberate deviation from the common, 'ordinary' or routine language practices in that it is characterised by highly sophisticated conventionality (Bourdieu, 1991). The UAL helps students to read cultural phenomena and come to terms with the distinctive rituals, values, styles of language and behaviour associated with postgraduate writing. The resultant

sophistication in their writing is an inescapable requirement for academically literate individuals (Fadda, 2012).

2.14. Reinventing Academic Writers for New Time Writings: 21st Century Education

The generic concept of AW has in recent years been redefined to cater for the ‘new time literacy’ associated with context relevance, which (Smith, 2013) identifies as typically dynamic, rather than static like the old forms of writing and thinking in the academy. Before discussing how students are specifically socialised into postgraduate education in the 21st century educational context, it is important first to examine an existing idea of academic literacy to how it has been generically showcased. Two concepts will be used to drive the argument in this section: Noetic Design (ND), and Background Asset (BA) (also referred to as Students’ Primary Assets, SPA).

The issue of students’ Noetic Design (ND) refers to the expectations of students who proceed to advanced studies in order to establish themselves socioeconomically – this is thus an emancipatory episteme (see Luke, 2000). Postgraduate students hope through further study to have a chance of breaking through the edge of marginalisation (as also discussed in Thomson, 2008). Many of my Honours classmates (the class in which the module under study is located) told me that they were studying at this level for certificates, job-positions, retirements benefits, and to secure other social or economic advantages. With all their emphasis on what counts as end product, these sets of students are little interested in the idea of academic literacy and rely solely on capturing what lecturers encode during their cognitive pedagogies (this I describe as ‘the way forward is just to pass the content’).

Moreover, as illustrated in Wingate and Tribble (2012), another issue is the experience the students bring from their various degrees to postgraduate studies. With the persistence of normative and traditional undergraduate teaching pedagogies, Lillis and Scott (2007) suggest that many students are introduced into postgraduate education with the conception that learning is assimilative rather than integrative. With this outlook, most of these students shuffle their academic commitments with day-to-day work commitments at their different duty posts. This has led to students allocating little time to academic socialisation and contextual interaction. Their undergraduate experience is that knowledge is affiliated to theory that de-emphasises factors that are external, yet interrelated with disciplinary context (Marshall, Zhou, Gervan & Wiebe, 2012). Students’ are exposed basic solving-problem methodologies and content assimilation, where the teacher dominates authoritatively and autonomously all the

cognitive processes, without associating learning with critical perspectives and sociocultural relationships (see Mgqwashu, 2012).

Coming with this mind-set to postgraduate studies in university writing, students believe they can rely upon content knowledge and language efficiency. As a result, Elkins and Luke (2000) point out that there little connection between access to knowledge and institutional and disciplinary social acculturation, as the latter are not a matter of importance to these students. From my little experience since my arrival at the postgraduate level, the most drive in me was just to pass any module I was exposed to. Each time I was in class (prominently at my Honours level), my concentration on what the lecturer said was just for me to understand and give back what would make him 'score me well' in assessments. I believe my attitude was typical, and that most students could not negotiate their writing standards towards acknowledging the social and discursive practices that encompass their disciplines.

As James Gee points out in Elkins and Luke (2000), students are confronted with the challenge of locating a balance between identity and the cultural phenomena of the community. They attempt to 'brick up' their literacy level by enlarging the scope of their reading and meeting the requirements of specific tasks (see Moje, Young, Readence & Moore, 2000). In this way, literacy is seen only as an in-school cognitive reflection of content material. Lillis, and Scott (2007) and Bruce (2013) claim that this form of academic writing and literacy practice constitute the autonomous model, an implicit claim for literacy that hides its ideological character (p. 24). In other words, as Street (1985), (1995) and (1996) emphasises, this model of academic literacy standards was simply established as the Western cognitive learning design was imposed on other people's cultures. Gee, in Larson (1995), describes students as enthralled learners, insulated from critical analysis of their social context. In this way, Street (2001 and 2003) claims, western conceptions of literacy are forced upon cultures and classes profoundly different in 'ways of being' (in Thomas, 2008, p. 44).

On the contrary, the new AL is characterised as the ability to read and write in a way that is cognisant of different genres, settings, social meanings and identities, and capable of applying different repertoires appropriate to each setting. Thus Street (1985, 1995 and 1996) describes it as an approach which recognises reading and writing as context-dependent cultural practices. In line with Street, Thomson (2008) adds that the new concept turns away from a monomorphic mind-set which sees the AL in terms of the school-taught skills of reading and writing, towards the idea that AL is based on acculturation to a discourse community. Because

of this, many scholars such as Street have found it necessary to consider the implications of students' sociocultural and language backgrounds on their literacy standards. As a result of this, Lea and Street (2000), Kern (2000), Lea and Street (2008) and Bengesai (2010) claim that academic literacy is best recognised as a social practice emanating from contextual expectations and implications.

Purse, Skillen & Deane (2008) note that over the past quarter of a century, faculty and researchers in many countries around the world have increasingly argued that the proper teaching of academic literacy skills to students is a crucial part of the educational process. This is because most phases of academic achievement are not possible without a grounding in academic writing: poor academic writing skills have often been identified as a key factor in the failure of university students to meet institutional literacy expectations (Giridharan & Robson, 2011, p. 3).

There is therefore a call for universities to devote quality time to the teaching and learning of academic writing. As Faigley and Selzer (2007) put it, in order to develop academic language skills, students must be trained to be able to write and edit academic texts by demonstrating adequate skills of critical thinking. This, they maintain, can be done by through practice in evaluating and critiquing, synthesizing and recognizing relevant information. But as things stand, socialisation, scientific, empirical and ideological standards of learning are constantly ignored (see Marshall et al., 2012). The impact of context recognition (Hyland, 2002), audience relevance (Hyland, 1999), the cultural and social intermeshing in the epistemology of the content interphase (Wingate and Tribble, 2012) are not given close attention. This conduces to a dislocation between individual life-experience, internal and external representation, sociolinguistic background, community practices and the mental and cognitive representation of learning. Seeing literacy as mere reading and writing skills, and the orthodox transmission of knowledge from one generation to the next, are what have been constantly and popularly counteracted in the new literacy forms and practices in the 21st century. According to Elkins and Luke (2007):

we are now living in the midst of un-precedented diversity and complexity, dynamic change, and, often, chaos. Whether we are biologists, social planners, or educators, New Times are requiring sensitive, contextual, and flexible blends of cultural and scientific analysis.... (p. 7)

Therefore, the emphatic stance in this section is that (as against literacy popularly viewed through the lenses of fixed deficits of learning and ability) literacy should not be seen as a

product but as a process and practice of rethinking, re-enacting the sociocultural and semiotic landmarks of the discipline (Elkins and Luke). Beyond subject content and skills, AL needs to accommodate contextual implications which come in form of social relevance, cultural knowledge and power relations within the ethnographic dimension of the disciplinary specialisation (Moje, Young, Readence, and Moore, 2000). This explains the advent of what Gee calls literacy as a social turn which brings about the ideological perspective that dominates the NLS theory (this is discussed at length in the theoretical framework chapter).

2.15. The New Literacy Studies (The Study Theoretical Framework)

New Literacy Studies (NLS) emerged as a resurgent academic literacy and writing perspective that considers literacy a practice rather than an acquired skill (Street, 2003, p. 1). The modifier ‘New’ here signifies a new approach in reaction against the characterisation of competency in literacy as a sole individual ability (Street, 2003, p. 79). Now prominent in many disciplines, such as psychology, linguistics, sociology, sociolinguistics, and most common in anthropology, NLS construes literacy as a social practice, as opposed to the old notion of writing as embedded in individual intelligence (Mohammed, 2006, p. 49). But before further engagement with NLS, this section of the study will identify the different constructs of NLS that are influential in this study.

According to Street, two central concepts have emerged from NLS literacy perspectives. These are the autonomous and ideological models. The autonomous model of academic literacy and writing skills maintains that learners’ ability to read and write resides in them. The success and accomplishments of learners are determined by their level of language competence and intelligence (see Street, 2003, p. 79). Hence, any acquired academic ability in the learner will have effects on his or her intelligence and academic performance, even if applied in other academic and cognitive contexts (Street, 2003). Donnelly (2010) emphasises that this model assumes that literacy is isolated from social matters and that knowledge is located in the individual intelligence. This model is also noted in the critiques of Street, ranging from the 1980s and 1990s up to recent times. Its implication is that academic writing is more a reflection of the mind than of social and community practices. According to Street, in terms of this notion the teacher equips the students with knowledge relevant to all contexts, and this determines the academic achievement and success of the students. Epitomising this model is the notion of a body of knowledge that can be memorised (Thompson, 2008, p. 40).

On the other hand, the ideological model maintains that an individual needs to subordinate his or her personal identity to a dominant, discursive, and disciplinary identity. Thus students are required to write in a particular way which might diverge widely from ways sanctioned by their background and previous language practices. This approach sees literacy as cultural and contextual, as opposed to autonomous (see Elkins and Luke, 2000, Street 2001 and 2003, Thompson 2008, Mgqwashu 2014). The call for an ideological model emerges from the understanding that literacies are discipline-specific. Thus the ideological model serves a new literacy theory that will be content/knowledge contextualised and socialised within a specific discourse (or discipline).

This study embraces the NLS as a means of enhancing critical awareness and making a contribution to the body of the discipline (Collins, 2000). The NLS challenges the view of literacy as a socially neutral technique (p. 71), and holds that understanding is located in the frame provided by the cultural events of the discipline. In this regard, the ideological model opposes the notion that meaning making, knowledge making and product making are solely located in language ability.

Participation, interaction, socialisation, discourse and identity form the basis of the new forms of literacy that dominate academia today. Schalkwyk (2008) affirms that the ideological model of NLS is appropriate in academic writing practices as it helps to develop the spirit of criticism, joint discovery and analysis, and the sharing of knowledge. Mgqwashu (2011) adds that the NLS concept accommodates all the institutional norms and practices that guide research (such as attending to the university writing ethics, standards and ethical issues, deadlines and procedures), and accepts all the discipline's writing terms and practices, which creates an overall induction and immersion.

2.16. From Where We Are Coming: Writing in the NLS

New Literacy Studies emerged when scholars (such as Street, 1995; Gee, 1996; Gee & Lankshear, 1997; Barton & Hamilton, 1998; Pahl & Rowsell, 2010, 2012) argued against the autonomous writing concept in their several research projects in communication, anthropology and the role of literacy in academia. The "Great Divide" between the new notion of literacy (which takes into consideration the oral, behavioural and cultural affiliation) and the old literacy model (which is all about potential abilities and academic

successes) hinges on abstract objectification and mental reification (Smith, 2013, p. 20). In the past, the importance of cultural and contextual values was devalued in the educational community. The autonomous model was paramount till the 1980s, with literacy being associated with books (writing and reading) and the knowledge of language schema (Pahl and Rowsell, 2012), and consisting of a set of skills that can be learnt in the classroom teaching and learning process. Academic literacy did not seem much concerned with interactive contact with the social and cultural phenomena that surround the language choice (Barton & Hamilton, 2000 in Mgwashu, 2014). Literacy was a matter of intellectual skill, with writing knowledge an individual and cognitive matter.

As part of the investigation of writing from the perspective of societal and cultural relevance, Gee co-ran the Mellon Foundation-funded Literacies Institute in Newton, Massachusetts (Gee, 2007, p. 2). The organization purposefully sponsored academics and researchers in researching language and literacy from 1989-1992. During this period, the aim was to explore academic writing as a matter of social practices. Pedagogical theory and practice are rooted in sociocultural approaches to language and literacy, discourse and critical theory. Gee tagged this the 'new capitalism' (literarily a reaction against the [old] capitalism of individualistic possession of knowledge).

Scholars working within the NLS perspective argue that writing skills, other forms of literacy and sociocultural contexts are entwined, which makes them interdependent. This position holds that learning and literacy are influenced by power, authority and identity in every student's background. As a result of this, the autonomous model of writing, seen as 'an appropriate intellectual tool, either for understanding this diversity of reading and writing around the world or for designing the practical programmes, might not be sufficient to cater for writing needs in today's academia' (Street, 2001, in Thomson, 2008, p. 44).

In essence, the NLS model sees academic literacy not as the ability to read and write only, but as a way of navigating literacy in the different disciplines, settings, social meanings and identities, and applying different repertoires appropriate to each setting (Street, 1985, 1995 and 1996). This new movement represented as ideological concepts of NLS, was formed as a turn away from monomorphic mind-set (autonomous). The emergence of NLS forms a succinct evolution of the ideological model through which students are believed to best be inducted into academic literacy by involving their sociocultural, language and cultural backgrounds (Thomson, 2008; Bengesai, 2010). As a result of this, academic literacy has

been recently theorized to be a profound social practice emanating from contextual expectations and implications (Lea and Street, 2000; Kern, 2000; Lea and Street, 2008).

2.17. Gee's discourses and Discourse

Gee (1990) posits that academic literacy acquisition should move beyond writing and reading skills: 'what is important is not grammar' (p. 142). Rather academic knowledge and literacy practices should be a reflection of the discipline's context (see Donnelly, 2010, and Gee [no date]). Thus doing (saying and writing, and even reading) in academia must occur in a way that characterises the disciplinary social roles, values, beliefs and attitudes, rather than treating language as an independent entity (Gee, 1990). In other words, academic language practices should be treated as discourse(s).

In reaction to the aspect of literacy growth and development, Gee's anthropological discourse structure (in Knoester, 2009) is announced as belonging to two variations: the primary and secondary discourses. Primary discourse is an inductive process during early development whereby individuals are 'apprenticed' through socialising with the immediate members of their sociocultural setting. It shapes and constitutes the student's first forms of identity, which Cummins refers to as the 'spontaneous concept of identity', and linguistically, it is the environment that determines what kind of Language identity (L1) the student is first exposed to (in Cummins, 2000, p. 60). Primary discourse is further characterised thus:

[it forms] our initial taken-for-granted understandings of *who* we are and *who* people 'like us' are, as well as what sorts of things we ('people like us') do, value, and believe when we are not 'in public'. (Knoester, 2009, p. 682)

Gee describes this level of discourse as home, peer or childhood socialisation (in domestic or face-to-face peer group socialisation).

Secondary discourse, on the other hand, is encountered later when the individual is apprenticed to a formal group which is different from the form of socialisation that the child first experienced, that is, socialisation in non-intimate educational or occupational settings. At this level of socialisation, students adopt a new social behaviour and acts that characterise the new context and setting. The form of identity in this new social group (secondary discourse) comes in the form of acquisition (unconscious pedagogies) and learning (conscious pedagogies) (see Gee, 1996, 1990; Gee & Bourdieu in Collins, 2000, p. 72). In the context of

this study, the primary Discourse could be identified as home discourse (the sociocultural values that a student brings from her home or outside-classroom experiences), or with the fundamental cognitive skills a student has acquired in her undergraduate years. Secondary discourse is associated with institutional environments; in the academy, with postgraduate studies. Basically, students always bring the specific sociocultural experiences associated with their home background (primary discourse) to the academic or disciplinary context (secondary discourse). This is important in that it determines what kinds of identity and sociocultural affiliation students bring to the learning process.

Similarly, as regards Gee's distinction between the discourse (with small letter d) and Discourse (with capital letter D), 'small' discourse is tantamount to a lexical semantic genre. '[D]iscourse' (with small letter d) is a linguistic way of viewing how structural features of language connote semantic dimensions. It explicates how language is used and structured within particular semantic contexts. It shows how language works in different genres, as in conversations, stories, narratives; descriptive, expository or argumentative essays, etc. With regard to Discourse (with capital letter 'D'), Gee suggests that refers to an entire way of life, comprising values, beliefs, attitudes, social identity, behavioural issues such as gestures, glances, body language and positions, clothes, etc., that together comprise one's identity as belonging to a certain group. A Discourse is a way of being in the world, an identity kit, which comes complete with the appropriate costume and instructions on how to act, talk, and often write, so as to take on a particular social role that others will recognize (Knoester, 2009, p. 682). In this, Discourse is both the combination of a language and the act of that language. By implication, discourse (with small letter d) is thus part of Discourse (see Gee, 1996, in Knoester, 2009; and Gee, 1990).

This distinction will serve to clarify the categories and levels of d/Discourse(s) that influence the way in which academic literacy is conceptualised in the UAL module. Discourse (with capital letter D) is the core concept that defines the sociocultural perspective of this study.

Nevertheless, the concern at this point is to identify how Gee's Discourse is associated with the NLS's conceptualisation of academic literacy practices. Discourse is intrinsically ideological: for one to be considered a member of a social group (such as a discourse community in academia), one has to act, think, and write in ways that are acceptable in that community (Gee, 1990). Gee's understanding of Discourse is of obvious value to this study, which seeks to explore academic literacy in terms of how individuals are socialised into a

disciplinary sociocultural identity where language is just a medium of communication and not the core qualification for successful literacy practices (e.g. Gee in O'Brien and Bauer, 2005, p. 125) (The term discourse, on the other hand [with a lower-case d], limits literacy to language-genre competence.)

Again, the premise underpinning this study is that literacy is not a socially neutral activity, but a simulation of cultural values, events and other social affiliations that identifies and distinguishes one discipline from another. These all resort under the label of Discourse. The process of acquiring academic literacy depends upon what Discourse an individual identifies with, how it shapes her attitudes, interactive styles, beliefs, and identity, and how all these integrate her into the community of practice (discipline, or field of study in academics) (from Collins & Gee, 1990, and Knoester, 2009).

2.2.1 Discourse: An NLS Substantive Model Underpinning Academic Writing Pedagogies

Treating literacy as a skill independent of Discourse will result in an artificial separation from the norms, practices, and behaviours that effectively constitute it. Rather, the non-linguistic values, practices, beliefs and other forms of acculturation which define membership need to be taken into consideration. Illustratively, you (and I) have seen students (I am not saying I am excluded) who, despite errorless English grammar and good vocabularies, at the level of postgraduate studies receive comments as such: 'remove, replace, edit etc.... this word, phrase, sentence, paragraph,' etc. in academic works, noting that it/they are not academically, critically etc. argued, informed or structured. From this alone it can be inferred that writing at postgraduate level depends upon contextual values that identify it as discursive (Gee 1994, in Mgqwashu, 2014, p. 93).

Literacy in postgraduate study should therefore be treated as an environment, which Gee (1999) defines as discursive practice – a socially accepted association of ways of using language, thinking, feeling, believing, valuing, and of acting that can be used to identify oneself as a member of a socially meaningful group or 'social network', or to signal (that one is playing) a socially meaningful 'role'. Then membership should not be treated as a skill but as a practice.

2.18. Bourdieu's Cultural Capital and Literacy Development

As argued above, participation and identity play a significant role in literacy acquisition. There must be human, power and material engagement and interaction in the process of

learning, and as Mgqwashu (2011) notes, no one can learn in the absence of these. Bankston and Zhou (1995) in Cummins (2012) identify in the educational process two main phases: (a) the assets or literacy development or experience the students bring from their home environment; and (b) the transformed assets acquired as academic achievements through schooling. This is what has been termed Cultural Capital (CC)

Cultural Capital is a term for the cultural assets that help to facilitate cultural transformation through the school or institutional process. According to Bourdieu, CC is the amount of valuables that is available in a person which determines and dictates her social position within a hierarchy of social order (see Bourdieu, 1986, p. [n.d]). Hence, the level of someone's CC affects the standards and forms of mobilisation within social culture and accommodation. Learning and literacy are affected by class and power relations and differences; as Bourdieu states, people with adequate and upper class backgrounds always display an advantaged interaction associated with the dominant culture. Therefore, success is in the first instance attributable to the amount of cultural capital available to the person (e.g., Hutchings and Garraway, 2010).

Moreover, Bourdieu (1990) identifies three dimensions of Cultural Capital, as embodied, objectified and institutionalised. Embodied capital is a non-genetic trait (as in, acquired consciously or unconsciously, not transmitted or hereditary) obtained within the family environment through constant socialisation with the cultural practices that form and influence an individual's habitus (mannerism, habits, skills, disposition and way of thinking and self). Objectified capital comprises the physical properties, objects and possessions, mostly ascribed economic value, which categorise someone as belonging to a specific advantaged or disadvantaged class. Institutionalised capital is typically associated with institutions like the university and consists of credentials or qualifications that serve as cultural assets, or the experience and competences requisite for employment in the larger social community or labour market (see Bourdieu, 1986, 1990; Fowler, 1997; Swartz, 1998).

Fowler (1997) claims that the level of Embodied and Objectified Cultural Capital determines how one navigates one's access within the context of study, which in turn determines the level of outcome of the institutionalised Cultural Capital. Bourdieu thus establishes that students come into academia with different levels of cultural capital as foundational assets through which academic achievement (the Institutionalized Cultural Capital) is developed and accommodated. In a similar vein, Cummins (2012) suggests that the literacy and learning

process is influenced across social, cultural classifications and power relations. This emphasises ‘the value of students’ home languages and cultures as constituent of the pedagogic process of social and cultural capital’ (p. 1986).

Students come to school with diverse experiences which conduce to either academic inclusion or exclusion. CC is what Hutchings and Garraway (2010) describe as foundational assets that a learner has acquired, and that provide a foundation on which academic Discourse can be scaffolded. This is why the issues of power and society interrelate and influence the process and product of literacy. Addressing this issue of CC, power outcome and privilege, Bernstein (1972) identifies it as code that places one in a privileged zone of conceptual hierarchy (p.476, in Kelder, 1996, p. 6). In support of this, Kelder (1996) claims that:

Those who speak an elaborated code or middle class English use a language that is reproduced and rewarded in school contexts as Bourdieu and other social theorists would argue. Use of the elaborated code gives a student cultural or ‘symbolic capital’ that can translate into power and goods. (p. 11)

Those who do not possess the valued CC are immediately placed in deficit.

Contextualising this further, Jacobs (2007) places the understanding grounds of academic writing to interlace between Discourse and Cultural Capital. For adequacy in academic writing, knowledge must be built beyond the rhetorical patterns of the discipline to the level of critical awareness of language pedagogies in the discipline. In the process, there will be developmental space for specialist evolution and the identification of students’ different cultural capital, especially those who need to be initiated into the writing standards of the disciplinary discursive practices. Without identifying the CC, academic writing will be built on language repertoires that will exclude some sets students from becoming specialists, since the specialist needs to understand and produce language semantics ‘in the disciplinary semiotic domains that are recognisable to members of that disciplinary affinity group’ (p. 78). This notion addresses the issues of differences in educational attainment between different classes and races, and how teachers/lecturers can or should adjust the teaching process to cater for those who are in academic deficit as a result of their cultural capital (Appalsamy, 2011, p. 17).

Bourdieu’s approach stresses the importance of students’ elementary cultural attainments as a foundation upon which learning is built. At the University level it is necessary for students to possess certain CC to be able to access the curriculum. To understand this further, Bengesai,

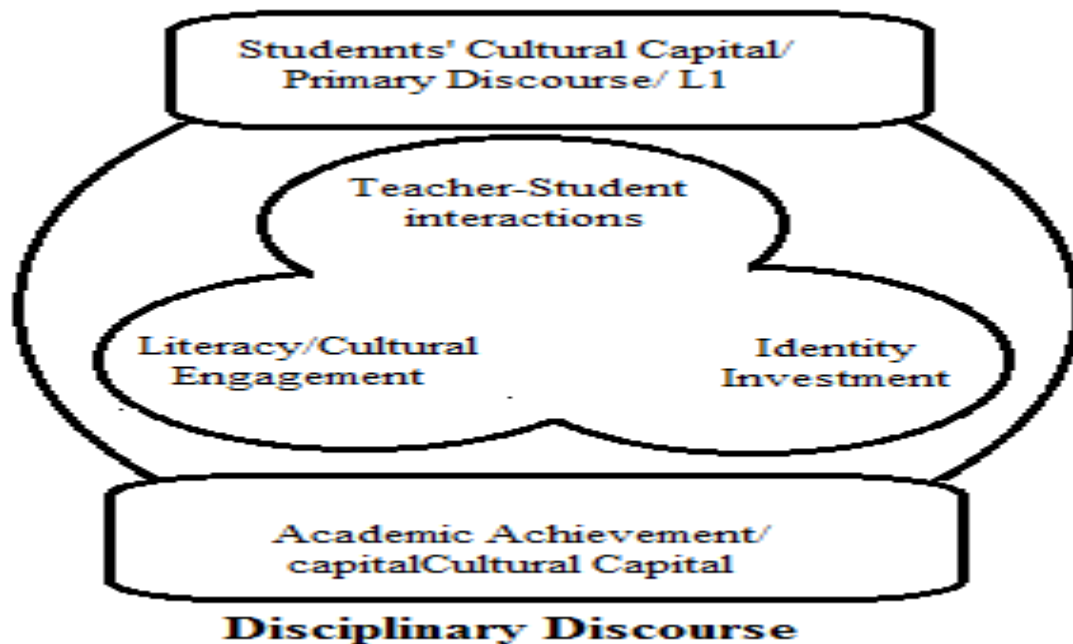
(2010) poses some questions: What is the pre-knowledge of students in the university? How is this knowledge processed to influence performance? Amongst the cultural capital required for university study is an adequate knowledge of the English language, content background, Western cultural enrichment, etc., as these comprise the foundation of power and privilege. Although AL is 'no one's mother tongue' (Mgqwashu, 2011), a student with considerable CC will nevertheless enjoy advantage or privilege.

Academic writing success is thus determined by the amount of CC obtained from the habitus (e.g., family, degrees, etc.) and is not a matter of ability and or language proficiency alone. AL is socially constructed as it cannot be separated from language, identity, power and institutional orders. The writing level of a student closely corresponds to her prior knowledge of the writing culture and community (Bengesai, 2010, pp. 55-58). The NLS approach is rooted in the idea that literacy is a social practice, so the notion of cultural capital complements the NLS's socialisation, acculturation and identity constructs.

Cultural capital notwithstanding, academic competence is affiliated with Discursive Practices through the notion of identity and disciplinary language relevance. For professionalism in a particular discipline, a good disciplinary writing standard is necessary. Students need to be assimilated to all the cultural practices within the discipline associated with the disciplinary norms (e.g., Barton, 1994; Street, 1995 in Gee, 1999, p. 356). Students' cultural background and experience is highly relevant in identifying the value and level of their pre-disciplinary knowledge and how this contributes to their subsequent academic advantage or deficit. Some students' primary discourse (Gee) or cultural capital (Bourdieu) needs to be transformed through socialisation to blend with the inherent identities and ways of being within a disciplinary community (Gee, 1999; 2007) (see Figure 3.1, below).

Figure

2:1



(Adapted from Gee, 1999; 2007, Cummins, 2001; 2011 and Bourdieu, 1986; 1990)

To ease students with minor CC or less privileged linguistic, cultural and social backgrounds into academic writing requires constant interaction between students and the lecturer, and students and academic materials, within the disciplinary community. This will ensure their induction and empowerment.

2.19. The choice of this particular theory

New Literacy Studies (NLS) provides the theory used in this study. The aim is to define how students are socialised into academic writing, how they acquire symbolic resources (writing in a way that exemplifies the disciplinary identity), and how academic pedagogies are embraced within strategies recognised as social identity-forming (see more in Collins, 2000, p. 69). The theoretical position of this study locates the individual in the text structure; locates the text structure in cultural and social identity, and lastly locates these in how meaning is constructed on the bases of their different cultural and social backgrounds, and how the latter are developed in shaping the disciplinary linguistic capital. However, the less emphasis placed on the autonomous writing model does not render it completely irrelevant to this study. Students' basic language skills remain essential tools in navigating their way into academic writing (see Street, 1997; Lea and Street, no date; and Duff, and Hornberger, 2008).

Hence, with this theoretical framework I will also ascertain if considerable attention is placed on students' language skills in the module under investigation, or if they are rather utilised as a cornerstone (as part of students' linguistic capital) in scaffolding them into disciplinary writing acts. This assists in identifying what aspects of the NLS's conceptual framework underpins the UAL module which remains the focus of this study.

In the context of this study, the NLS will be used as the basis to inform what theoretical approach and writing pedagogy:

- Assists postgraduate students to be creative thinkers when structuring their academic writings to suit the necessary norms and cognitive content;

(That is: what approach helps to develop ability in language knowledge and how this language knowledge (not as independent tool now, but subordinating tool) can be used to achieve different goals and purposes.)

- Plays a significant role in developing, improving and assisting the postgraduate students in identifying different words and their different meanings so as to be able to use the appropriate language and diction that represents the identity and purpose of the discipline in their reading and writing practice;
- Gives postgraduate students the chance to work together in groups, exchange ideas and share knowledge with their peers, for the purpose of integration, collaboration and what Gee describes as socialisation;
- Make literacy visible and feasible, helping students to locate and construct themselves in the schematic structure that facilitates acceptable writing practices in the university. This can have transformative results, as students understood more of what is expected of them when writing or reading academically (my emphasis, from Swales, 1984);

(Moreover, within a setting such as this study – a teacher training institution):

- Improve the understanding of language-use-in-context among students who will be teaching writing skills;
- Build up strong relationships and ties between the lecturer, tutors, supervisor, research leader and the students, as the achievement of knowledge involves not only induction into the

requirements of textual production (the autonomous aspect), but also the acquisition of cultural and contextual values and norms;

- Promote creativity in students, as mastering the knowledge required in the writing practices of their discipline; students therefore apply greater critical thinking skills in their literacy;
- Make literacy learning a process of scaffolding rather than of reception in the cognitive tradition;
- Help students to consciously structure their texts (to think about how they should structure a text when they are writing in a specific genre);
- Make them understand that the social context and purpose determine the types of writing that we write, with the aim of being aware of the structure of different types of texts, as well as their linguistic features. What I mean here is that students do not write by just learning language rules (traditional literacy, the autonomous model), but through exposure to academic literacy in different stages, determined by different purposes. (With my emphases, see Hyland, 1992; Bernstein, Bourdieu in Collins, 2000; Wingate & Tribble, 2012, 1996; Street, 1997; Bernstein, 1990, 2000.)
- Lastly, identify if students' previous experiences are adequately considered and used as a means of transformation into the inductive and socialising process of academic writing.

Based on this, I have chosen NLS in order to provide a critical overview of influential sociocultural perspectives on literacy. Since this approach aims at offering a way of linking literacy with what individuals, as socially situated (university students), do, both at the level of 'context of situation' and at the level of 'context of culture', this study attempts to ascertain how the Honours students concerned experience the impact of this module on their academic writing. Language usage cannot be isolated from, but is inevitably interrelated with, what people do in the material or social world (p. 12).

Moreover, in the context of this study, literacy and writing in the academic are more of a matter of practice than skills. Seeing it from this angle, it is better to reshape theoretical questions towards tolerating models and approaches that best describe literacy beyond the learning process; a model that will inform and appraise academic writing not just from the perspective of classroom teaching methodologies, but in terms of the extent to which students

are able to internalize the social and cultural practices taught. This thus provokes questions that map and are mapped by the theoretical framework of this study, such as:

- From the above, how are students constructed in the module?
- What impact does this construction have on their academic writing practices within the module?

The on-going theoretical stance or ‘Mother-Board’ for this study is therefore the understanding of academic writing practices as socio-culturally structured. The NLS and sociocultural perspectives will jointly inform the interpretative framework of this study.

2.20. The Application of NLS in the Educational Context of This Study

Having interacted with the ideas of Gee, Street, Cummins and Bourdieu, I have identified how NLS constructs students’ postgraduate writing and critical skills. To investigate this process in a specific educational context remains the aim of this study. I am going to observe how students’ cultural capital (CC) (Bengesai, 2008, p. 78) is used as a set of assets to scaffold the development and understanding of academic literacy. Does what students bring from their different cultural and social communities constitute the foundation on which knowledge is built? (Cummins, 2000 and 2005). It is as well to recall that this background, which Cummins refers to as prior knowledge, does not necessarily mean previously acquired formal skills, but the experience, culture and social ideology that forms their identity and cognitive reasoning faculty. Basically, rationale for using NLS in this study is to measure how what students have or are (in terms of power and identity) (see Cummins, 2010, p. 39) serves as a developmental factor in building up an interactive contact with the academic Discourse that the students are being exposed to.

Since UAL classes comprise of students with different sociolinguistic abilities, it needs to be established whether these different sociocultural backgrounds are taken into consideration in UAL classes. There is also a need to investigate how the linguistic model propels (Cummins, 1989 in Cummins 2005, p. 38, 2010 and 2012) the academic environment in fostering literacy in English that is transferred from students’ home language concepts and skills (where language tools the students bring into academia are used as scaffolding elements in developing academic writing). Hence, the NLS is adopted in this study in order to examine the effectiveness of the UAL module in teaching academic writing with literacy practice in the context of bilingualism, seen as an advantage sphere where teachers can build on students’ knowledge of the L1.

Another reason why I employ these theories is to find out how students' identity is constructed through constant interaction with the disciplinary and discursive content and context where the language facilities belong, by noting how the UAL module promotes this (or does not). The research focuses on how students relate to students and what student and lecturer interaction occurs, and what it achieves.

Another aim of the theoretical framework adumbrated above is to explore how the module exhibits contextual features, to determine if students are still constructed through traditional literacy practice or if they are assimilated into university modes of writing and thinking. Through data gathered from interviews, the study will analytically observe how postgraduate students become competent and what role induction as members of their different disciplines plays in the process of their socialisation (Gee, 1990 p. 142, in Cecilia, 2006).

In examining the question of how postgraduate students are acculturated as insiders in the community of discourse practice through the UAL, these theories reveal that for this aim to be achievable, students must pass through a channel where basic cultures, practices and discourse can be learnt. Ergo, the learning process of academic writing cannot be separated from UAL. Accordingly, illustrating the ideas of Lea and Street (2006), UAL could be viewed as an instrument for socialising and adapting to the cultural pattern, discourse and genres of academic writing. From the perspective of Vygotsky, it can be seen that UAL is a medium through which learners participate in a broad range of joint activities, contacts and interaction with community specialists, and internalize the effects of working together to acquire new strategies and knowledge of the world and culture that form and define the knowledge of how academic writing is done. In view of this, UAL can be described as an academic socialisation model for learning the discourse of postgraduate writing.

The purpose of this Chapter has been to introduce the theoretical postulates used in the study. The NLS was chosen as the main theoretical framework in terms of which academic literacy as a phenomenon could be explained. Street's distinction between the ideological and autonomous models was adopted, complemented by Gee's conceptualisation of d/Discourse. Bourdieu's cultural capital proved to be a third, highly important element that helps to explain the NLS understands of academic literacy as a social practice.

Conclusion

From the review above, this section covers different literatures that address academic writing issues in postgraduate, with the aim of evaluating how students are scaffold into writing practices that characterize this level of study. It thus has explicated socialization of students into academic writing through the impact of the UAL. The module, the historical foundation and the role in shaping students into postgraduate writing have been highlighted and discussed. The major emphasis is that writing in academia is achievable if closely embedded in disciplinary context, as such, this section intensifies that academic writing is feasible if knowledge and practices are accompanied within the issue of participation and identity. Moreover, since the aim of this study is to outline how students are socialized into academic writing, then, this chapter has provided discussions on the account that academic writing underpinned by disciplinary discourse and identity, where the process of learning is attached to acculturation instead of traditional and conventional classroom practices.

Besides, the last part of this chapter explored the theoretical framework used in this study. The NLS was chosen as the main theoretical framework from which the academic literacy as a phenomenon was examined. Street's distinctions between the ideological and autonomous models were chosen as the main explanatory tenets. These were complemented by Gee's conceptualization of d/Discourse. Bourdieu's cultural capital was also brought in to share an affinity with the NLS understanding of literacy as a social practice. The core stance is that the pedagogical practices of UAL in developing students' critical spirit and disciplinary writing competency are affiliated to the ideological model of writing. Thus, the two section of this study has established that literacy in postgraduate is a practice that is classified as a socialising concept that needs to be constructed on students' identity, cultural and social dynamism.

Chapter 3

Research Methodologies

Introduction

The main aim of this study is to examine the effectiveness of the Understanding Academic Literacy module (UAL) in developing students' writing and critical thinking skills. The nature of the module (as it is described in the course reader) was highlighted in Chapter One. I am seeking critically to observe the impact of the module, collecting and analysing data about the program's activities, characteristics and outcomes, to make judgments about the program, and finally (where relevant), to suggest possible alternatives that could improve its effectiveness in developing students' academic writing.

Since the aim of this project is to study humans and human physical, interactional and experiential contexts, all the data processes and methods revolved around students' (as participants) involvements, experiences, responses and perceptions. Yilmaz (2013) notes that such a description characterizes the study as pragmatically influenced and empirically informed. Student feedback were examined through interviews and written documents. Their responses were used to analyse their experience of pedagogies in the UAL module, and from this point of vantage the approaches used in the module were explored.

I have used interviews, document analysis and observation, after a purposive sampling process, in the teaching university within which this study is located. The focus of this chapter is the research methodology, including the research question, instruments, paradigm, approach, design, sampling techniques, methods, ethical matters, data analysis, validity, reliability and rigour (in the case of empirical research), and anticipations and limitations in respect of the study.

3.1. Research Paradigm

A paradigm is a conceptual tool that frames the interpretation and beliefs of a social science research study such as this. According to Yilmaz (2013), a paradigm is a philosophical base that defines the mindset and membership stance of participants' responses in a particular setting, culture or context. It is lens through which individuals see the world (Kuhn, 1996, p. 11; Neuman, 2006).

Seeking qualitative rather than quantitative results, this study was conducted within the interpretive paradigm. This paradigm believes in human agency and is interested in how humans make sense of different ideas in different contexts. According to Walliman & Buckler (2008), the paradigm allows that humans change from one context to another, thereby making human truths context-based (p. 149; Faculty of Education, UKZN, 2012, p. 22). Yilmaz (2013) notes that the interpretive paradigm offers a world-view consonant with qualitative research. Qualitative research explores socially constructed phenomena and treats reality as dynamic, flexible, holistic and context sensitive, while the interpretive paradigm sees the world as constructed through the social experience of subjects.

There are three aspects of the paradigm that determined how this research project unfolded: epistemology, ontology and methodology. Epistemology within an interpretive paradigm is concerned with how knowledge is defined in the study (see Raddon, n.d, p. 3), while ontology identifies what social and contextual understanding informs the study. It examines what contextual value is attached to the study. Yilmaz (2013) claims this is usually done to investigate the realism of the research's epistemology. The third aspect of the paradigm is methodology (Anderson, 2013, p. 22). This embraces the procedures and techniques that the researcher uses to explore and contextualise the epistemological overview and desired outcomes of the study. It involves the processes of data collection, analysis and interpretation, and is the subject of this chapter.

According to Naidoo et al. (2012), the choice of methods of data collection, interpretation and analysis in qualitative research as this study is guided by the fact that the investigation involves human beings as insiders in naturalistic settings. Therefore, the data is contextually interpreted, and not nomothetic.

3.2. Research Question

To begin a research study, McInnes and Hickman (2011) suggest that it is essential to know 'what is to be found out'. This helps to identify appropriate methods. Shillingford (2006) and Kinmond (2012) note that questions are important as they enable the researcher and the readers to envisage the information that will model the data processes and systemise the investigation.

The module investigated in this study is designed as a key to unlock academic literacy (writing) knowledge for new postgraduate students. The purpose of the study is to explore

how students are socialized via this module into the writing standards in postgraduate academia. Creswell (2005) states that to explore an empirical phenomenon within a particular context involving human beings, certain questions must be put in place that will help to narrow the purpose of such a study (also see McInnes, and Hickman, 2011). Creswell and Clark (2012) add that these should be questions which the researcher is curious about. The research questions informing this study are:

1. How is writing taught in the Understanding Academic Literacy module?
2. Why writing is taught the way it is taught in the Understanding Academic Literacy module?
3. What impact does the way writing is taught in Understanding Academic Literacy have on students' written work within the module?

Drawing on the socio-cultural framework guiding this study, in particular the notion that students come to university with diverse experiences and discourses, these key research questions have been aligned with the following theoretical questions:

1. How are students socialised through NLS lenses into academic writing within the Understanding Academic Literacy module?
2. What impact does this form of socialisation have on students' development of academic writing?

Readers (research audience) can therefore understand that the purpose of the research study is to probe the effectiveness of the module (UAL) in developing students' writing and critical thinking skills. The questions phrased above could therefore be combined as: 'How are students socialised into postgraduate writing practices, what is the reason for the choice of socialisation and what is the impact of this form of socialisation?'

3.3. Research approach

This study made use of a qualitative research methodology. It takes the form of a phenomenological case study, dealing with human experiences in a social unit within a larger community. As McInnes and Hickman (2011) suggest, such a case study seeks to establish the quality of a certain physical process or product, its effects and results, through investigating the experience of its research participants. Quantitative research, on the other

hand, typically includes a large number of participants, usually through the administration of questionnaires, using numerical measurement and statistical analysis so as to generalize a particular theory or establish its transferability to other categories of people, places or periods. Qualitative research is more interested in subjective meaning and in-depth description of an occasion, occurrence, or relationship in a naturalistic setting, using human experiences, text and visuals as methods of interpreting the phenomenon (Shillingford, 2006, and Elsayed, 2008).

Yilmaz (2013) explicates the relevance of such an approach to this study: '[It] assumes that knowledge is not independent of the knower, but socially constructed and that reality is neither static nor fixed' (p. 316). Therefore understanding the phenomenon under investigation from the perspective of the participants involved is essential. This provides an understanding of a given social setting rather than establishing the possibility of making predictions about it. As the researcher makes close contact with the context and participants, the study encounters 'rich, detailed, complex, intensive and extensive data process and the researcher is able to maintain face to face contacts' (see p. 317) with the case and context under study, and the participants involved (see, p. 318).

The qualitative approach has been selected because it is inductively, empirically, and contextually concentrated, which is best suited to the study of human phenomena of a particular content or context. In this research, the data needs to be rich and deep to be able to accommodate the researcher's aim. The appropriateness of this approach for this study is to find rich information necessary to identify the experiences of the Honours students in the UAL module. The outlooks and perceptions of participants (students) who have undergone the module serve as important tools for investigating the effects of the pedagogy informing the module. Its impact on postgraduate academic writing and thinking skills can then be systematically explored and analysed.

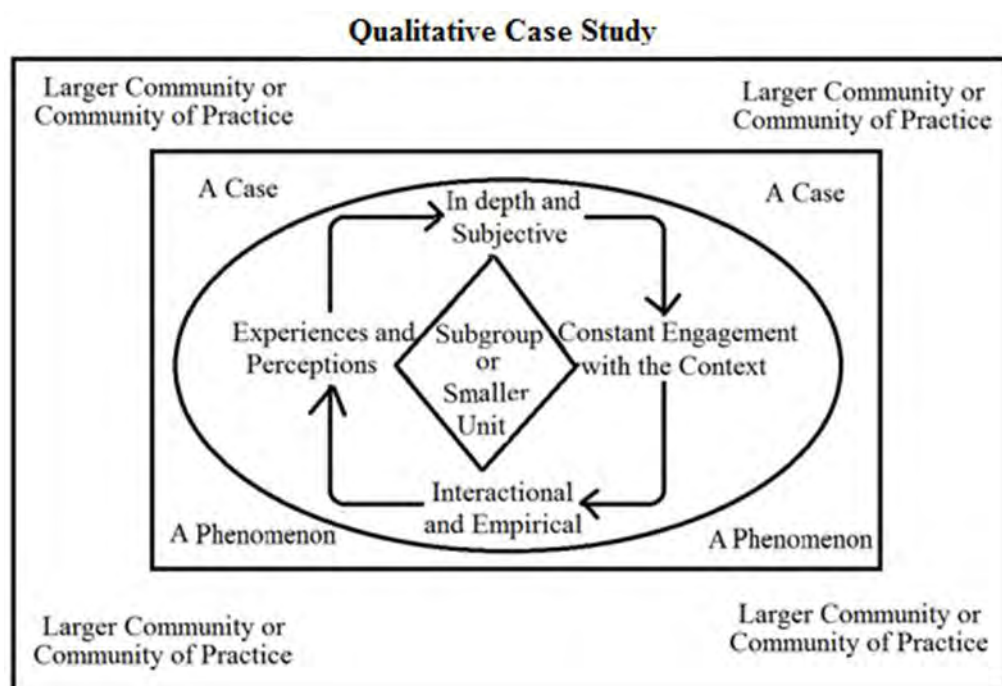
3.4. Research Design

The research design of this study is that of a qualitative case study. This is a design suited to the intense investigation of one set (or unit) of programs, worksites, etc. as a distinct whole in its particular context. Baxter and Jack (2008) maintain that this research design often deals with human behaviour and experience within a particular context. Miller (2011) emphasises that this research design is concerned with the study of experience from the perspective of the individual(s) concerned, particularly in the context of challenging the structural or normative

assumptions of a particular case. Thus the design is often used to capture the realistic experiences of individuals of a particular phenomenon (case study) (Lunenburg & Irby, 2008, p. 96). Accordingly, Creswell and Clark (2012) assert that, with this approach, the researcher makes meaning of individuals' lived experiences of a concept.

Henry, Casserly, Coady and Marshall (2008) further confirm that the purpose of such a design is to capture an 'issue or topic from everyday knowledge and perceptions of a certain respondent subgroup', which can then be used to represent a larger group or context (p. 1). The characteristics of the qualitative case study are summed by Baxter and Jack (2008), and Creswell and Clark (2012), as follows: (a) deals with humans and a human context; (b) certain individuals (or subgroup) serve to represent a larger unit; (c) captures the their experiences and perceptions, their daily engagement with the phenomenon; (d) producing data in depth, subjective, interactional, empirical and social within a specific physical context. This is diagrammatically illustrated below:

Figure 3.1:



Adapted from Creswell and Clark (2012) and Kinmond (2012)

Thus, the study aims to shed light on students' every-day, first-hand experiences of how UAL writing pedagogies are relevant to their postgraduate writing and thinking. A selection of the module participants was therefore made (see the sampling technique as discussed below) and

interrogated (via the interview structure and processes). The purpose of the interview was to establish how effectual the pedagogical roles of UAL are in scaffolding students' academic writings.

3.5. Research Methods

The research methods employed in this study are semi-structured interviews, document analysis and classroom observation. The researcher has chosen these three research methods in order to ensure triangulation. But first the various methods will be described.

3.5.1 Semi-Structured Interview

Colin (2007) describes semi-structured interviews as commonly used to ask questions that explore the area of study. Compared to structured interviews, where questions are administered without much variation, it is a flexible instrument. With the semi-structured interview method, the researcher can ask follow-up questions that are more particular about the topic and pursue responses from research participants by requesting more detail. The semi-structured interview differs from the unstructured interview as it has certain set questions that help to keep the purpose of the research in focus: 'It provides participants with some guidance on what to talk about, which many find helpful' (Gill, Stewart, Treasure & Chadwick, 2008, p. 291).

Since the aim of the research methods used is to acquire in-depth knowledge, this kind of interview is appropriate, allowing as it does a broad space for participants to share how and what they have undergone in relation to the phenomenon under investigation mentally, cognitively and physically (Degu & Yigzaw, 2006).

3.5.2 Observation

Classroom observation was employed in this study. According to Bak (2008), this involves a researcher sitting in a classroom where teaching and learning is in progress, purposely to pay close attention to the participants by noting and recording the teaching content, teaching methodologies and students' reactions and participation. This is done in order to clarify and make comparisons with the data gathered through the interview technique. As Degu & Yigzaw (2006), Creswell & Clark (2012), and Kinmond (2012) point out, observation is useful because certain behaviours and situations described by interviewees might not be totally reliable and guaranteed, as human beings are dynamic in their reactions and recall

(these may change from one situation or context to another). Hence, in achieving the aim of identifying the impact of the UAL module on students' academic writing and critical thinking, it is essential for the researcher to participate in the environment, content and context of the study so as to obtain first-hand behavioural information to support the interview data collected. This was done by attending five classes at different intervals. Three classroom observation schedules and notes were written. These are attached in this study appendix below (see pp. 158-171)

3.5.3 Document Analysis

Document analysis is a method that relies on textual data or what Russell and Gregory (2009) call a process of reviewing written materials. In this study this included notes from the interviews, the UAL students' written notes, and the UAL course pack, assignments and tasks/activities. These were used to verify, compare and contrast information gathered from the interviews with the participants and classroom observation. As Bengesai, (2012) points out, using this method serves to provide and promote insight through hard evidence to link up with data retrieved from the observation and interviews.

3.5.4 Tying them up

Going by the descriptions of these three research methods mentioned above, and in view of the fact that this study aims at generating information (data) on how the UAL module helps improve postgraduate academic writing and thinking (literacy) by examining students' experience in the module, there had to be extensive contact with human agents. Thus there was physical interaction with the people involved through the interviews, classroom observation and review of their written work (Yilmaz, 2013, p. 319).

Given the possible inconsistencies implicit in the very subjectivity of individual participants, the need for triangulation involving two other methods of data collection was paramount.

The researcher retrieved data in three phases that were captured at once. This revolved around recording participants' observation of the Pre-Test within UAL (this helped to indicate the level of their academic literacy ability before taking the UAL module), a During-UAL Test (to determine how they were engaging with the module) and a Post-UAL Test (to find out the effect of the module [if any] on their writing). This helped determine the accuracy of the students' experiences and module-stipulated objectives.

3.6. Research Instruments/Data Collection

As already highlighted, triangulation of data collection methods was used in this study, and data was collected through a combination of techniques: tape recording (during classroom observation and the semi-structured interviews), as well as document analysis (this will be an evaluation and interpretation of all written materials that can help to illuminate and clarify what are the students' experiences). Yilmaz (2013) claims that the researcher is actually the most important research instrument:

[such a project] requires the researcher to become the research instrument. Hence, the researcher must be able to observe behaviour and interview people face-to-face. The researcher should establish close contact with the research participants when collecting data which need to be detailed, rich, complex, and extensive. (p. 318)

This constitutes the core data collection technique in a qualitative study like this one, as it is the path to understanding both what happened from the perspective of those involved and how they reacted to it. For this reason, allowedly with the support of classroom observation and document analysis, interviews were the foundational instruments that were used to capture the experiences of the students.

3.7. Data Analysis

The data analytic process that is adopted in this study is Content Analysis. Curtis (2011) claims that this type of analysis which is prominent in qualitative research is used to reveal the presence of and to categorise explicitly the concepts within the study. It is a research method that identifies and examines certain words, phrases or expressions as pointing to a semantic foundation inscribing certain concepts and their relationships in a particular research content/text. This is notably done by coding certain words, phrases, themes or other expressions into cogent conceptualisations, relationships based on time, culture, and other research phenomenological standards and values. In short, it is the partitioning or structuring of the study text into classes of conceptual relations (see Anderson, 2013; e.g., in Writing at CSU, 2004).

The basic concentration that was followed in the Content Analysis was in line with both concept relational data techniques and the directed content analysis techniques. As explicated in, for instance, Writing at CSU (2004), relational analysis of content involves identifying concepts in the text and coding them to finding the relationships between different thematic values, while in Hsieh & Shannon (2005), directed content analysis is the build-on of the

themed concept according to the relevance of the theoretical structure that defines the study. These data analysis methods were opted for in this study as they help to stratify data into categories, categories into codes, codes into themes, and themes into concepts. The concepts were colligated with the theoretical stance of the study in the process of interpreting them into their different social variations (e.g., Zhang & Wildemuth, 2008).

Therefore in this study, data was analysed through the following process of content analysis:

- Drawn and gathered data from the different research instruments;
- Sectioned into textual and behavioural data, and transcribe observations made during interviews;
- Identified similarities and differences in the data, and how non-verbal and verbal expressions elicited meanings beyond the textual;
- Ensure validity before coding. This was done by sampling a code and seeing its consistencies before applying it;
- Coded into certain themes and patterns (these codes were derived from constant wordings, phrasing and expressions consistencies). This ensured the reduction of the text into smaller patterns;
- Identified different concepts, properties and categories;
- Examined all concepts and themed them in line with the research questions;
- Explored the emerging relationships between concepts;
- Defined these relationships deductively in terms of how they were theorised;
- Incorporated the results or findings into a research phenomenological overview across the full range of the study data;
- Provided both descriptive and interpretive representation (the descriptive gives the reader's background and context, while the interpretive representation included the researcher's contextual and theoretical understanding of the study)
- Related it to the context under investigation and engaged the findings towards developing the textual values underpinning the study.

(With emphasis from: Zhang & Wildemuth, 2008, pp. 2-5; Hsieh & Shannon, 2005, pp. 1281-1283; Writing at CSU, 2004, n.p.)

3.8. Sampling Techniques

Since the research revolves around understanding social experience, the researcher developed close contact and empathic relationships with the subjects of the study (Yilmaz, 2013, p. 313). This was the rationale for choosing a group to represent the whole. In quantitative research, where large numbers of representatives are needed with the aim of enabling generalization and prediction, random selection or sampling is appropriate. But a qualitative study is more concerned with contextual values, interpretation, meaning and inductive reasoning in respect of a particular phenomenon. Participants' experiences need to be captured through observation and interviews, and the findings are more detailed and in depth. Purposive sampling is therefore appropriate in qualitative studies (Patton, 2002, in Yilmaz, 2013, p. 313). Participants are selected on the basis of who seems likely to provide the most understanding or insight, and who is willing to talk, is knowledgeable and culturally affiliated to the circumstances and experiences most focused upon in the research project (McInnes & Hickman, 2011, p. 23).

Purposive sampling gives the researcher a chance to use her research standards and purposes to choose people that are available and whose responses will be relevant to the targeted group under study. The group of participants selected for this study was made up of lecturers and students (as also used in Appalsamy, 2011, p. 64). The students concerned were BEd Honours students who took the course in the first semester of 2014. Five students were interviewed, four English Additional Language speakers, (but in which two students among them represented international students, while the other two represented local students- South African) and one English first language speakers. This choice was made not only to find out the efficacy of the UAL module, but also to see the relevance of Cummins' L1, Bourdieu's cultural capital and Gee's primary discourse, at the university Honours degree level of study. Data was also retrieved from the lecturer, through a semi-structured interview, conducted in order to explore the pedagogical dimension of the module.

3.9. Ethical Matters

Ethical issues comprise an important aspect of any research and must not be ignored (Beglar & Murray, 2009, p. 32). Tuckman & Harper (2012) point out that the subjects of educational research are often young people (learners or, in the case of this study, postgraduate students). Therefore an effort must be made not to embarrass, hurt, frighten, or impose anything negative that can affect their lives. Tuckman & Harper (2012) claim that every educational

research project must aim at improving lives and not damaging them. Contextualizing this to a university setting, ‘the researcher must find out whether her university has a human subjects committee and what ethical guidelines are needed to be followed ... in many institutions, a researcher cannot conduct her study until the human subjects committee has given a green light to proceed’ (Beglar & Murray, 2009, p. 33).

The university in question compels, through its research ethics policy, every member of staff or student engaged in any research study in and about the school to apply and be bound by the ethical framework of the university. Colin (2007) notes that ethical issues in research should cater for questions such as: Will the research process harm participants or those whom information is gathered? Are the findings likely to cause harm to others not involved in the research? Are you violating accepted research practice in conducting the research and data analysis, and drawing conclusions? Are you violating community or professional standards of conduct? (Kervin, 1992, p. 38). This is why similarly, in the study of Appalsamy (2011) it could be deduced that the purpose of ethical planning is to protect the eudemonia of the research participants, research location or context and everyone else involved.

As a result of this, this research study has taken into consideration the issue of educational research ethics. These are clearly stated thus:

Necessary permission was obtained from the head of the department of language and media studies and all other gatekeepers, the general area of the research study. The department of ethical clearance of the university under study was consulted to obtain permission to interview students and staff who have been selected (in the manner described above) to participate in this study. Each participant was first given a description of the purpose of the study, its duration, a description of the research procedures, and an explanation of the potential benefits of the study (its contribution to education) – before they become engaged in the study.

It was also clearly stated to the participants that they have the right to withdraw from participating in the research at any time. Participation in the study must be voluntary (Tuckman & Harper, 2012, p. 12). To avoid any perceived threat or pressure, the researcher adopted the advice of Walliman & Buckler (2008, p. 36), that she allow participants to refuse to continue at any time they want to.

For participants to share their notes and evidence of their previous or ongoing writing activity is voluntary, and that every one of the documents used during the course of this research will be treated in a very confidential manner was emphasized to them. The documents will be stored for a period of five years in a secure location with the assistance of my supervisors and school management, after which time they will be disposed of by shredding.

As regards the classroom observation mentioned above, a request letter was sent and appropriate contact made with the lecturer involved to secure permission to attend her five UAL class sections, in order to observe how teaching is done and how students react to the teaching in class.

Lastly, every participant was assured of anonymity, and that the researcher would respect their privacy. If necessary, pseudonyms would be used.

3.10. Validity and Reliability and Rigor

Validity and reliability are issues in research pertaining to whether the researcher is studying what she thinks she is studying, and how consistent her research instruments are. Most researchers claim that these issues are more relevant to quantitative research studies: for instance, Golafshani (2003) states that these are concepts used for testing or evaluating quantitative research, and quotes Stenbacka (2001, p. 552): “The concepts of reliability and validity are even misleading in qualitative research” (p. 601).

Biddix (n.d.) maintains that establishing validity and reliability in qualitative research will inevitably be less precise, because the terms go with accuracy and consistency, which sound unachievable when dealing with humans and their inconsistencies. But some writers have come up with related terms that can be used to evaluate the quality of a piece of qualitative research: trustworthiness, credibility, transferability, dependability, etc.

Therefore, for the purpose of identifying how worthwhile this research is, the terms validity and reliability will be replaced with some more compatible with naturalistic research methods: trustworthiness, credibility, rigour.

For this reason, in addition to notes jotted down during the interview, audiotape was also used, to demonstrate accuracy in recording the responses of the participants and enhance the trustworthiness of the data. As for the issue of research credibility, re-reading of the data collected, analyses and results were exposed to further criticism from other researcher(s) in

the research field of the study. Comprehensive coverage of the claims, ideas and findings of other researchers and writers has been included in the literature review chapter. In addition to this, students' notes were retrieved and compared with what was said in the interviews. The participants were assured of anonymity and briefed on other ethical issues, which were hoped to have encouraged them to give honest responses. Finally, the study was committed to triangulation in the collection of data, and capturing data via different instruments enhance the credibility of the study and render the data as reliable as possible.

3.11 Anticipations/ Limitations of the Study

There were some issues of limitation to this study. Because of time and financial constraints, the study was limited in scope – it captured only one particular setting (a module, UAL) out of a large range of possible settings relating to the issue postgraduate academic literacy – and therefore its results may not be generalized. In addition, since this study relies upon contributions from research participants, the data retrieved might not be a true picture of every response, as humans are dynamic and may give answers to please the researcher or deliberately or unconsciously hide some information vital for this study. The issue of bias or subjectivity might apply also to the document analysis, as (for instance) the researcher might only have been given access to scripts and documents that reflect well on the authors.

Lastly, given their academic workloads and tasks deadlines (Faculty of Education, UKZN. 2012, pp. 47-48, 113-115), students did not have give their full attention to the interviews, nor kept up to date with their note taking.

Conclusion

In summary, this chapter has explored the methodologies employed for data collection, interpretation, and analysis in this study. The chapter has shown how these methods were chosen according to the theoretical orientation of the research.

The main emphasis in this study is to determine the impact of UAL on how writing and thinking is done in postgraduate studies, mostly addressed as academic literacy. To achieve this, certain methods of data collections that will explore this phenomenon are consistently needed. This is why the study was identified as a qualitative form of research within an interpretive paradigm. Its purpose is to examine how a set of students at the Honours level of postgraduate study are modelled and socialised into academic literacy. This (as discussed above) justifies the choice of purposive sampling. To further ensure the accuracy and

credibility of the research findings from the sampling and context, the researcher has included triangulation in the research design and data collection.

Chapter 4

Data Analysis

Interacting with the Research Phenomenon

Introduction

This section plans to examine the efficacy of the UAL module on students' academic literacy development/acquisition. In doing this, I will be examining this module effectiveness in line with the theoretical and methodological standpoints that define and inform the way the UAL writing was taught and whether the outcome favours proper initiation and apprenticing students into academic writing that characterises a postgraduate level of degree. As defined in the literature review, this chapter and the subsequent ones will see if these different students (with different language, social and disciplinary backgrounds) are socialised appropriately into the Discourse writing practices at their postgraduate level of the university. So this part of this study will begin by exploring the participants' perspectives on how the module socialised and theorised students into academic writing. This will be justified alongside the evidences generated from documentary information and classroom observation

Of the main three questions that inform this study (see Chapter 3), one of them, which ask how the UAL socialised students into academic writing, is the fundamental concept that underpins this research study. Importantly, students come into the academic world with the purpose of upgrading their knowledge, values and literacy skills. Writing forms an essential element of attaining these goals. No student can achieve success in the postgraduate world without being initiated into the writing discourse that implicates the values, standards and practices of their writing phenomenon. Hence, proper writing standards need to be introduced to the new students who are referred to as 'newcomers' (Thomson, 2008, p. 25); Duff (2010) also refers to them as novice writers. These newcomers need to be socialised into postgraduate writing through any module that will initiate and scaffold them to do this, and UAL aims to serve this purpose. It serves as an initial pedagogy through which students are made aware of academic and disciplinary writing that define postgraduate studies. Based on this, the concern in this section is to examine how this module inaugurates students into this writing discourse. I am going to do this by identifying how a lecturer, students, observations and documents have described the module's pedagogic processes.

Therefore, in this section, I am going to give account of what these data instruments describe, the pedagogic activities and procedures that explain how these sets of students were initiated into postgraduate and academic writing practices. Based on the body of knowledge and the theory, this section will delineate whether students are socialised technically, or acculturated as apprentices into academic writing. In order to do this, I will extract how each research data described how writing was done, taught and initiated to the students. The impact of this will be established in the subsequent chapter below

4.1 How were students socialised into academic writing?

In an attempt to answer this question, I will first sketch how the lecturer described the process of socialising the UAL students into academic writing. I use extracts from the interview where he referred to his teaching methodology and pedagogy on how students were initiated into academic writing Discourse. Based on his responses the extracts were classified into three main questions. See the first extract below:

Researcher: In your view, what influences students' academic writing?

LEC: Well, I think the ability to read widely and to think critically, the more important components of student development. Ok? The lessons are quite involved and engaging and there is lots of reading to do and lots of module tasks to complete. All these things I think have a positive beneficial effect on student writing. (Appendix B, LIT)

From the above discussion, the lecturer opined what socialising method initiates students into academic writing practices. The interview structure began with what he counts as essential tools that influence students into academic writing. The questions and his responses will first be explored before they are later used to generate the specific way in which the lecturer has acculturated the students into postgraduate writings.

In identifying what the lecturer believes is the role of the students during the process of socialisation into academic writing, four key concepts emerged:

READ (or reading) appeared twice; THINK CRITICALLY appeared once while lots of MODULE TASKS makes the fourth important socialising elements that influence students' academic writing apprenticeship. From the above, what counts as important is when students can read extensively, think critically and do lots of module tasks. These are good concepts that can help in the socialising process of academic writing. However, following the NLS

construct, these are quite elementary, because that is quite similar to how every module/subject is taught. Students are made to read with the purpose of attending to certain tasks the lecturer has provided will make academic writing practices limited within the students' intellectual ability. When they have performed well in the task, they might have the notion that they have attained academic writing expertise, which is (academic writing) quite more than attending to class tasks and from this description, it could be observed that the socialisation process revolves within and around students alone and how they make use of their cognition and intelligence.

Nevertheless, students being given chance to critically think cannot be under-estimated in the socialising process of academic literacy/writing practices. Developing the critical spirit in students helps in making them curious in asking and questioning ideas that can generate proper researches and thesis statements. However, this might not be effective in students just read and think critically. Because at this point, they might not even be aware they are being critical, let alone apply criticality in their further writing practices.

From the above extract thus, there was a combined approaches. There appears that there is no space for modelling by the experts' and peers' participation and presentation of knowledge for the proper process of socialisation. As observed, knowledge is limited within the module as students are encouraged to read certain areas and write to pass the module only. This is described as a product approach; the impact of the module on students' postgraduate writing was not emphasised or limited, but what was essential was that students should pass the module and not focusing on other disciplinary/social values and practises beyond classroom teaching. From this outlook, students were limited to acquire the writing discourse as a primary discourse. However, as students were prepared to discover their sense of identity when they are allowed to critically think (e.g. see Knoester, 2009, Duff, 2010; and Hornberger, 2008).

However, in the next responses (second),

Researcher: In your view, how are students socialized into academic writing skills?

LEC: Well, in the lessons where ideas are shared and thoughts are expressed and critically analysed and differences of opinion are aired, consensus reached or sometimes not reached, this is an important forum for socialization when it comes to the academic writing skills. When students write the writing tasks expected of them; when they do research on what is

required in the course on the various readings which give them insight and understanding of the structure, the rhetoric, the conventions of writing. Hmm...this is the procedure and process in which they are socialized. When they look at targeted ... (paused) programs on the web, pertains to their writing, to do their writing and assignments then this process of acculturation of socialization takes place. (See Appendix B, LIT)

The lecturer accounted for how he socialised students into academic writing. He enunciated that ideas are shared, thoughts are expressed and critically analysed, opinions are aired etc. this he stated as the processes involved during the teaching of UAL. These are similar to how students are socialised ideologically. Supporting this, Bengesai (2010) claims that in the process of acculturation, students need to work together as groups, where they can share knowledge for the purpose of integration, collaboration and socialisation. Nevertheless, despite this, in the second sentence, second question above, the lecturer intensifies that what matters is: *students doing class tasks, research on what is required in the course on various readings....* This by implication states that the most important aspect of this module is for students to do research on the various readings given to students. Thus, reading is consistently emphasised. Students' ability to achieve good writing attainments in postgraduate study is therefore based on how well they can read, not how far they can be socialised within the social and learning community. Reading assists, but what were students asked to read, what were their reading motives, etc. In reaction to this, the students are made to read within this module and do the necessary tasks, as in: *When they look at targeted ... (Paused) programs on the web that pertains to their writing, to do their writing and assignments.* In this process, students were made to socialise themselves (as an entity). These are better off if students are already experts, not as novice writers. At this stage, they are not yet developed enough to be independent. Proper tutelage might still be necessary as their identity; their cultural, linguistic and social background might be replaced with intellectual abilities? The lecturer's pedagogy was thus developing their primary discourse instead of the secondary discourse, which Bernstein (1996, 1975) calls cultural capital which a student can use to scaffold into disciplinary linguistic capital.

Furthermore, the disciplinary factor is essential in postgraduate writing. But the way writing pedagogy is described here, proper acculturation has not taken shape as this academic pedagogy was not totally embraced within a certain social identity (See Street, 1997; Lea & Street, no date). As also indicated (Lea, & Street, 2008), if students are made to master academic writing by reading to produce academic work, this could lead to what Collins (2000) calls a product approach/skill. How students are socialised in the UAL as described

above is typically more reflective of an autonomous rather than the ideological model of writing.

Besides the lecturer's UAL pedagogy as indicated above, during the interview process, I asked students how they were introduced to academic writing practices. How they comprehended the way the lecturer taught them academic writing through the module. Below are their responses to how they describe their mode of UAL pedagogies:

ROK, one of the registered students who participated in the module was interviewed. During her interview, which is a close match to what the lecturer emphasised as influential in academic writing development (READ/Reading), claimed that in each of their module contacts, students were asked to read an article prior to the classroom session. Thereafter, when students arrived in class, they were asked to re-read the piece together in the class. After this session, the lecturer asked questions, by randomly selecting students to give responses on the content; thereafter, students completed some class tasks based on the topic:

ROK: ... to have an understanding of what was going to be discussed we had to read an article prior to the class ... (Appendix B, SIT2)

ROK's comment, juxtaposed with what LEC described how students were socialised into academic writing through the UAL concur in their assertions that students were made to read. They were made to write through reading. This approach is more of mental therapy for students than being informed into academic Discourse through social and cultural internalisation and participation. Postgraduate students aim at being specialists therefore they need to be developed in interactive contact with fellow peers, and experts in the Discourse and in relation to the context of their writing areas (Gee, 2007; Barton & Hamilton, 2000)

In addition to ROK's response to UAL pedagogies, though more as a digression, LEM claimed that during the UAL class, the lecturer taught them each topic, while they would write down what he said. But, they were allowed to ask questions about what he taught them. She also added that the class was sometimes a discussion-forum where students shared ideas with other students and the lecturer.

LEM: ...It was teaching and learning; discussing, and sharing ideas, we were interacting with everyone in the class. The lecturer was teaching us something and we were able to ask and question most of the things we were taught ... (Appendix B, SIT3)

DEA also confirmed this when he added that the lecturer involved everyone in the teaching of the class. He said:

DEA: ... It was like a more learner- centred classroom (HOW?) ...He gave many of us much advantage to speak up our mind and be able to contribute to the issues being discussed in the class (HOW?) ... everything he did in the class, he always made sure he asked questions from any one of us... (Appendix B, SIT4)

From the above, it can be seen that there were elements of interaction in the class. Student engagement was included. However, the main question here is to determine to what extent this communicative section promoted disciplinary writing. Discussion, sharing, and classroom participation can be a study skill or a social process depending on how students do this in the context of their social and cognitive community (Cummins, 2010, p. 39). Interaction must not only be built around generic topics, but must also take into consideration that UAL students come from different sociolinguistic backgrounds and also belong to different disciplinary classifications, thus, interactive contact with their Discourse community is an essential developmental factor rather than a dependence on school/classroom topics. This research design focuses on how student to student; student to lecturer interactions are promoted in the context of the social or cultural convention and norms in postgraduate writing development and not necessarily take the form of the traditional classroom interactive practices with the purpose of developing basic skill within the module (Fairclough, 2001, p. 122 in Mohammed, 2006, p. 65).

Furthermore, another interviewed student, TAS also noted that UAL pedagogies remained similar to what DEA and LAM said about how writing was done in the module. She claimed that the lecturer used to come to class to explain the topic to them (students) (lecturing), and also used examples, thereafter he would give classroom tasks about what he had taught. See the extract below:

TAS: ... we were given so many examples, showing us how to construct the main sentences and the paragraph, although it was a difficult thing to me but I improved because of those examples (p. 1). He also used to come and explain things to us; we will respond and give us the work to do concerning what he was teaching us; that is, he would give us exercises to do about that particular thing and also give us assignments... (Appendix B, SIT3)

This shows that there is an element of coalescence in the pedagogic approach used in the UAL. Some moments reflected the ideological model as well, as the student above claimed: ... *showing us how to construct...* this typified that students were constructed by showing, not by teaching alone. However, the issue of autonomous reverberated in this when the students claimed that what (they) were shown were technical elements (basic and fundamental writing elements: constructing sentences and paragraphs; doing exercises and assignments). All these makes the process of socialising students structural and traditional which means that students know what they were made to know and this only revolved around what they know within the concepts of the UAL, and not within their Discourse community. Moreover, at this stage of study, students need to be taught more than sentence and paragraphing (students should have acquired this as basic skills or Gee's primary discourse). So socialisation has not taken place when all the students were shown or taught is the structural part of language (see Jacobs, 2006, Bengesai, 2010).

Besides extracting what students and lecturer say about how UAL initiates students into writing Discourse at the postgraduate level, it is also important to consider the observation extracts that support this. Having attended the classes to observe how students were taught academic writing in the UAL module, three transcripts were extracted from what I observed during the class sessions where students were taught how to write academically. The extracts below (appendix C, CO I, 2 and 3) show how the lecture was conducted on each day. From this detail, the step by step processes of the lecturer's teaching methodology was stratified in a tabular form. The aim of this was to see if the sequence of steps in the UAL marks autonomous or ideological concepts of writing.

From the observation evidence, I extracted how students were introduced to academic writing through the UAL pedagogies. According to this tabular extract, it can be noted that students were taught writing through the use of the lecturing method and paired group discussions only. A student even commented that the teaching of UAL was not so different from other subjects offered in their Honours degree, even not so different from the teaching methodologies they encountered during their undergraduates (verbal communication section with LAM after the interview schedules). Hence, there was not much difference in the way UAL initiates students into writing, compared to other subjects both at the undergraduate level, and other non-academic writing modules. As a result, apart from ROK, who claims that students did a pre-read (before the class), read (during the class) followed by discussion and class task, as a pedagogical process of UAL, all the other students disclosed that lecturing,

teaching and discussion formed the main mode of how they were socialised. Meanwhile, this is how students were supposed to be initiated as stated in the module outline:

Students will read a range of non-scientific academic texts (such as journal articles, chapters from books, conference papers, and research reports), and media texts. They will analyse and synthesise a range of text sources in order to construct an academic argument, in writing, according to acceptable academic scheme and style conventions, and analyse and debate key issues related to language-in-education policy, and literacy education in schools UKZN (a), (2012, p. 210).

Some of these requirements were met, however the main essence of academic writing, which is underlined above in relation to (Gee, 1990, p. 143; Mgqwashu, 2014, p. 93) was not attended to. Attesting to this, Lillis and Scott (2007) claim that for students to be inculcated into the discursive practices and its community (which define competencies in academic writings), students' writing identity must be signified by the language standards of the writing community. This is referred to as disciplinary writing. If what the lecturer and students said about how the students were socialised into academic writing was valid, i.e. what is taught in the module is what students rely on as means to just pass the module, then where is the place of disciplinary writing and practices? Writing in the postgraduate level is not generic but specialist oriented therefore one need to understand and produce language semantics "in the disciplinary semiotic domain that are recognisable to members of that disciplinary affinity group" (Jacob, 2007, p. 78). This will embody an increase in the chance of research and academic literacy melioration (see literature rev. and theoretical sections).

Another view according to LEM and DEA, (appendix B, SIT4 and SIT2) that was interesting about this learning process was that students were involved in the teaching/learning process. What they observed was that students were asked to do some class tasks, where the lecturer explained more about the topic. But the question that defines this section of this data analysis chapter is to scrutinize if the pedagogies used are the most suitable for socialising students in academic writing. This is discussed below in Chapter 6

Moreover, to determine academic writing acculturation techniques used within the module, it is necessary to identify what exactly students said they were taught. This is important as it will be used to explicate how what was taught was administered in the pedagogical activities within the module. Specifically, what was taught and the way it was taught will enable me to deduce the socialising approach used in initiating the UAL students to postgraduate writing.

This will help to juxtapose the relevant implications and appropriateness of how this pedagogy contributed to students' academic writing in Chapter 6.

4.1.1. What were students taught about academic writing?

This section examines the feedback on what students say about what they were taught. This is aimed to see if the pedagogy of UAL is appropriate for developing writing practices in the academic field. Knowing how students were taught is best described explicitly so what they were taught is examined closely in order to identify if it is appropriate to the developmental stage of the newcomers in academia. In order to do this, I will outline the content and topics students say that were taught, (LEC's comments are also included) this will be examined alongside what was observed in the classroom observations. This is represented in the table below:

Table 4.1

Participants	What was taught in UAL on Academic writing
ROK	We were taught how to read academically by skimming and scanning
	We were taught how to structure our writing into good introduction, body and conclusion
	Genre and types
	Paraphrasing, referencing and citations (Basically those were the two things that I noticed)
FOT	Referencing, quotations, coherence, academic language conventions
LEM	We were taught that we should following certain procedures
	We were taught how to find articles that is different
	Find them in the internet
	Look for library books
	We were taught about how to construct academic essays: how to brainstorm; how to read in order to write, (skimming, scanning, summarizing) and all the stuff, and brain storming before writing; how to recognize an article that is suitable for what you want to write
DEA	Writing academically
TAS	Avoiding plagiarism
LEC	Synthesizing information; rhetorical conventions of academic discourse; structuring an argument for optimal effect and impact; get/gain to read critically; evaluating and critiquing sources; writing different genres of essays; using the library; analysing language in its particular context; academic discourse, etc.

From the above, it is clear that the students were taught some relevant academic writing practices. The table above summarises what students and the lecturer identified as basic content and topics that recurred within the UAL module. But before I proceed to discuss this I need to examine the implications of what students were taught as this section aims to appraise both the UAL Pedagogies and Content in developing students' academic writing. Hence, both the pedagogies and content students engaged with in the UAL will be discussed and analysed simultaneously.

The table is coded into different categories. These will be aligned with the above table and discussion, and inform this chapter's analysis. As indicated above, these are re-examined thus:

Table 4.2

Learning and Teaching in the UAL (UAL Pedagogies)	Prior reading: PR
	Lecturing Method LM
	Questioning methods: QM
	Reading together: RT
	Group discussion: GD
	Learner-centeredness: LC
	Acculturation and Socialisation: A/S

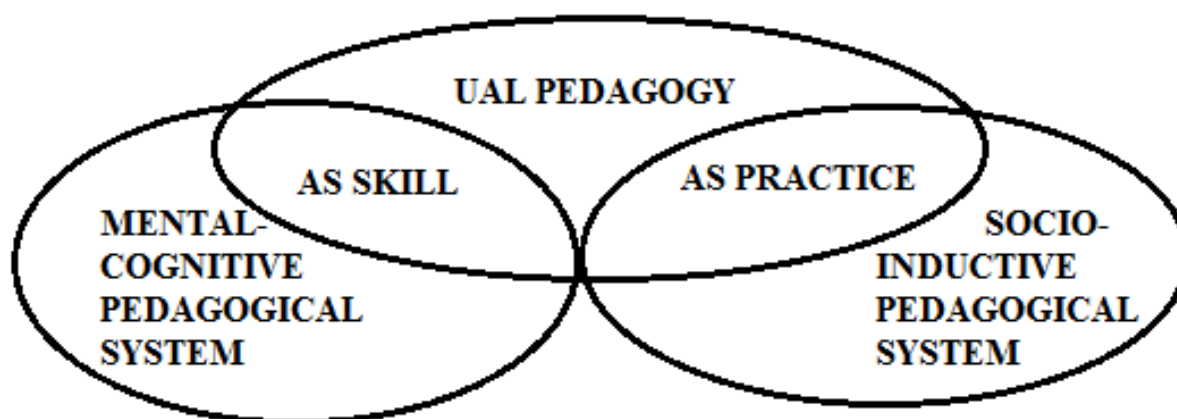
The codes summarise how students, the lecturer and observation described the pedagogical process of UAL. Through these processes, students were initiated and acculturated into academic discourse. Each code represents different modes of socialisation through which students were introduced to how writing is done in academia. But there are some sub-questions concerning how students are socialised into academic writing:

- Is this module designed to initiate students into academic literacy and writing or to help them understand academic literacy?
- Is academic writing socialisation methodology only a class explicit? (also see Chapter 6 below)

Ranging from what is taught to how it was taught in the UAL, two different approaches to academic writing and literacy development will be addressed. From the indications above,

students were being socialised into academic writing and literacy in these different forms: mental-cognitive pedagogical system (autonomous) and socio-inductive pedagogical system (ideology) (Thomson, 2008, p. 38). According to the participants' feedback, UAL was structurally classified into these two approaches diagrammatically represented below:

Figure 4.1:



To consider this, there are different ways participants attested to how the module constructed them in these two different writing approaches.

The first pedagogic system above (mental-cognitive pedagogical system) is a process whereby students are being taught technically, following a structure where students develop their cognitive skills, ranging from what students were taught and how they were taught. Below are extracts that from participants that depicts UAL socialised students autonomously:

ROK: ...it also entails about (what students were taught in UAL) hmm... conventions of a text and how important it is to construct a text and why we construct a text using an introduction, body and conclusion and the importance of having that in sequence... and of course, it taught us about referencing as well within an academic text... (What students were also taught in UAL). . It's so important to acknowledge those you have used in your writing... was taught how to paraphrase referencing or citing... he taught us how to read academically using active research such as skimming and scanning... he discussed every type of text, every genre, and structure of the genres. (Appendix B, SIT2)

Through ROK's interview extracts, it can be deduced that what matters in the UAL lectures are: To show students how to write a good introduction, body and conclusion; Referencing (acknowledging those whose ideas you used in your work); Paraphrasing; Reading academically etc.

These are good tools needed in academic essays; however, there is more involved in academic writing than this. When attention is devoted to the structure of the essay rather than the content and context where the essay belongs, then academic writing is regarded as being generically prototyped. If all that matters to students is they must paraphrase and not plagiarise, skimming and scanning, how then should they be aware that writing is contextual and disciplinary? It shows that students are taught generic academic structure and encouraged to master concepts rather than making use of concepts to construct their own writing practices. Basically, telling students about referencing, paraphrasing and reading academically is not wrong, but making them to do it or showing them (modelling) is a way to construct them into academic discourse which was not practically available to students within the UAL.

The main evidence of the autonomous aspects in the UAL is revealed when she (ROK) said they were taught ... the lecturer discussed.... I also observed this during the classroom observations. Teaching writing as a skill only makes knowledge peripheral in academic writing. The expectations of students will revolve around listening and giving back as response (assessment) what they have learnt as feedback, and not what they have discovered. That means academic literacy is knowledge-based and a high intelligence quotient will advantage students... Students will be more concerned about passing the module (as a product of intelligence) rather than inculcating and practicing what they have been socialised into.

Another instance of students being prepared for academic writing autonomously through the UAL is when LEM adds to what ROK describes above:

LEM: ... We were taught about how to construct academic essays... we were taught that we should following certain procedures... the lecturer was teaching us something and we were able to ask and question... most of the things we were taught we had to write what he said. (Appendix b, SIT1)

Here, too, students were not constructed into academic writing norms, but were trained to recognise certain academic concepts. The description of how UAL socialised students into academic writing is basically traditional and conventional. We were taught, and not we were shown how to construct and discuss was the major issue that classified the UAL approach as autonomous. If students were taught to follow certain structure and patterns of writing, and what was done in class was to jot down points from lecturer and read hand-outs, then learning is passive and abstract (see Warschauer, Knobel & Stone, 2004 in Cummins, 2005, p. 38).

Adding to this, also see TAS and FOT's comment:

TAS: ...taught us how to construct the main sentences and the paragraph... the lecturer used to come and explain things to us... we will respond and give us the work to do concerning what he was teaching us. (Appendix B, SIT3)

FOT: ... we are being told that we cannot write some else's work without citing them and we cannot write it exactly the way they said it without quoting the pages and... it was the lecturer who was doing all the talking... (Appendix b, SIT5)

In support of the above, students claim that during the UAL teaching and learning process, they were being 'told'. This makes this form of pedagogy an instructional learning process. The academic activities here are highly didactic. Thus, students become aware of the academic codes instead of cracking the codes and making use of them in constructing nourished academic write-ups (e.g. Hyland, 2002). The last sentence in FOT's extract above shows that the lecturer at one stage or the other dominated the classroom discussion. (See appendix C, CO 2 and 3). Proper socialisation did not take place. Rather, students came to class, sat and listened to the topic of the day. Though, DEA and TAS said there were opportunities for them to ask questions, however, this was done within the scope of learning and passing the module. These questions were topic and not disciplinary based. Hence, knowledge was limited to linguistic features.

FOT concluded that to her, what matters is how students understand the module, and try to be good at it. Hence, their major motives were to pass the module (FOT's extract)

I will say that as students, we shouldn't wait for a module to incorporate our views or our languages or cultures or thoughts about a thing. We should instead learn it. Learn the module and try to be good at it in such a way that we be able like, you know, excel and do something good out of it... (Appendix b, SIT5)

Correspondingly, the lecturer affirmed this. See below:

LEC: ... The attitude is they come across lots of texts that will help them develop critical thinking and to be schooled in writing different genres of essays... They come to understand and read and appreciate: Wallace and Ray; When writing at a post grad level, they encounter people like Brian Street; they look at texts by Wallace; and the co-texts that I have recommended for the course. I think like Brian writing in higher education, looking at style and conventions. (Appendix b, LIT)

In the above extract, the emphasis is on whether this module helps to initiate students into academic literacy and writing or to help students to understand academic literacy. There are different literacies for different purposes and disciplines. But according to the extract above, the UAL is forcing students into a particular kind of academic literacy. So is it important to inform students what Brian Street says about literacy? Or should it be important for students to produce a literate document instead? What exactly is important in the purpose of the module?

Furthermore, still on the ‘...to be schooled’, (see LEC’s extract above) which means to be taught, refined and patterned to take certain positions, knowledge and attitudes (Lewis, 2013, n.p.) This leaves no space for student thinking, identity and cultural reflection. As a result, students’ focus is solely on the knowledge of academic structure instead of academic constructions. That is supported by what Gee claims:

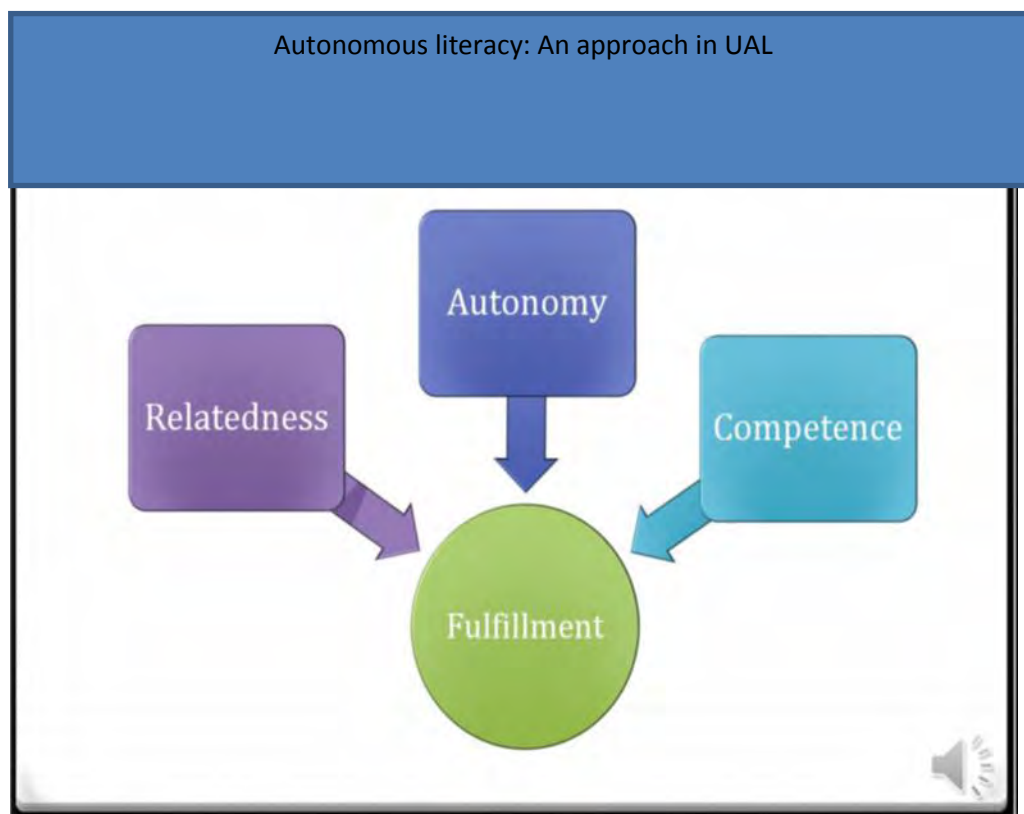
What is important is not language, and surely not grammar, but saying (writing)-doing-being-valuing-believing combinations. (Gee, 1990, p. 142)

LEC claimed that he schooled students as his approach to UAL which confirms what the students said, i.e. they were taught, told, etc. Schooling students to learn basic language features, paraphrasing and plagiarism make these concepts generic and less disciplinary. This view according to Thomson (2008, p. 40) means that literacy is a de-socialized phenomenon from language, indicating that academic writing is thus neutral and not embedded in social and cultural contexts and practices. In this concept, as seen from how participants have delineated their encounter with the pedagogical approach of UAL, their linguistic competence is an important choice in academic writing attainment. Students’ English language proficiency is the standard of literacy applicability to all contexts. Referring to Gees (1997), Evans (2005) expounds that in this model, literacy is discretely categorized independent of sociocultural context. Addressing this, Bengesai (2010) referring to (Street, 2005; 2003;

1984; Ivanic 2004; Lea & Street, 2000) defines this literacy as a set of context-free skills which are also universal both in time and space and can be easily transferred to different contexts (p. 66). In this regard, this approach ascribes meaningful performances in academic literacy to pure language skilfulness which can be interwoven in different contexts.

In relation to the theoretical overview, the UAL pedagogy is represented thus:

Figure 4.2



(Adapted from: Gee, 1991, Street, 1996 in Street, [n.d]) (With my input)

This viewpoint, noted in the responses of participants denotes that literacy is a “technology of the intellect”, (Collins, 2000, p. 71). That is, individual cognitive competence can motivate a benefit of academic writing competence, and other community (disciplinary) fitness. Street (2003) refers to this as study skill. In this approach, knowledge is traditionally transferred from one generation to another ...*and to be schooled in writing different genres of essays....* (Appendix b, LIT). Students’ identity and sociocultural affiliation is de-emphasised (see Pahl & Rowsell, 2012). In this process, students learn how to write based on how they can memorise concepts and how much intelligence the students have (Wingate & Tribble, 2012, pp. 481-482, Donnelly, 2010, p. 40). They were taught how to master theories with less ability

in applying them to the Discourse of their writing community. Therefore, students' performances are hinged on their reasoning faculties and their sense of assimilation. This by implication means that writing taught can be transferred to different contexts. Evidence of this is what participants discussed through the interviews (see Theoretical framework chapter, p. 22-23).

As noted from the epistemology and ontology section of this study, there are several ways writing can be taught. However, the two dichotomy approaches to academic writing remain either as a skill (where writing is taught technically) (see Bernstein 1998 in Daniels, 2007) or as a social practice (Foucault, 1977; Gee, 1996, 2003). When students are being taught or told (lecturing), then students are being socialised autonomously. The students' different identities (Bourdieu's cultural capital, Gee's discourse and Discourse) are important tools in the pedagogies of academic writings which according to the responses of students, were not being emphasised.

Notwithstanding, there were still some sections of the module that showed some ideological elements. This I described above as a socio-inductive pedagogical system. In this process of inducting students into academic writing, social and cultural identities remain a cogent prerequisite in its pedagogy.

As noted, during the UAL classroom sections, there were some classroom tasks that demanded that students share ideas with one another, which can also typify ideological construes. The ideological model emphasises disciplinary and Discourse practices as evidence of academic writing, however, these practices were not prominent in the UAL pedagogies. However, on most occasions, the lecturer always asked students to share their ideas in pairs; hence students discussed the ideas together with the person seated next to them which also characterises the participatory inclusiveness of an ideological model (Appendix C, CO 1 and 2).

The evidence of this second approach is discussed below in codes categorised under the theme: Learning and Teaching in the UAL (UAL Pedagogies)

One of these approaches is reading to write. This is evidenced by ROK's comment as indicated below:

ROK: ... Prior to every lecture we had to read an article in order to have an understanding of what was going to be discussed, but there was never any pressure for us to completely understand. (Appendix b, SIT2)

From ROK's response above, academic writing can also be inculcated when students are allowed to read widely around their subject area. As noted, Giridharan and Robson (2011) claim that adequate reading enhances good writing; much engagement with academic papers, articles, journals, books, theses etc., around students' field of study equips such students to be immersed in good academic writing (also see Lit. rev., p. 4). This approach I tagged 'reading to write' expatiates that what simply defines an academic is someone who has the ability to read a range of different texts and make sense of them in analyzing and applying what is read in line with discourse and disciplinary contexts. Hence as ROK claimed, students' reading to have prior knowledge is a process that can develop students as self-researchers.

However, ROK notes that the purpose of this reading was not mainly to develop their critical awareness, and analytical minds as academics, but was done to make students aware of the next lesson's content. As such, students will be more conscious of lesson content rather than advancing their ideas within the framework of their disciplinary domain (Afful, 2007, p. 142). To confirm this, see what ROK said: *...but there was never any pressure for us to completely understand*. This evidenced that students mostly read what the lecturer instructs them to read. Academic writing should be under an experts' modeling, however, students' flexibility and creativities will assist them in developing a critical spirit instead of merely relying on classroom readings recommended by the lecturer which might result in students having a shallow insight of the reading knowing full well it would be discussed in their next class

Apart from prior reading that ROK indicated, she also noted that during the classroom practices of UAL, as part of the codes under this pedagogic theme, there is a questioning teaching technique. As noted below:

ROK: ...after reading again together in class and basically our professor just asked us questions and for every session we had to complete a class task based on the topic that we had done. (Appendix b, SIT2)

Students were asked some questions, by randomly selecting who answers the questions, which does encourage participation. But what could be asked is if asking questions around topics in the class is purely acculturating students into academic discourse? This has two sides, depending on what kind of questions were asked in the class. Questions can be subjective or

objective. When questions are asked only to explicate a certain topic, (mainly to increase students' cognitive skills), then that is still conterminous with just developing students' cognitive skills. However, if questions are asked in order to develop students' critical thinking and academic creativity within their field of study, then questioning methods have initiated students ideologically. In relation to this, what matters in academic literacy class is not just the ability to answer questions revolving around the class topics, but questions should be based on to what extent has students' social background reflected in understanding the new community discourse (see Bourdieu, Passeron & Martin 1994 in Schalkwyk, 2008, pp. 15-16). Touching on what is evidenced in the observation one, step 1 and 3, (see appendix C) it could be deduced that the lecturer asked questions, but they was used to introduce the students to the topic of the day which was: critical thinking, writing and reading. This topic is indeed academic and as such relevant. Asking questions might be a good approach. But as noticed:

Table 4.3

Round off technique of a UAL class section

Step 7	<ul style="list-style-type: none"> • He finished the class with his last explanation • No question and answer section • No comments from the students • In short, it was a listening pedagogy
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(See extract below, appendix C)

The question arises: can critical writing be taught explicitly through abstract teaching? No assignment immediately after the lesson, no established discussions, interactions and critical contributions, but before the end of the module, students wrote a research article (20 marks) on: *Do a critical synopsis of a research article on literacy*. This was just a summary rather than critical writing, as part of the module prerequisite instead of engaging students to take a critical perspective, socialising their writing structures from the context and content of their field of study (Wingate & Tribble, 2012), which will make content more feasible and perceptibly practical (p. 34); if not students will only follow the lecturer's notes to answer critical writing assignments and questions (e.g. see chapter 6 for students' task comments). Moreover, as suggested by Coffin, Curry, Goodman, Hewings, Lillis, and Swann (2005) claim that adequate time is needed for students to construct themselves in the writing context, which might be beyond the classroom question and answer pedagogic system.

Another issue raised here is reading together and group discussion. As illustratively explained in Coffin, et al, (2005, p. 20), group discussion is an essential method in socialising students

into academic writing. This is what Coffin notes as enhancing students' critical writing perspectives. He notes that students feel more comfortable when ideas are shared in a smaller unit dominated by their peers. See illustration below:

In groups or pairs ask students to discuss one or two academic concepts in relation to a recent or forthcoming piece of writing or as a reflection to how writing is typified in their discipline. Let them discover if they see their own writing as putting forward an argument or stating facts? Who, what, where and why questions can also be assigned to assist in extracting what is not available on the page of the scripts. How can they evaluate the status of the 'facts' they are writing about, etc.? (p. 26)

How group discussions were explored in UAL, the following comments from participants illustrate:

ROK: ...after the prior reading and as soon as we entered, we then did the reading again together in class. (Appendix B, SIT2)

LEM: ...we use to come to the class every week, in a period of 1 hour, 40 minutes period... It was teaching and learning; discussing, and sharing ideas, we were interacting with everyone in the class. We were discussing ideas with our lecturer and other students. (Appendix B, SIT1)

LEC: ...in the lessons, ideas are shared, differences of opinion are aired; thoughts are expressed and critically analysed; consensus reached or sometimes not reached. (Appendix B, LIT)

From the above, it could be inferred that classroom practices in the ULA allowed interactions among students and the lecturer. Below is an observation extract in support:

Table 4.4

Classroom Interaction in a UAL class section

Classroom observation 1	
Step 1	The lecturer started by saying students should write on FAMILY IN SOUTH AFRICA in 5 mins (in proof form).
Step 3	However, after a response from an international student, the lecturer's response to his was different as he linked this to sociology, psychology and biological point of view. Thereafter, he gave another topic as: RACISM . He instructed them to give 5 questions on this topic (it was not a written task, but a class discussion task)
Step 4	After few minutes of meditations, students replied with their different observations. This was less than five minutes as well
Classroom observation 2	
Step 3 and 4	Class work was given after this, where students discuss in pairs for five

	minutes Each paired group discussed what they shared in their smaller groups to the entire class
Classroom observation 3	
Step 7	He says they should do the exercise on page 38... this says it is plagiarism if (...)? (Responses are just -yes/no) (It was interactive)

In line with the above, during the interview sections, I found from DEA that there was a sense of student-lecturer interaction, this he addressed as *learner-centeredness* (*also existing as one of the codes in this analysis section*). See below thus:

DEA: ...It was like a more learner- centred classroom (HOW?) he gave many of us much advantage to speak up our mind and be able to contribute to the issues being discussed in the class (HOW?) everything he did in the class, he always made sure he asked questions from any one of us. (Appendix b, SIT3)

Based on this indicant, there were ranges of interactive moments in the class to carry students along in the teaching. This forms an element of the ideological model of teaching. Typically, some teaching either in the autonomous or ideology models still involves reciprocated teaching methods. Therefore inculcating students into a phenomenon can be an interactive study skill or interactive social processing- when students' social, cultural capital identity are not exclusive. What locates an interactive classroom section as ideological is if interaction is within the evidence of students' epistemic disciplinary conventions (Schalkwyk, 2008). As such, despite involving students in the classroom practices, the stance is that students are not inducted into socio-disciplinary conventions, but they are made to develop generic writing skills denoted in the interests of the lecturer.

In addition, another form of Acculturation and Socialisation is remarked below:

DEA: ...He (the lecturer) involved every one of us in the teaching of the class.

This I observed also as the lecturer allowed students to ask questions freely without any biases. But the students and the teaching were concentrated on the subject matter and on certain writing skills that are literal and technical. This will be discussed in the subsequent chapter where students illustrated what they have achieved from the UAL

In another viewpoint, there is also a reflection of students' self-development. As part of properly engaging the students at a postgraduate level, academic literacy pedagogy should make them discover writing practice through self-development from their self-critical perspectives. Wallace and Alison (2006) and Giridharan and Robson (2011) state that students need to develop their own arguments. This they call: *self-critical writing* in an academic career. So many things cannot be taught in the class about academic writing, hence, students at this stage of study need to have the ability to do a self-evaluation of their work and that of others. See the comments of FOT and DEA on this:

FOT: ...But then during the class, we were not actually criticised for using certain words or certain English. But looking at the assignments and the way they were marked, we could know that certain words was supposed to be said in a certainly different ways than some of us used to write back then. (Appendix b, SIT5)

DEA: ...my first essay (assignment) I actually find very difficult, because it was my first assignment in that module. So, when I submitted, he called me and said this is not how to write (academically), that I should read some of the things he gave us in the class (extracts). (Appendix b, SIT4)

Notwithstanding, this does not guarantee academic writing success as transferring critical reading and self-critical writing skills (Robson, 2011, p. 3) to writing practices might be generic and as such, referring students to books or extracts might result in students being bookish, instead of being critical. Accordingly, in postgraduate studies, students should be helped through this module to understand the need for and to recognize how to enhance the quality of their research writing, they should not be taught structure, features and orthodox traditional language practices (Giridharan, and Robson, 2011, p. 3). Nevertheless, going by what FOT and DEA mentioned in their interview, this could be classified as (from the lecturer) making students discover a self-critical spirit and self-development which associates the teaching and learning process as more ideological than autonomous

So it could be deduced that the module, UAL was informed by an assortment of academic writing approaches. There are some elements of the ideological and autonomous model of writing in the pedagogical process of students' socialization into academic writing. Though, the ideological were not made feasible because the module dwelled more on generic, technical, linguistic writing elements as a process of student's acculturations into writing Discourse. This at this juncture means that students were socialized into the developing of a primary discourse as the main success to academic writing, instead of using what has been

acquired as their primary discourse to develop secondary discourse/Discourse (see Gee, 2007). Therefore the UAL socialized students into academic writing more by technical than social practices.

Likewise, from the above findings, it could also be inferred that the major challenge in academic writing pedagogy is that some lecturers move between different approaches their teaching. This might lead students to being less professional in the field of their study. The most important thing in UAL thus is to prepare students to be flexible and write from a critical perspective and from a variety of angles. To achieve this, lecturers must be conscious of using a constant approach and not intermingle these two writing models, as this may end up producing students who are not well prepared for the challenges of writing as a process which characterises postgraduate writing processes.

As noted by Fadda, (2012) when a lecture is not stable in a particular pedagogical approach into academic writing, students might end up acquiring cultural capital in the form of certification instead of developing writing abilities that will define them as professionals and experts in their areas of studies (see theoretical framework section, pp. 53 and 78). From this perspective, students were socialised autonomously in the UAL, with little reflection of the ideological writing practices as what students achieved from the module were: referencing, plagiarism, etc. which are typically generic and not socially and disciplinary flexible (see impact of the module section below). Students have been made to understand academic concepts with little space for role modelling, participatory, tutelage, interactive and socialisation with academic and discipline experts.

Conclusion

Writing academically is done by which one models the students towards developing a sense of critiques. Students need to be socialized through acculturation, participation and identity inclusiveness. This typifies that the socializing process must include an ideological pedagogy (Mohammed, 2006, p. 43). As such, students' academic socialization is not solely a matter or product of their cognitive abilities, but how their social, content and linguistic backgrounds serve as a scaffold in their process of acculturations (see Bengesai, 2010, 2012). In addition, these processes will come together by means of contact with other professionals within the social community of practice. Thus, for students to be absorbed in academic practices, they

need to maintain social interaction, participation and the sharing of relevant disciplinary content with others within the discursive community.

Therefore, the pedagogical system of UAL should be a situation whereby academic practices are beyond mere language, grammar lesson, and traditional transmission of idea, stereotypical or technically teaching students specific (disciplinary) content. Or a situation whereby academic knowledge is limited to what the lecturer taught in the class; do the assignment and pass the module. Academic practices should be a construction that is patterned to accommodate all forms of Discourse involvement and evolvment. This is done through sharing ideas from the students' cultural capital which the module did not emphasis during the teaching and learning process.

Chapter 5

Why academic writing was taught the way it was taught?

Introduction

In the discussion in Chapter 4, it was argued that students were socialised into academic writing technically, with little influence of ideological writing perspectives. This is as a result of the issues that were inherent within the internal and external factors of the module, UAL. To examine this further, this chapter is designed to investigate the reasons why the students were socialised into academic writing the way they were taught in the module. Therefore, this chapter is inferred from what and how student were being taught (socialised into) in relation to academic writing practices.

5.1. Reason for the choice of the pedagogical practice in students' socialisation

There are several reasons why lecturers and institutions socialise students the way they do particularly in relation to the teaching of academic writing. The reasons for pedagogical choices differ from one practitioner to another as well as from one institution to another. In an attempt to explore the reasons for the choice of the pedagogy in use in the teaching of writing within the UAL module, I elected to critique the lecturer's ontological orientation to the module itself. Furthermore, the module contents will also be used to justify the lecturer's perception and belief. Beginning with the lecturer's perception about the module itself, I borrowed from Bengesai's (2012) words that practitioners' ontological orientations influence the socio-cultural features of their teaching practices as well as their privileged pedagogy. Following from this understanding, I elected to use responses from the practitioner to understand why writing is taught the way it is within the module.

While responding to the question on the role of the UAL module in developing students' writing practices, the practitioner replied that the teaching of the module was context-directed. Context in this sense refers to the nature of the students to whom writing is being taught. He said:

*"Hmmm! Well, I think we have to look at the **context** in which we are operating. Most of our students are second language students and **historically** disadvantaged. I think they come from a poor urban, and some rural black areas. The school infrastructure is not that good and the quality*

of teaching has been generally poor. The resources have been severely constrained". (Lecturer, pp. 182).

From the above excerpt, it appears that the module was basically planned to address the needs of a particular set of students - the historically disadvantaged second language students. Although Mckenna (2004) describes students' academic literacy challenges as a two-pronged challenge - difficulty with the language of instruction and difficulty with academic discourse, it appears from the above that the UAL module was committed to the former. Consequently, it can be argued that the module focuses on addressing students' difficulty with language proficiency as a means of meeting the needs of the majority of the students. Thus, the module was autonomously taught because it intended to bridge the linguistic great divide between first language users of English and the second language users of English. Drawing from this background, it is obvious that the teaching of writing within the UAL module focused on linguistic features of writing which Gee (1996) refers to as a discourse with small letter d (discourse) rather than a complete Discourse, academic discourse in this case.

Furthermore, this practitioner also maintained that all the students needed to learn in the UAL module was the conventions of writings. This, he believes is only possible when students are exposed to a variety of written texts by scholars such as Brain Street, Wallace, and Ray.

"When writing at a postgrad level, when they encounter people like Brian Street, when they look at texts by Wallace and hmm... the co-texts that I have recommended for the course. Ahem... (Paused) hmm... Yeah! I think like Brian writing in higher education, looking at style and conventions. Hem...and these students are majority second language students and for them this is especially new information and so they come acculturated into academic discourse". (Lecturer, pp. 182).

The excerpt above revealed that the main reason for including texts written by these scholars in the teaching of academic writing within the UAL module was to acculturate students into the conventions of academic discourses using these scholars as models. Thus, the causal mechanism for the choice of pedagogy at play in the teaching of this module was the practitioner's supposition that the inclusion of such texts would assist students in developing their writing practices. Moreover, the expression '*and these students are majority second language students and for them this is especially new information and so they come acculturated into academic discourse*', further revealed the reason why students were taught writing the way they were taught. Writing was taught as a set of technical skills rather than a social practice because the students were second language users of English. The question then is, is academic literacy all about language proficiency? I argue in agreement with (Van

Dyk, 1993, in Mqgwashu, 2014) and Weiderman (2004) that academic literacy modules ought to go beyond language knowledge, and should address the needs of students who are “generally” underprepared and specifically underprepared for academic reading and writing.

Apart from this, I would also like to argue that teaching academic writing in favour of South African Black students who were historically disadvantaged may be an attempt to ignore the presence of other nationals who were registered for the UAL module.

From what is taught in the module to the way it is being taught shows how the lecturer initiates the students in the way writing is done in postgraduate writing. Apart from these, other factors such as the module purpose and outlines are discussed in this chapter, because they contribute to what form the major determinants of students’ acculturation within the module has taken (Fadda, 2012; Payne, 2013). Within this scope, this section will analyse the reasons for the lecturer’s style of socialising students into academic writing the way it was done within the UAL module. I will use interview extracts and documents evidence and relate these to relevant literature.

To start with, the module outlines and curriculum/school policy form major factors serve as indicators of why writing was taught the way it was being taught.

As indicated above, the module is structurally classified to achieve the following:

Understanding Academic Literacy (EDLE 700): This module introduces students to a variety of analytical approaches to language data analysis as well as the conventions and strategies necessary to write academic essays. Written, spoken and multimodal discourses are analysed. (UKZN, 2013, p. 17.

The specificity of this module is quite indistinct which makes this module outline generically construed, because as indicated above, the module outline does not specify these writing elements within any certain disciplines. As a result of this, when writing is standardised to be generically stipulated in the curriculum or module outline, then the teaching methods will follow suit. In this way, since the academic writings are instructed to be generic (see underlined section of the extract below), the pedagogy that is imbedded will be also be generic. This process is thus not in line with disciplinary and Discursive writings, and as such, the teaching methodology will be to establish a study skill. Moreover, Ghaith (2010) notes that problems arise when a course outline focuses on outcomes (as described as a product approach in Chapter 5) instead of students’ acculturation and ideological induction

where students are the main focus rather than a structural outcome of the module. See also some of the course objectives below:

...recognise and implement the key features and components of academic writing... to provide linguistic competence and generic academic skills for postgraduate endeavour. Extract from: UKZN (b), 2014, pp. 2 & 3)

From the word: *generic academic skills*, it is discovered that students were made to see writing as a product that can be applied to all disciplines. This means that as specified above, lecturers always apply certain teaching model of academic writing as signalled in the module outline. In essence, the UAL teaching process decontextualizes students from cultural and social affiliations of the community of practice due to how it is announced in the module outline

Another factor is the issue of technical elements. There are also other factors that hindered the lecturer's pedagogy from being ideological. When content is not made feasible and visible, the knowledge acquired will be more abstract. In one of the classroom observations, specifically observation 1, the lecturer tried to use the overhead projector which due to a technical fault, was not available (see observation one, p. 2, note one). Therefore, all he planned to show students on critical thinking and writing was unachievable. He had to resort to pure lecturing techniques, which were not suitable for the topic of critical thinking, reading and writing. By implication, writing pedagogy will be made less practicable as Wingate and Tribble (2012) present that the critical writing aspect of postgraduate writing must reflect students being constructed, engaged and contextually apprenticed into academic writing instead of just mastering what is being taught or told.

Time was another constraining factor. The module is limited to two hours a week, offered within the first semester of an academic section. Most students were noted as always coming late to the class, due to long distances from their work place, home to school location. As observed below:

...most students came very late. This might be as a result of the assignment due that same day which most of them were still rushing to complete before coming to class that same day. As it could be observed that most students attend to their assignment on the due day poor performance can also be students under preparedness (observation one, p. 207)

From this standpoint, the lecture started later and ended before time. This is also because around 6 pm (the time lecture ended), students are not as committed to the teaching as most of them stayed off campus and some travelled from home so transport might be difficult. With the range of topics the lecturer has to cover, there was insufficient time for full students' participation. As noted, no presentations, no assignment drafts and peer review sections, as Coffin (2005) notes that these help to promote a good sense of association within the language academic repertoire.

Within this lecturer's theoretical standpoint, students were constructed. The theoretical focus of the lecturer also influences the body of knowledge that defines his academic writing pedagogies. The way UAL is taught; students are built around intelligence (bookish) rather than facilitating them through initiations, discoveries by the students, and sharing these among scholarly reviews. In such situations, what matters is that students want to learn inventions, rather than inventing and contributing to the Discourse community (Giridharan & Robson, 2011, p. 3). In an interview extract, lecturer described below:

Interviewer: What body of ideas influences your teaching of UAL module?

Interviewee: Okay, there is a book by Shields, Essay Writing: A Student Guide (read this please) is a 2010 publication. It is study skills in English. There's Bourdieu (2008) the APA style, a reference guide, there's Leah and Cree, writing at university, a student's guide. There's Bryant (2009) writing in higher education. Ahem... Yea... And there is Wallace and Ray, which is a famous text, ok? And people like Brian Street, Goodman, Language Literacy and Education: A Reader. There's Lillis and Mckinney, whose are used as a course work and text; Analyzing Language in Context: A Student Workbook...Yeah... These are some of the etcetera rethinking discourse analysis. So, these are some of the key scholars that we owe a factual and interpretive debt to. (Lecturer, pp. 183)

From the purpose of this module, students were meant to be initiated into academic literacy and writing. However the module only helps students understand academic concepts. It did not emphasise that there are different literacies for different purposes and disciplines, (despite the mention in the class as class topics). But when the UAL forces students into a particular kind of academic literacy, then students are limited to "prescriptions and proscriptions" which bar them from experiencing the opportunity to be critical and logical in their disciplinary writings. As noted, in this standpoint, is it important to inform students what Brian Street etc. say about literacy or just introduce students to produce a literate document? An authoritarian

approach (where students are limited to instructions) contradicts the purpose of a module such as this (Payne, 2013, p. 6). Hence, *one of their main criticisms of pedagogical in loco parentis* (where lecturers dominate class discussions and students acculturate into academic discourse by following certain instructions) *is that a strict and punitive version limits student writers' ability to become autonomous, experienced writers* (p. 5).

Lastly on the reason why students are taught writing the way they were taught, is that there was no tutorial section. As noted, academic writing is ideological if integrated with the process approach. Students-tutor interactive sessions encourage socialisation within an academic literacy module. I am not saying students were not allowed to talk in the class, but my emphasis here is that for a module like this, there should be different opportunities for collaborations (suggested in Coffin et al., 2005, p. 42). This might not be achievable in the absence of tutorial sections, where students come together in smaller group and share certain ideas that could scaffold their knowledge about their Discourse community. Some of these stages include:

Teaching and learning cycle: lecturer-students working together

Building the context: raising the student's awareness of Discourse and this begins with prewriting stage/technique

Peer review: students write and do some presentations on discipline write-ups and researches, where other students can critique or contribute

Joint construction: lecturer playing cogent role in students' scaffolding by guiding the joint construction of a text: this will be good among students and a discipline-lecturer

Independent constructions: students have mastered certain discursive practices and conventions in their disciplines. '... At this stage, students overwhelming modelling and guidance are withdrawn to some extents. These stages simultaneously integrate developing awareness of text and process to help students see how particular uses of language contribute to building an effective piece of discipline-specific writing...' (my emphasis, see Coffin et al., 2005, p. 43).

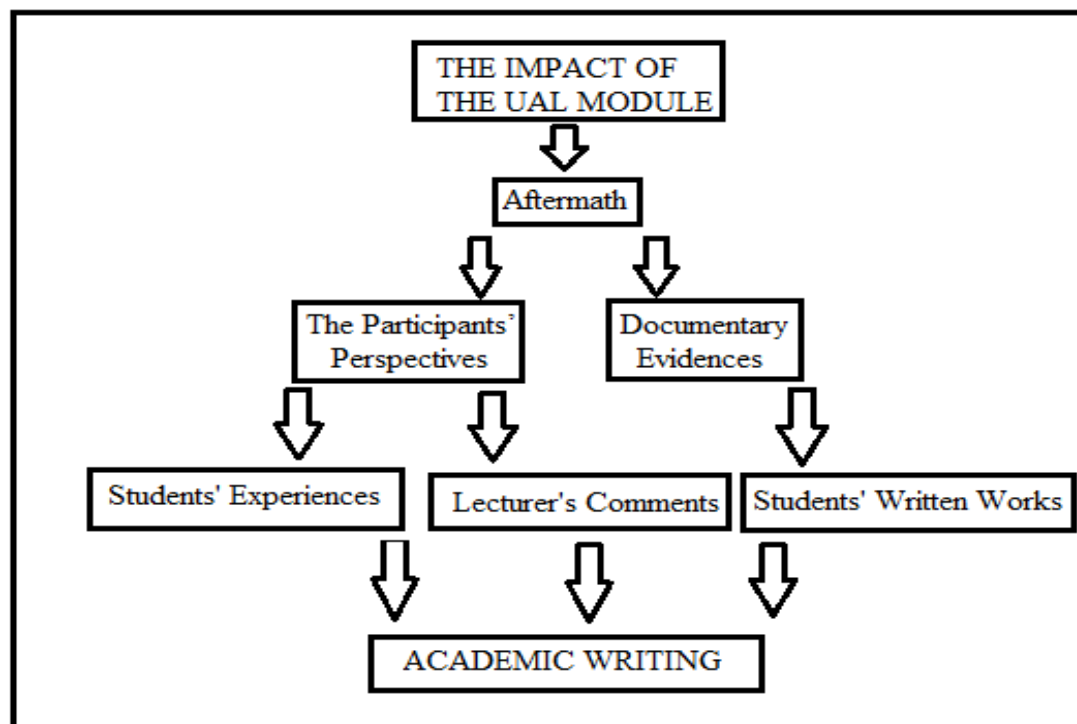
The first two were achieved in the UAL lectures, while others were absent. These could be invented as a tutorial section, which UAL did not include. Moreover, if these two stages are what students are limited to before submitting their final essays, then students' participation, socialisation, and acculturation within and after the module have been denied leading to students being initiated into postgraduate writings autonomously and as a study skill approach.

Conclusively at this juncture, students have been socialised into academic writing through the UAL module, and this is discussed in line with the choice of this form of socialisation. Many a time, lecturers socialise students technically without being aware they do. Or some do, but are constrained by certain social, technical and cultural influence or factors. As discovered, students were technically socialised and theorised. The factors that led to this in the UAL module have been highlighted above. These in one way or the other means that students' outcome performances and episteme hinge on how they were taught and the choice of this. By this, school policy, module outlines (which serves as the lesson guide), school facilities and all human agents involved in the process of students' socialisation need to be organised in such a way that teaching is made pragmatic, students are in collaboration with disciplinary experts and peers, lecturers make teaching explicit through the inclusion of tutorial sections where students come together in presenting ideas and writing practices. These all will promote proper students' engagement which defines students' proper acculturation, socialisation and collaboration, most especially when this is done within the particular discipline to which students belong.

5.2. What impact does this module have on students' written work within the module?

The major focus of this section is to examine the impact of the module in developing students' postgraduate writing. Certain codes have been generated in the course of the content analysis that is used to explore the appraisal of this study. However, the main categorisation that envelops these codes remains the impact of the UAL module in scaffolding students' writing practices. The impact of the module is examined using the raw data extracts, plus a sub-category (the module aftermath). This informs the way students and the lecturer considered the way students see and evaluate their writing standards after passing through the module (Corbin & Strauss, 2008; Vaismoradi et al., 2012). Basically there are two issues that examine this study section: the participants' perspectives and the documentary evidence. These are explained diagrammatically below:

Figure 5.1



From the above diagram, I have summarised how this section will be analysed. This will be incorporated into the category and the codes as represented below:

Table 5.1

Main theme/categorisation	Codes
The impact of the module	Disciplinary writing (what students now understand) DW1 and Postgraduate writing PW (also can be called DW)
	Academic writing AW
	Lecturer/Supervisors' Expectations AW
	Critical writing

How do students view academic writing and how could they differentiate their writing standards from the way they wrote before engaging with academic writing module will explicate how this module has theorised and socialised them into writing discourse that

typifies postgraduate writing. This will be corroborated with how students write as evidenced in the students' written essays documentation.

Each concept that represents the codes above will be used in the discussion of this section, hence; students and lecturer's perceptions on each code will determine to what extent they make sense of these important academic writing tools. In doing these, I will first compare the students' prior UAL module categorisation with the aftermath of the module categorisation experiences:

Code 1: Disciplinary writing and Postgraduate writing PW (also can be called academic writing) (what students now understand)

This was extracted according to how students perceived disciplinary writing after engaging with the UAL module. Their basic definitions, descriptions and knowledge contribute to how the module has developed their writing practices. In addition, to achieve this in this section, the students' prior writing knowledge will be examined so as to assess to what extent students have actualised the essence of an academic writing module in the process of their academic writing development. In comparing these, students claimed that their writing was very basic, not disciplinary. They all confessed that the way they wrote before the UAL (that is, in their undergraduate phase) was not based on an understanding of disciplinary discourse/literacy. See ROK's comment below:

Writing in my undergraduate was very basic; we didn't have to actually have many linking statements. (Appendix b, SIT2)

While FOT's comment was similar to ROK's; see below:

Then, we were just writing for the sake of showing some kinds of knowledge... my writing experience was not as good as it is now...I just write just as I saw things. (Appendix b, SIT5)

Also see LEM's comment:

Before I joined this module, I was blank about writing in academics... before the Honours, I was just writing what I have and I didn't know how to research. (Appendix b, SIT1)

From the above extracts, students discovered that their writing abilities during their undergraduate years were basic, and there appeared to be no evidence of disciplinary writing practices. ROK was very specific that the way she wrote, or how writing was done in her

undergraduate years was basic, which by implication, writing did not have elements of discipline and academic input. This means that what students wrote during this period was elementary and structural. Like FOT said, *my writing experience was not as good as it is now... I just write just as I saw things*. This explains the above description of LEM that her writing was totally blank. Being blank, means that she wrote primarily as a mental process. Writing at this level was thus traditional where students wrote as a product approach to writing (see page 105 above). This showed that students were not aware of disciplinary writing as an element of academic writing in their pre-UAL writing practices. Nevertheless, the main question at this juncture is that were they then acculturated into disciplinary writing after engaging with the UAL. This is aimed to consider the impact of the students' construction of how writing is done at postgraduate level.

From this first coded academic writing concept, disciplinary writing, students illustratively personified their levels of understanding of the concept. To measure the impact of how students were constructed into academic writing Discourse, as an evidence of an ideological model, I asked them if they could discuss disciplinary writing. In their explanations, it could be deduced that students barely grasp the semantic evidence of disciplinary writing. Apart from DEA and ROK who could, to some extents explain this concept, other students hardly understood this concept or just said they have never been taught. E.g. see responses to this below:

FOT: *I don't really remember knowing or being told disciplinary writing.*

LEM: *I don't think I can answer that...* (Appendix B, SIT5 and SIT1)

According to these statements, students were seldom told (taught) disciplinary writing. If students are not well informed that different disciplines have their conventions of writing, then their academic writing is at the surface and peripheral, as Wingate and Tribble (2012) assert that when disciplinary writing is not echoed in an academic literacy class, then, students are being acculturated into a generic writing form, which means students are taught according to study skills approach (autonomously).

Even touching on ROK's claim that UAL acculturated her to disciplinary writing, she later indicated that it was her contact with her independent research supervisor after the UAL that socialised her more into disciplinary writings. See below:

ROK: ...I found it so difficult to write my linking statements academically. It was so difficult for me to link the concept I was discussing to my own point of view, and to do that academically. I was becoming very colloquial when I was doing that and of course I had to spend more time, hmm... with those aspects. Also, another thing I know was the referencing academic literacy. It's very hard on referencing and by matter of just a full stop or comma or just the change of font became so difficult for me to complete anything even when I was quoting or paraphrasing, I intended to become very informal and my supervisor was saying no, it wasn't actually academic writing. So I had to go back and she provided me with linking statements like using: however or using the word so and so or spices to do this and to do that and then I found out, you know, it was much more helpful. (Appendix B, SIT2)

The extract above shows that students were aware of some of these basic academic/disciplinary concepts. ROK, whose discipline was English Language, admitted that her writing standard was not what was required by her discipline mentor. She had learnt to use linguistic features after the module, but still, her writing was not up to standard. Two major issues were noted here. Her writing still did not typify disciplinary conventions; while also, she was not adequately modelled and guided under disciplinary experts during her course of academic writing studies. Despite that she did learn some writing concepts in the UAL, but has not developed the necessary writing tools that are required in postgraduate theses. If socialising students through participation and interaction within disciplinary contexts, students would have been accustomed to how writing is done at postgraduate level. Since this was not done during the UAL module, she was later initiated into disciplinary and postgraduate writing when under constant monitoring of an expert. The issue here is that disciplinary writing cannot be generically taught in a class/module.

In addition, evidence attesting to students not being initiated into academic Discourse was when LEM said:

In the UAL, most of the articles are in English; hence, there were many concepts there that were new to me as they different from my discipline. (Appendix B, SIT1)

Her opinion about her socialisation into disciplinary writing through the UAL was close to the claim above that what and how academic writing was taught in the UAL was generic (see Chapter 5, p. 112). Most students come from different areas of specialisations, but the main focus of the lecturer and the lectures within the module was to ensure students learn a specific

writing convention (they were forced to learn English writing discourse as a solution to how the write in their various disciplines). This is because as indicate earlier in this chapter that the module is designed to introduce students into academic writing as a generic phenomenon. See an extract from the module outline below:

To provide linguistic competence and generic academic skills for postgraduate endeavour. (Appendix D, DAE)

In this case, since the module was defined based on teaching students academic writing within the discipline of English, students' academic writing knowledge was limited to structural and linguistic writing aspect instead of discipline/ Discourse writing standards.

In contrast, the lecturer, stating the aims of the module, mentioned that it is important for students to be acculturated into their discipline and that students' writings should exemplify how writing is structured within their discipline. See comment below:

LEC: ...not only do they understand the conventions of academic writing and the expectations of good academic studying and the reporting thereof, they also get socialized into this discipline... (Appendix B, LIT)

However, this was quite covert to students as this concept was abstract and less practical. These students' disciplinary backgrounds (Bourdieu's CC), despite coming from different disciplines (because UAL is not an English module per se, it is an elective module for all Honours students) were not put in place. The impact here is that students have been acculturated generically; meaning that academic writing skills acquired are transferable to any context. That is, the pedagogies within the module were geared to traditional and technical issues that initiate students into a certain cultural capital that can be applied to any discipline.

Thus, the impact of this module in the way students write at a postgraduate level is that students are not provided with language facilities that acknowledges disciplinary contexts, content and diction. Students were not made professionals and specialists in the way writing is done in their specific fields of studies. So the impact of this module is that students have acquired the basic skills: good English phonology, syntax/ grammar, vocabularies, rules concords, referencing, paraphrasing, quoting, coherence etc., which are good assets, and necessary, but not the main license to proper Discourse practices required for university courses, especially theses and dissertations at postgraduate levels, because a students' work

might have all these external features, yet, will be counted as not been written academically. There are ways of writing that are acceptable to different disciplines, external features are important, but the internal (Discourse/Disciplinary) writings need more emphasis (with my emphasis, see Lea & Street, 2008, p. 370; Bacha, 2002; Zhu, 2004, in Giridharan & Robson, 2011, p. 3).

Code 2: Academic writing AW

In line with the above, another generated code in this section examines the way students described their academic writing abilities. This is quite similar to disciplinary writing as what associates both of them is Discourse. Academic writing is scholarly writing that is marked with the system that acknowledges that every new student needs to learn the specific conventions and discourses of their discipline (Ivanic & Lea, 2006, p. 11). Academic writing interlocks with disciplinary writing in the sense that universities need to teach writing as ‘an integral, on-going part of disciplinary learning for all students’ (Mitchell & Evison, 2006 in Chanock, et al, 2012, p. 24). This makes code one and two interrelated and interwoven, however, the main emphasis in this part of the study is to perceive students level of academic writing competences after the completion of the UAL.

To peruse this, this aspect will examine students’ and lecturer’s extracts on their academic writing competences after engaging with the UAL module. Furthermore, data extracted will be categorised into students’ academic writing standards before the module and after the module, similar to code 1. This will represent the impact of the module in the way students write academically, as compared to the way they wrote before engaging with the UAL module. Below are students’ extracts as stated in the table below:

Table 5.2

Participants	Students’ Writing Experiences Before UAL
ROK	Writing was very basic; not coherent
FOT	We were just writing for the sake of showing some kind of knowledge; I just write just as I saw things
LEM	I didn’t know how to write an introduction, the body of essay, reference and how to use an article in order to support ideas in the essay
DEA	I really didn’t understand what was meant by academic writing; I couldn’t understand SOME ACADEMIC CONCEPTS; they were totally new and seemed difficult to me. Such as: plagiarism; referencing styles as the mode of referencing, which was APA referencing

TAS	I just write everything in one pack
LEC	The students coming from poor backgrounds and this university; the school infrastructure is not that good and the quality of teaching has been generally poor. The resources have been severely constrained.

The above table shows how students and lecturers described their academic writing abilities before the UAL module. ROK claimed that her writing was very basic and there was no knowledge of coherence and cohesion in her writings. This was similar to FOT's writing, where she was *just writing for the sake of showing some kind of knowledge* (see Table 9). LEM, DEA and TAS confirmed similar writing standards typified by ROK, FOT. What summarises their writing abilities is that academic writing concepts were very covert. Students wrote as a product of intellect and to satisfy certain traditional accreditation. They were not empowered to produce specific writing proficiencies within a particular discourse community. DEA remembered he never had any academic writing experience. He was totally new to academic writings. The issue of plagiarism, referencing, etc. which they were introduced to in the UAL module was not available before the UAL). It can be noted that students have attained and acquired certain writing constructions. These form part of the impact of the UAL module on their writing practices.

Moreover, the lecturer further expatiated that most of these students come from poor backgrounds; the cultural capital that students bring to postgraduate study was quite below standard and thus, they were underprepared (Bourdieu, 1991, Fadda, 2012 and Literature Rev Section, pp. 52-53). As a result, students writing discourse before the UAL was typically an insufficient primary discourse (see LEC, Table 9 above).

Arriving with these low writing skills into postgraduate writing, the question is, do these students develop academic writing skills different from their subsequent writings through the module? This is to measure the impact of the module in scaffolding the students' writings. This forms the essence of code 2 in this section. The impact will first be summarised in the table below:

Table 5.3

Participants	Students' Writing Experiences After UAL
ROK	I learnt now that every genre there is and all the structure of the genres the text within those genres and the importance of having an introduction and what should be within your introduction and same with the body and the conclusion

FOT	UAL has helped me, now I know I cannot just write an assignment <u>without looking at the structure</u> of what I'm writing...observe the structure...observe what others have written write an introduction, body and a conclusion; supported by literature review; knowing what argument has been built by other authors; <u>checking the structure of my work</u> ; checking how it links together; building up a strong argument... These things I didn't know before I did UAL; I was able to know the difference between just writing and academic writing
LEM	now I know there is skimming, scanning, summarizing and all the stuff, and brain storming before writing <u>There is a procedure that you should follow</u> : if you are starting to write, there must be abstract; there must be introduction and use the proper academic language So what is proper academic language? Hmm... (Thought for a while), hay, I don't know...
DEA	...you have to write in an academic way; you have to write it in a way which will form that you are an academic. How? avoid plagiarism as much as possible; reference and acknowledge; show grasp of an academic work (critique)
TAS	Through the UAL, <u>now, I can follow the proper way of writing based on how we were taught</u>

From the above table extract, students showed their level of improvement in academic writing through the UAL pedagogic engagement. However, comparing students' academic writing practices with their post-UAL writing practices, what is noticeable is the following certain traditional structure. In the table, there are some words/phrases that occur as structure, or following ... these are underlined and common in each of these students' extracts (see table 10). Explaining the impact of the UAL module in developing students' academic writing, students repeatedly claimed that to write academically, they need to follow certain academic structures. They need to depend on these structures before they can construct an academic paper. In explaining these structures in writing academically, ROK and FOT stated that it is to ensure a good introduction, body and conclusion. LEM added that academic structure should have abstract and academic language. But when asked to define proper academic language, she did not have an answer. As for DEA, what is important in academic writing is to avoid plagiarism and proper references. These were all concepts taught as a skill in the UAL class which students are advised to follow as a means ensuring proper academic writing practices, as TAS claimed that she now has to follow what was taught in the UAL as a way forward in writing academically.

Still on this topic, see LEC's comment below:

LEC...what do they learn? ...Hmm... They learn how to synthesize information and they learn the, hmm... rhetorical conventions of academic discourse; how to structure an argument for optimal effect and impact... to be schooled. (Appendix B, LIT)

Describing the impact of the module on students' academic writing, the lecturer testified to what students claimed as being following certain structure in their academic writing. He explained that students can now synthesis information, writing within the scope of academic conventions and discourse, however, he claimed they have learnt how to structure an argument in the way he schooled them. This is why TAS claimed that for them to be writing academically, all they need to do is to follow what they were taught in the class. This is akin to memorising which is evidence of autonomous writing concepts.

This evidence shows that students have acquired basic writing skills. These form to an extent an impact of the UAL in developing their writing skills. Nevertheless, this impact has limited these students to be autonomous, following certain generic writing concepts. As such, students have learnt how to write, but less academically, as the importance of disciplinary convention was never reflected in their understanding about postgraduate writing. From their perspectives, they have only acquired structural skills. So many concepts just flowed around in the class which were not feasible to students. For instance, see LEM:

Researcher: What is academic writing?

LEM: ...there must be introduction and use the proper academic language.

Researcher: So what is proper academic language?

LEM: Hmm... (Thought for a while), hay, I don't know... (Appendix B, SIT1)

Mostly, what these students now know about academic writing is writing where writers acknowledge the sources, referencing, plagiarism, using scholars' ideas, having an introduction, body and conclusion in their sequence, etc. Theoretically, this basically means that students are acculturated into a study skills approach to writing.

Nevertheless, students have developed through this module by learning some basic writing concepts in postgraduate skills. You might not be successful if you are not aware of some of these generic writing concepts. But as a matter of concern, the impact is that students now have learnt generic academic terms. They have been prepared more generically to know many academic terminologies, and not to shows adequate skills in the technique of writing (e.g. see: Schleppegrell et al., 2008).

Describing the way students now see writing in postgraduate study, students now understand postgraduate writing as a matter of cognitive skill whereby what matters to most of them now is certification (product of intellects) and all other external writing features, such as having good introduction, body and conclusion; have an abstract, (see FOT, LEM in table 10 above) be coherent, be logical, (see ROK in table 10 above) have a thesis statement (Appendix C, CO 1 and Appendix D, DAE), etc. These only serve the purpose of basics, and not the navigating tool in achieving all communicative practices in academics, as what these terminologies depict are different from one discipline to another, i.e. history writing is different from the writings in sciences (Prinsloo, 2005; Jensen, 2011). But what students now do is to memorise, applying the same knowledge to all academic writing contexts, e.g. see TAS's comment as evidence:

TAS: Through the UAL, now, I can follow the proper way of writing based on how we were taught. (Appendix B, SIT3).

And like DEA claimed before UAL,

DEA: I couldn't understand some academic concepts; they were totally new and seemed difficult to me. Such as: plagiarism; referencing styles as the mode of referencing, which was APA referencing... (Appendix B, SIT4)

What seems important to students about academic writing is if they can understand certain academic concepts, mentioned above, forgetting that academic literacy is the demonstrating of an effective and competence of literacy in a flexible and dynamic way, involving the integration of speaking, listening and critical thinking with reading and writing bringing all these close to social reflection (Schleppegrell et al., 2008). Students now see academic writing as purely a linguistic issue where they have to follow rules, and structures. What the lecturer taught is quite advantageous for basic writings, as importantly, these concepts remain items that need to be considered in postgraduate theses and dissertations, but these are very elementary and fundamentals compared to the standard of writing needed at postgraduate level where language practices are disciplinary distinct.

Hence, the belief thus is that literacy can be conceptualised as a tool that can be taught independently of context. This makes literacy more generic and decontextualized. As such, using this approach, literacy knowledge can be applied to all disciplines, if adequately taught and acquired. In teaching literacy Wingate and Tribble (2012) assert that academic writing cannot be taught as a single subject across all disciplines. Here Lina (2012) asserts that

students might not have plagiarised, might have references, (as also listed in LAM's extract: skimming, scanning, summarizing and brain storming before writing etc.), yet still not write in an academic way (see Lit. rev. page 5). Students need to be informed that writing in the university is not a purely linguistic matter but an academic discipline discourse which involves an understanding of how knowledge in the discipline is presented, debated and constructed.

In additions, when students observe post-UAL writing activities, they could deduce that what is expected of them is beyond what they were taught in the UAL. This can be traced to some of the students' comments.

From the experience of ROK, despite her contact with UAL, her post writing activities were still lacking academic writing evidence. With an illustration, 'this is like cooks who were told ingredients without being given the recipes. Then they would not be able to synthesise how the ingredients are fused to form meaningful acceptance by the community of the taste' that exemplify a particular Discourse community, or another illustration, 'another situation is like a group of youngsters being told how to fish without actual practical section' (my emphasis). See what ROK experienced in her postgraduate writings after the module:

ROK: (writing practices after UAL) ...My supervisor was saying no, it wasn't actually academic writing. She provided me with linking statements like using: however or so and so to spice my academic writing, it was much more helpful. (Appendix B, SIT1)

This is what I call corroboration and participation. Academic writing is not solely an idea learnt in front of a class, but students need to be submerged and engulfed into certain Discourse by a specialist. (Gilliver-Brown & Johnson, 2009) maintain that writing academically is not just enrolling in degree programmes, completing them and achieving a qualification, the students actually need to get socialised into the Discourse required in their various disciplines. As a matter of fact, for these sets of students to be addressed as professionals in their various fields of studies, adequate language discourse that characterises their profession must be demonstrated in reading, writing, thinking and even speaking extensively. Therefore, students memorising academic writing rudiments might not be sufficient for daily writing practices of postgraduate practices (Giridharan & Robson, 2011, p. 3; Mgqwashu, 2011)

As indicated above, UAL should be more practical within the combined scopes of both lecturing and tutoring. The tutorial classes would have been helpful in actualising the rudiments students learnt in the lectures. The lecture will revisit and interact with the students' primary writing discourse, while in the tutorials; students' secondary discourse will be developed. The knowledge of academic writing will not be limited to discourse as seen in the lectures, but if there was a tutorial section, there is a chance of students' interactive and participatory academic writing pedagogy. The cultural capital acquired in the lecture will thus be used as a scaffold in Discourse practices in their academic writing. Let us see TAS's interview extract as an evidence in line with ROK's above:

Interviewer: Ok, first before you continue, please can I quickly ask what you understand by academic writing?

TAS: I think I do understand.

Interviewer: Ok, if I may ask, what do you understand by academic writing?

TAS: Academic writing, I think, that it is everything that is needed there.

Interviewer: By whom and where?

TAS: (Smiled), it is needed by... how can I put it....? (Confused) I cannot say that it is something needed by supervisors because the supervisors are teaching us the things that I did not know. (Appendix, B, SIT3)

As we see, TAS mentioned academic writing lots of times in her conversations with me, yet she could not explain explicitly what it means. This would have been more explicit if knowledge was not limited to the classroom, but enhanced further through practical, interactive peer and professional reviews (within the context of students' writings)

The issue that led to this was how the students were taught (this has been discussed in Chapter 5). Students were made to read and apply writing knowledge on their own. This might not be sufficient in scaffolding them into academic discourse. They need to be involved in participatory interactions with professionals and or peers. There should be forum for this. As now, students now are trained to rely solely on books, see DEA's comment on this:

DEA: my first essay (assignment) I actually find very difficult, because it was my first assignment in that module. So, when I submitted, he (lecturer) called me and said this is not how to write (academically), that I should read some of the things he gave us in the class (extracts). He gave to us extracts, which I did make use. And at the end of the day, I went back to rewrite the condemned assignments, submitted to him, and he said ok, 'an improved assignment...' (Appendix B, SIT4)

This approach has relevant impact, as it develops self-reading and writing scaffolding. However, this is not sufficient in academic Discourses as learning to writing academically is beyond reading books. For successful advancement in academia, students should be explicitly accommodated and there should be learners' participation in a broad range of joint cultural activities (see Vygotsky, 1997, pp. 105–106, in Scott & Palincsar, 2013, p. 2), which is what is established as the construct of socialisation (Gee, 2003; Chanock et al., 2012, p. 5). Reading is quite contributory, but when in the absence of sociocultural interaction with the Discourse of the writing community, then what happens is that students rely only on books.

The emphasis here is that culture cannot be mastered by just reading about it, it is better if students participate with others to practice it (with my emphasis, see Perry, 2012). Teaching students academic writing as a cognitive is not a total condemnation, but what matters is that this is better if it serves as a basic scaffold on which secondary discourse can be built. No one can say that paraphrasing, referencing, quotation, proper grammatical structure, etc., is not useful in academic writing. But the main argument in this study's theoretical stance is that this should not be all that the students know or acquire in a module that socialises them into academic writing practices. The students all come to class with some cultural capital, as all of them are graduates of one specialisation or another. But for them to break the academic writing codes needed for their postgraduate success, students need to be constructed through a constant interaction with the disciplinary and discursive content and context where the language facilities belong (Fairclough, 2001, p. 122 in Mohammed, 2006, p. 65).

Another code generated in response to this is Critical thinking, reading and writing. These remain other fundamental elements that characterise good academic writing. It is essential that a module such as UAL should create critical awareness of language identity, and beyond this, ensure that students actualise the knowledge thereof; not just on the surface. Before I go further, let me raise the issue of IDENTITY again. As it is continuously echoed in this study, Discourse is what identity epitomises (Wingate & Tribble, 2012, p. 161). At this honours level of education, students come with certain language, content or cognitive abilities; these should be the bases through which these new writers are scaffolded. Language in academia is best described as contextualised phenomenon. Hence, teaching academic writing as a generic skill might render students less professional and disassociate them from outstanding academic writing of their community of practice (Bengesai, 2012, p. 11).

As for being critical in reading and writing as a core process of academic writing, students' identity should be reflected in their writing as this ameliorates their sense of critical thinking, reading and writing (Lea & Street, 2008).

The question at this stage is whether a single module can explicitly acculturate students into critical thinking, reading and writing across all disciplines? Evidenced by how the UAL taught students critical reading and writing, the students remembered them (critical reading and writing) mentioned in the UAL, but it was not explicit.

I personally remembered (while I was sitting in class during observation) that this was taught. But like I noted and jotted down, a student next to me responded as described below:

*... He (the lecturer) added that this should be critical, while the male student next to me complained that he didn't understand the concepts 'to be critical'.
(Appendix C, CO 1)*

This means that some of these students have not been introduced to what is meant by being critical in academic writing. Not that this was never taught or mentioned in the class, but the impact was not pragmatically feasible. Teaching this concept remains a good idea but disassociating it from students' cultural, linguistic and cognitive foundations might make it less realistic. Furthermore, the common stance in academic literacy is the question whether critical thinking, writing and reading can really be taught. If taught, how can critical thinking be measured? But before discussing this, it is better to see what the lecturer said about critical thinking, reading and writing, when describing the target role and impact of the UAL as regards this; see below:

*LEC: ...They get/gain to read critically, evaluate and critic sources.
Hem! The attitude is they come across lots of texts that will help them
develop critical thinking to be schooled in writing different genres of
essays and of course the course helps them do independent and targeted
research. (Appendix B, LIT)*

The following extract from the lecturer's interview deduced that thinking and writing critically can be taught. If so, then how do we measure or how has the lecturer measured the students' critical thinking? (This is discussed below in students' written tasks, p. 130) From the evidence above, this concept was taught as a skill that students can learn with their individual intelligence, as the lecturer claims:

LEC: ...UAL aims or was taught to develop critical thinking to be schooled in writing different genres of essays... (Appendix B, LIT)

From the word ‘to be schooled’, this can mean that this lecturer informs, educates, trains, fine-tunes, refines, polishes, etc. students as a means of socialising them into these concepts. With this concern, how has this been effectively and pragmatically done and measured? Can students be schooled into critical thinking? Can students be schooled in the absence of their cultural capital? This is quite unachievable, which as a result shows that during the module, the lecturer talks about it as if they are concrete and tangible, but they are abstracts. This mystifies Academic Literacy and to demystify it, students need to be apprenticed, and not just told, or schooled. They need to be under the guidance of an expert and thinking should be encouraged in line with what students bring to learning (Thompson, 2008, pp. 26-34) which from Bourdieu’s Cultural Capital, readdressed in Bengesai (2012), I summed up to be students’ Primary Assets (SPA) (with my emphasis, see Bengesai, 2012).

The lecturer understands this concept, but using an autonomous approach makes this academic writing tool very abstract. This is because, teaching this generically (as if applicable to all contexts) impacted it as technical or intelligent skills that can be learnt and memorised whereas this concept is enigmatic. Correspondingly, some of these students mentioned critical writing, thinking and reading as an academic writing tool, but without understanding. See evidence below:

FOT: ...defined academic writing as a kind of writing that is critical

Interviewer: Ok, so in essence, you were not taught specifically the concept known as disciplinary writing?

FOT: No.

What of academic writing?

FOT: Yes.

Interviewer: ...can you give me any concept, any perspective in your opinion, or in your own words the meaning of academic writing?

FOT: The meaning of academic writing: academic writing has to do with... ahem, ahem, ahem... a kind of writing that is critical.

Interviewer: Critical?

FOT: ... (She continued without any pause to that question) as against how we write our essays. Now we have to use literature reviews, look at ahem... do a kind of ahem... compare and contrast of... you know, that is comparing and contrasting various authors’ views and ideas concerning the particular thing and then using their own ideas to build

up your own points, ok? So that is one of the things that we learnt in UAL. (Appendix B, SIT5)

The experience of FOT shows that some of these students mention the concept without adequate knowledge of it. They have memorised it, and use it as if it is feasible. Moreover, as observed during the classroom observation on how the lecturer taught students to be critical, (see (Appendix C, CO 1), the teaching approach was good as it started by allowing the students to think about a topic the lecturer asked in introducing the lesson. However, there was no space for the students to establish their critical thinking or writing after the class, as the lecturer gave a class task, asking them to follow certain questions in the course extracts in answering critical questions. This by implication denotes what the lecturer called ‘to be schooled’ (see lecturer’s extract, p. 1). Little chance was given to the students to actually develop their critical thinking and writing, as students were not allowed to be creative, rather, they were compelled to answer questions from the lecturer. This is not the lecturer’s fault though, as the module covers a lot of topics.

Nevertheless, during my interactive sections, I discovered that some of these students actually described this concept to some extent. But how this should be done was not explicated. See FOT’’s comments below:

FOT: ... The meaning of academic writing: academic writing has to do with... ahem, ahem, ahem... a kind of writing that is critical... we know that we can’t just write for the sake of writing, because we need to be critical, thorough, examine issues before writing them down and proof reading

ROK: ... I can now read and actually write critically (Appendix B, SIT5)

How to be thorough, examine issues mentioned are not fully described.

In essence, these students were taught to memorise ways and questions that can guide them in critical thinking, whereas, critical thinking and writing should be a matter of apprenticing into how writing and thinking is classified in the students’ different fields of study (writing critically should be a disciplinary issue). Students should not only depend on course extracts in developing their critical thinking, writing and reading. They need to be socialised in developing the creative ability to:

Predict, convey and convert their ideas to meaningful, coherent and cohesive constructs.

Develop the ability to experiment and experience new ideas, challenge them, explore others stances and put it forwards in a way that will contribute to knowledge. (See literature rev. section, pp. 21-24)

More so, in the process of developing this concept, students need to be in collaboration with experts and peers in their field of study, not only with the classroom pedagogy in order to develop their critical identity. If not, they will be able to define it, but its application will be unachievable for them in their writing processes. What is important here is that students' disciplines should be acculturated in the process of developing students' critical spirits. Their cultural capital is essential in this process as well. Hence, lectures must typify students' disciplines and their cultural, social, and cognitive backgrounds (see Gibbons, 2009, Kerley, 2010, Bengesai, 2012, Appalsamy, 2011).

Another code generated in these extracts is Lecturer/Supervisors' Expectations. This aspect of this chapter aims to evaluate what students perceived as expected of them by their lecturers and supervisors after passing through the UAL. Three participants responded to this, who are: DEA, TAS and LEC. Basically, this section peruses the aim that this module tends to achieve in students' academic writing, as this is in line with what is expected of the students in their academic writing practices.

From the impact this module has on students' academic writing, it could be extracted that most of the students have learnt some academic concepts which in one way or the other are of help in developing basic academic writing skills. Even though this might be technical with students following certain structures and knowledge, yet, this will be useful in their subsequent writings written under their supervisors' tutelage. Evidence of what students have acquired in the module in relations to what is expected of their academic writing by their supervisors, see comments below:

DEA: ... I should make sure I use words which ordinary people do not use. This will differentiate me from someone who is not an academic (HOW?) he explained further: I must be able to avoid plagiarism; I must be able to reference whatsoever I'm doing. I must be able to make use of vocabularies which are different from people who are in the general society. (Appendix B, SIT4)

So the UAL has inculcated good academic concepts. But the main question here this is: does UAL make these concepts pragmatic enough or it has only achieved in making them

memorised items that are mastered as intelligence matters? In addition to this, see TAS's comment below

Interviewer: what is your lecturer or supervisor's expectations of your academic writing?

TAS: ...they expect you to have spelling, that's the first thing

They do not expect you to do those silly mistakes; they want you to produce a work and correct you on serious things, those silly mistakes; they expect you to site the correct citation (references); they do not want you to plagiarize. Plagiarizing, I learnt so much about it and I didn't know that before the module; I didn't know that if you do not cite you are plagiarizing... They expect you to read and read; to read wide on that topic that you are writing about. (Appendix B, SIT3)

As discovered, TAS tried to make some academic writing points, but she does not have enough diction to express herself. But from what she gained as an outcome of the module impact, it is seen that she has grasped some basics of academic writing. These might be too peripheral though and not sufficient for academic literacy at the postgraduate level. What is expected of students is beyond the points raised above. However the academic concepts that students have learnt through this module will be of value once they are in contact with their supervisors, as mentoring can be built on them. In my opinion the lack of tutorials in the UAL has had a negative effect on the value of the UAL as noted in Chapter 6, p. 45.

5.3. The impact of the module in the evidence of students' written tasks in the UAL

Students marked scripts form part of the data generated in this study. The aim of this is to discover what and how students wrote after engaging with the UAL module. These marked scripts form part of the module assessment. I discuss what the students wrote and how they wrote, in order to establish the impact of the module, and to help to form an evidential triangulation for other data extracted and the discussions above (Coffin et al., 2005). This will be used to identify whether the benefits the students claim they have gained from the module is reflected in what they wrote at the end of the module. Moreover, this study will be able to be evaluated if the aim and objective of the module is evidenced and achieved on what students have written and how these scripts have been marked.

What follows are the targets for the assessments of this module:

*The use of sources materials - information retrieval and processing;
structure and development of answer; control of academic writing;*

grammatical correctness; qualities of presentation; readability (extract from: UKZN (b), 2014, p. 9).

This extract will be used as a sub-theme through which the marked scripts are addressed and analysed. They will be coded and used to assess the assessed/marked scripts. All the codes will combine in evaluating the impact of the module on the way students wrote their class assessment tasks.

Three students' scripts (who are also part of these study participants) are used in this section.. However, it is important to note that this section is to comment on what the students say during the interview as this study's main analysis relies on students and lecturer's reflections. These will serve as a lens through which the impact of the module is revealed in the students' academic writing. The students' marked scripts comprised of: Genre (any genre from a newspaper), Critical analysis of an article and long essay of ROK. Same for FOT, while for LEM, only her long essay was made available. I used these as evidence of how they wrote after the module and to observe the lecturer's comments and marking of their written work.

5.3.1. ROK's Genre Essay

In ROK's genre essay, she chose four obituaries from a newspaper and wrote a genre analysis of this. It was a page and half, with three paragraphs. Each of these paragraphs was numbered. It was more explorative in structure than analysis (whereas, students were told to analyse a genre from a newspaper). The purpose of this essay was not clear; there was no introductory part, and no concluding paragraph. It was discursive and semi-formally structured. Apart from this, though there were few grammatical mistakes, yet the essay was not justified and noticeably, she numbered all her paragraphs which seemed less academic.

Notwithstanding, the lecturer commented that this students' essay was good work and she got 90%. I am not sure if this mark was graded based on other criteria that are personal to the lecturer (marker), however, no comment was made in the pages of this students' essay, other than some ticks. Possibly, this was not a thorough marking. Another issue is that despite the students claiming they were taught referencing, there was no referencing whatsoever in her work; not even inside sources and even the newspaper where she extracted the obituaries notices was not cited/ referenced.

5.3.2. ROK's Long Essay: Critical Reading leads to Critical Writing

This was another marked essay ROK wrote in the module. It stands as the students' long essay, which carries 40 marks. It was an analysis, discussing that critical thinking leads to critical writing. In this essay, the student had an introductory paragraph and a conclusion. ROK defined critical reading and writing which was quite good. Nevertheless, what counts most in ROK's Critical reading leads to critical writing is a discussion of plagiarism. There was no proper tie-up of how critical reading leads to critical writing. Thereafter, she went on to discuss referencing. There appeared to be no link between the new topics with critical reading and writing related. Does it mean an essay, thesis or article that has proper referencing and no plagiarism is evidence of critical reading and writing? These are two different sides of a coin as plagiarism can be committed or avoided in any work even if the essay was not about critical reading or writing. Critical thinking is from in-depth thinking or systematic thinking which engages with *probative questioning, rigorous analysing, imaginative synthesizing, and evaluating of ideas* (Kerley, 2010, p. 2).

Besides grammatical and spelling mistakes that the lecturer discovered and highlighted, there were some comments as:

...limit your quotes (this is because student's whole paragraph was a quotation)... use your own words/understand/perspective of the points made from the quotes (on page two)
...please check correct referring format
...use proper nouns (capital letters) for place of publication in your references
...use italics for title or topic of the book referenced (ROK's long essay)

Another issue noted was that ROK only used two references and cited three times in the in-text for a five pages essay. The question is where did ROK get all her ideas from? She defined and described different types of plagiarism without many references. However, the lecturer gave 75% with the comment: 'a well- written, coherent argument for critical reading that leads to critical writing and all the processes involved' (the first page of the assignment).

5.3.3. ROK's Critical Synopsis of a Research Article on Literacy

This was a one-page assignment essay. Students were asked to pick a research article and synoptically critique it. She chose an article that evaluated the efficiency of an academic literacy course. This was quite a good summary, although there was no evidence of critical and analytical inclusiveness. There were no highlighted mistakes and comments. However,

the main issue is that this concise essay carries a weighty mark of 20 marks. The lecturer's comment was: 'a succinct and clear analysis' (first page of assignment); he gave her 18/20.

5.3.4. FOT's Genre Essay

This was the same assignment as ROK's above. She chose sport as the genre she analysed. Her work was quiet neat and justified. They were placed under different sub-headings. In the content of the essay, she wrote quite formally except for a few grammatical errors (such as mixing up of past and present tenses together), but semantically explicit. However, the major issue is that she did not reference at all, not even the newspaper she extracted the sport genre from. Despite students claiming they now have learnt how to reference, they lack this skill, or lack appropriate place and works to reference.

5.3.5. FOT's Long Essay: Critical Reading Leads Towards Critical Writing

The content is quite related and there were substances of argument in FOT's essay. There were fewer grammatical errors Nevertheless, there were no paragraphing skills. The five pages essay was structured into three paragraphs, which made FOT's writings, content and idea very clumpy, as the paragraphs were overloaded. Besides this, there was only one in-text citation from page one to page four of her argument, whereas, the last page which was about half a page carries five in-text citations. I am not sure if these were paraphrasing or quotations as they were all cited with page numbers. This is because the student was not aware of the difference between how to cite a quote and paraphrase.

Moreover, the lecturer did not make any comments in the entire essay. He only gave the student 68% and with no comment to back up this mark the students (though they did not see their scripts after they were marked) might not understand the rationale to this mark

5.3.6. FOT's Critical Synopsis of a Research Article on Literacy

This essay was on a critical synopsis of a research article which was based on: *The developing the understanding of the role of interpersonal interaction in early literacy development*. This was quite a good summary, except that it needed to be more concise as this is more of a summary than prolix. She referenced the article used. Lecturer's comment was: 'a good account!' (see first page of assignment). Her essay was marked as 16/20.

5.3.7. LEM's Long Essay: Critical Reading Leads Towards Critical Writing

LEM really tried to argue this. She actually had good points, as she linked how to read critically and how this leads to benefit students/scholars' writing critically. However, this essay was below the required length for this assignment. Moreover, the major issue noted was lots of spelling, grammatical mistakes, and referencing forms and formats. FOT had many citations to the extent that she has less reflection of her own words. This amounts to being less critical and logical as most ideas are from other scholars.

5.3.7. **How students wrote: conclusion**

Without doubt, UAL has made some impact in students' academic writing. Although issues such as plagiarism, referencing, coherence, vocabularies, etc. were taught in their UAL classes, most of these students only mastered these as cognitive skills. Students aimed at passing this module just like every other module (as a product approach to writing), without adequately, intensively and extensively passed through the process approach (Ghaith, 2010). That is why most of the time, these students repeated academic issues with less applications and explanations in the pragmatics of their disciplines.

Also, some of these students are in English language disciplines, hence this module was useful to them. However usefulness of the module was diminished with students who required disciplinary writing, e.g. see LAM's comment below:

*...in the UAL, most of the articles are in English, hence, there were many concepts there that were new to me as they different from my discipline...
(Appendix B, SIT1)*

This is why in the evidence of students' marked results; most of the things students claimed they know were not actually and consistently included in their writing. Students did not reference adequately and their work was not critical. By implication, the impact of the UAL was limited to cognitive episteme and subjected to students' intellects. This means that UAL belongs to the autonomous model since academic concepts learnt in the module were not made functional in the context of students' language/disciplinary repertoire; knowledge is not made practical, participatory and interactive, which defines the ideological writing construct.

Chapter 6

Conclusion

Introduction

In Chapters One to Six, the module UAL was examined. The aim, approach, ideology and impact of this module in developing students' academic writing was identified and discussed. This last chapter will summarise the study and tie together the research findings. It will also describe the limitations of the study and suggest directions for further research.

6.1 Further Discussion: The Theoretical Stance Affiliated to the UAL pedagogies

The pedagogic approach to learning to write is informed by the 21st century understanding that academic writing modules and practices no longer attempt to teach reading and writing across all disciplines, but emphasise acculturation and socialisation within the students' disciplinary community. This is so partly because of the admission of students from different sociocultural, regional, and language backgrounds, who bring these backgrounds into the educational institution (Perie, Grigg and Donahue, 2005, in Scott and Palincsar, 2013, p. 3). In addition, they may have been trained in different disciplines which have their own distinct writing practices.

The lecturer is aware that the module introduces students to a specific discipline, instead of their different disciplines, e.g. see LEC's comment below:

LEC: ...given this background and the paucity of literacy that they are faced with, (paused) having a course in Understanding Academic Literacy at a postgraduate level is absolutely relevant to their needs. Not only do they understand the conventions of academic writing and the expectations of good academic studying and the reporting thereof, they also get socialized into this discipline (Appendix B, LIT)

What is acknowledged is that, though students come from different backgrounds (some from poor linguistic backgrounds), what UAL achieves is to initiate them into one particular set of norms and standards for writing, that of the discipline where UAL is offered (English Language department). The idea is that students will then apply their knowledge to their various disciplines. This is not that straightforward: UAL students who are not in the English language discipline, and who have learnt academic writing as an English language program,

find that after the UAL module, the conventions assimilated are generally not applicable to their discipline. This is evidenced by LAM's suggestion on the module:

I wish this module will be available in each discipline, because most of the concepts that we were taught in this module are only helping us to read now, but we cannot use them when we are writing, since after the module, all my writings were assessed in my discipline. So the module should not be generic. (Appendix B, SIT1)

Supporting this, DEA also adds that:

English as a language or subject in schools is being studied for a particular purpose. For example, the type of English being spoken by medical students is different from the type of English being spoken by agricultural students or people in the arts. UAL then should be provided based on a particular discipline. For example, we in language and media studies should have our own UAL module and there should be another UAL module for people who are in other departments (Disciplines), as this covers for their own modules as well. (Appendix B, SIT5)

From the above extracts, it appears that the module as it stands cannot be of equal or universal value for all students. This is consonant with what the NLS claims about approaches to the process of learning academic writing (Gee & Lankshear, 1997; Lillis & Scott, 2007; Pahl & Rowsell, 2012).

An NLS ideological framework could have influenced the UAL by creating an awareness of how the epistemic process of academic writing is influenced by the resources (cultural capital or discourses) that students bring with them to the classroom, by interaction with the academic community and by social involvement. But as it is, this module was based on the autonomous model of literacy acquisition, and students were not enabled as scholars to maintain a close focus on the discourse that identifies them as belonging to a certain professional group (Smith, 2013). As stated by Lankshear & Knobel (2006), the theoretical perspective of UAL should be the ideology writing model, in terms of which students are inducted into the Discourse community practices and acquire new knowledge through processes of accommodation and assimilation. Hence the pedagogical approach of UAL must embrace not only how students learn and understand new academic writing knowledge, but also how they adapt this new knowledge by aligning their experiences with the language and practices of the community (which this study has identified as academic disciplines, areas of study or specialisation) (Lillis, Theresa, and Scott, 2007).

An NLS ideological orientation could have made the literacy more practical by capitalising on the context surrounding the learning situation, instead of concentrating all attention on content-learning (Street, 1997, p. 9). The study skill model that currently theorises the UAL made the learning process defective. The approach is not a complete waste of time, as at least to some extent students have learnt some knowledge, on which their subsequent general and/or disciplinary writing can build. This means that students' primary discourse was enhanced, though the secondary discourse was not attained. However, if the ideological approach is adopted, learning will be more pragmatic as/and academic literacy knowledge is distributed across the community (Perry 2012, p. 54). The NLS aims at reconceptualising all academic writing as sociocultural practice (Gee, 1995, 2004, and Thompson, 2008), whereby reading, writing and thinking processes are identified as critical and inseparable from the social nature of the disciplinary or discursive unit of the community (Street, 1984 and 2003).

Moreover, this ideology model in academic writing will contribute towards a transformative dynamism that will ensure an awareness of creating in UAL and in the educational context more generally a broader movement of social change in terms of which knowledge will be linked to everyday literacy practices beyond classroom methodologies (Bernstein, 1996b, and Gee, 2000). This will challenge the tendency to centrally locate writing and thinking ability in the perspectives of behaviourism and individualism. The pedagogical and theoretical positions for the UAL module should be formulated to include the overlapping strategies of sociocultural perspectives in terms of which students are not just bearers of knowledge but members, insiders, specialists and academics well-grounded in their disciplinary language practices, norms, values and culture (Street 1984, p. 231; Wingate & Tribble, 2012; Lillis & Scott 2009, p. 11).

6.2. Engaging further with the Research Phenomenon: A Conceptual Implication

As revealed above, students claimed that they could now reference, etc. yet this was not reflected in their writings. This means that what students claim to have learned, even memorised, is not evidenced by their writing. Moreover, the questions asked in their essays were too basic and did not cater for writing in the sophisticated contexts of students' disciplines. Their cultural, cognitive, language and social backgrounds were not invoked as scaffolding tools in the development of their academic writing. Teaching and learning went on traditionally and conventionally, in classroom patterns in which the lecturer teaches and the students listen and sometimes participate.

This indicates that UAL is underpinned by the autonomous theory of student literacy. This does not mean the module is a waste of time, since some content learnt is useful in students' writing development. However, the students' knowledge of writing remains very basic and based on individual intellect, which is not sufficient in postgraduates; it can be categorised as primary knowledge, which means that the knowledge acquired in the UAL is limited to primary discourse, with little or no elements of secondary discourse. Primary and secondary discourses are what count in inducting students ideologically. Student identity construction through enculturation and socialisation are what is essential in introducing students to academic writing, which the module did not achieve. Academic writing knowledge is gained through socialising with the immediate members of their context and academic setting (secondary discourse), which is built upon their primary discourse (the language/content and cognitive ability the student brings to learning from their prior identity, the 'spontaneous concept of identity') (e.g. Cummins, 2000 and Knoester, 2009).

Students' learning of academic writing needs to be defined as ideological, socially inclusive and initiated through participation and interaction with members within the disciplinary community; and that learning needs to be contextualised and pragmatic, instead of arising from traditional classroom teaching and learning, where students only acquire certain study skills at a peripheral and technical level of understanding. UAL needs to enable a situation in which students can creatively interact with others within their disciplines, with provision for modelling and tutelage by academic experts. This is achievable if UAL is no longer limited to lecturing only, but includes tutorial sections which make provision for peer reviews, presentations and participatory evaluations.

Lastly, to avoid UAL being generic, the module should be distributed along various disciplines in the university. Every discipline's writing idiom and conventions are unique, and hence the writing knowledge particular to one discipline will not be sufficient to cater for how language is best used in all the other disciplines (see Collins, 2000; Elkins & Luke, 2000, Street, 2001 and 2003; Thompson, 2008; Schalkwyk, 2008; Smith, 2013 and Mgwashu, 2014).

7.3. Recommendation for further studies

This study examined the nature of the UAL module and its impact on students' academic writing practices in postgraduate studies. There are two issues that emerged in the course of the study. The first is that it was discovered that students were socialised only technically. As a result, their writing knowledge was not discipline-specific. Nevertheless, the students still managed to pass their degrees in their various disciplines, got their masters and (in some cases) doctorates. Since they were taught generically (where their disciplinary academic writing, language and conventions were not introduced initially), there is a need to find out at what stage they were socialised into how writing is done in their various disciplines, and also to determine what form of socialisation occurred, different from that within the UAL module, and that assisted them to complete their postgraduate theses. Secondly, most students do not pass through this module as it is an elective. An area of concern and interest is therefore how these other students learn how to write in their various disciplines (were there other writing modules as alternatives to UAL in their various disciplines?). Or else, what is the relevance of UAL if some students breezed through all the writing requirements in their postgraduate studies without attending any academic literacy module? After all, most students at the postgraduate level of the university come with little or no knowledge of academic literacy or writing. See example extract below:

DEA: Yeah! Thank you very much. It has. Even in my view I feel... (Paused)... some hmm... Masters and PhD students too, even post Doctorate should pass through academic literacy. Reason being that many of them, or let's say many of us do not know what academic literacy means. And so, this module will be able to teach everybody how to be able to write academically. (Appendix B, SIT5)

DEA claimed that he was not aware of academic writing when he did his undergraduate degree. If this concept was totally new to him (and to many others), such a module should surely have been made compulsory, and distributed across all disciplines where postgraduate education is offered. This was not done, yet students still write their theses and dissertations successfully in their various disciplines. How do these students alternatively acquire the necessary skills to achieve this? Or could it be that interacting with their supervisors is enough to initiate students into membership of the writing Discourse?

All these questions suggest grounds for further studies to identify how, besides the UAL module, students are inducted into their different disciplinary writings.

Conclusion

This study raises awareness about the need for UAL to initiate students into academic writing practices socially rather than traditionally. The findings of this study suggest that students need to learn how to write academically beyond the pages of books. They need to develop a critical spirit alongside their disciplinary writing development. To achieve this, the module must be divided into two aspects: lecturing and tutoring classes. This will conduce to an environment in which students can socialise through participation.

Hypothetically, UAL would best be included as a basic compulsory module for all students across all disciplines. To achieve this, UAL should be not only an English module, but available in various forms for Honours students within all the disciplines.

Nevertheless, the UAL module achieves a certain measure of knowledge development. This could only be increased if the above suggestions could be implemented. Students could then enjoy a more explicit experience of academic writing socialisation and acculturation than they are at present.

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Appendices

Appendix A

Codes and Sub-codes Generated from: Interview, Documents and Observation Extracts

Theme: Students' understanding about AL/ALang/AW through the module

Academic literacy: **AL**

Academic language: **ALang**

Academic writing: **AW**

Academic reading: **AR**

Reference and sourcing: **R/S**

Critical thinking, reading or writing: **Crit.**

Explicitness: **Explicit**

Students' problems in AW

Coherence: **Coher**

Colloquial/Informal: **Colloq/Informal**

Paraphrasing: **Paraph**

Quotation: **Quote**

Punctuation: **Punct**

Supervisor/lecturer's expectations: **S/LE**

Background content (cultural capital): **BC (OR CC)**

Plagiarism: **Plgsm**

Differences and Similarities between undergraduate and postgraduate writing

Undergraduate writing: **UW**

Academic writing in Undergraduate writing: **AWinUW**

Postgraduate writing: **PW**

Academic writing in postgraduate writing: **AWinPW**

Disciplinary writing

Disciplinary writing: **DW**

Academic Writing in Disciplinary Writing: **AWinDW**

Academic Discourse: **(AD)**

How does UAL socialise you into DW?

Language Conventions: **LC**

Theory: **TH**

Genre/Register: **G/R**

Course materials: **CM**

Academic sources: **AS**

Learning and Teaching in the UAL (UAL Pedagogies)

Prior reading: **PR**

Questioning methods: **QM**

Reading together: **RT**

Group discussion: **GD**

Learner-centeredness: **LC**

Acculturation and Socialisation: **A/S**

English, Instructional language as Home language/additional language

Home language in AW: **HLinAW**

Additional language in AW: **ADLinAW**

Appendix B

Interview schedule for lecturer

Lecturer

1. What do you think is the role of UAL module in developing students' academic writing skills?
2. How would you describe students as writers when they come into the UAL module?
3. How would you describe students as writers when they complete UAL?
4. In your view, what influences students' academic writing?
5. In your view, do you think UAL module is effectively improving students' writing practices in their postgraduate theses?
6. In your view, how are students socialized into academic writing skills?
7. How does this form of socialization influence their writing?
8. What body of ideas influences your teaching of UAL module?
9. Why have you imbibed this conceptual teaching pedagogy into UAL module?
10. How do you measure the stipulated goals of the module with the outcome performance of the students?
11. In your opinion, what is your role in developing student academic writing?
12. Any other comments on academic writing?
13. Any other comments on UAL module?

Lecturer's Interview Transcript (LIT)

Interview transcript between Emmanuel Akinmolayan (EA) and the module lecturer (LEC)

EA: *What do you think is the role of UAL module in developing students' academic writing skills?*

LEC: Uhm... Well, I think we have to look at the **context** in which we are operating, **LC1** most of our students are second language students and **historically** disadvantaged. **BC1** I think they come from a poor urban, and some rural black areas. **CC1** The school infrastructure is not that good and the quality of teaching has been generally poor. **CM1** The resources have been severely constrained. So, **CC2** the students coming from these backgrounds and this university, they are all teachers and they are wishing to pursue their postgrad studies. **THE RESEARCH QUESTION2 REASON FOR UAL AND ITS PEDAGOGIC STYLES:** **CC2** Given this background and the paucity of literacy that they are faced with, (paused) having a course in Understanding Academic Literacy at a postgraduate level is absolutely relevant to their needs. Not only **AW1** do they understand the conventions of academic writing and the expectations of good academic studying and the **reporting thereof**, they also get socialized into this **DW1 discipline**. Hmm...**AWinUAL1** what do they learn? Hmm! They learn how to synthesize information and they learn the, hmm... **G/R1** and **AD1** rhetorical conventions of academic discourse; how to structure an argument for optimal effect and impact. **Crit1** and **AR1** They **get/gain** to read critically, evaluate and critic sources. Hem! **The attitude is they Crit2** and **AR2** come across lots of texts that will help them develop critical thinking **to be (autonomous and G/R2 same time) schooled** in writing different genres of essays and of course the course helps them do independent and targeted research, hem, **AS1** using the library, using the web resources, electronic resources and other information services. Also, the work stresses **GD1** collaborative learning. The body system is much **GD2 impaled** for people to share. They will be **G/R3** able to analyze language in its particular context. So yeah, that is how I would answer the first question.

EA: *How would you describe students as writers when they come into the UAL module?*

LEC: Well, when they come to the module, (somehow with a lower sound pitch) we get students from a variety of disciplines coming into the module (paused and hem!) and **AWinUAL1** it is a developmental platform for them where they come to understand the different components and facts of **AW2 academic writing**. Where they come to understand and **AR4** read and appreciate Wallace and Ray, hem! **PW1** When writing at a postgrad level, when they encounter people like **Brian Street**, when they look at texts by Wallace and hmm... the **co-texts** that I have recommended for the course. Ahem... (Paused) hmm... Yeah! I think like **Brian** writing in higher education, looking at style and conventions. Hem... **LC2, CC3** and **HLinAW1** these students are majority second language students and for them this is especially new information and so they come **A/S1** acculturated into academic discourse.

EA: *How would you describe students as writers when they have completed UAL?*

LEC: Well, I think they have undergone, in my experience, a genuine learning curve. They have improved their **AW4** writing competences. I can vouch for this by pointing to good external examiners' evaluations which are very complimentary of the successes that students have. So I would say that they definitely have improved, they've become some **very in**

dignitaries A/S2 acculturated into academic discourse and they know the writing aspects of research structuring and argument of writing good essays, hem... they know the conventions, the rhetoric. Ahem! They know the stylistics. Ok?

AE: *In your view, what influences students' academic writing?*

LEC: Well, I think the ability to AR3 read widely and to Crit3 think critically, the more important components of student development. Ok? The lessons are quite GD3 involved and engaging and there's lots of AR4 reading to do and lots of ... module tasks to ... complete. All these things I think have a positive beneficial effect on student writing.

EA: *In your view, do you think UAL module is effectively improving AW5 students' writing practices in their PW2 postgraduate theses?*

LEC: It is hard to establish a direct correlation between these two variables but I think their understanding, A/S3 their acculturation into AD2 academic discourse, these are the things that we can claim certain successes in. ok?

EA: *In your view, how are students socialized into academic writing skills?*

LEC: Well, in the lessons where GD4 ideas are shared and thoughts are expressed and Crit4 critically analyzed and differences of opinion are aired, consensus reached or sometimes not reached, this is an important forum for A/S4 socialization when it comes to the AW6 academic writing skills. When students write the writing tasks expected of them ... when they do research on which is required in the course on the various AR5 readings which give them insight and understanding of the structure, the rhetoric, the conventions of writing. Hmm...this is the procedure and process in which they are socialized. AS2 When they look at targeted ahem... (paused) programs on the web, pertains their writing, to do their writing and assignments A/S6 then this process of acculturation of socialization takes place.

EA: *How does this form of socialization influence their writing?*

LEC: Well, (cleared his throat) it gives them an academic discourse. It gives them the tool to write in a way of academic discourse. They understand the rhetoric, the conventions, the structure, the style. It gives them the vocabulary to engage academically with any phenomenon they're discussing. Ahem! Ok?

EA: *What body of ideas influences your teaching of UAL module?*

LEC: Okay, TH1 there is a book by Shields, *Essay Writing: A Student Guide* is a 2010 publication. There's Bourdieu (2008) the APA style, a reference guide, there's Leah and Cree, *writing at university, a student's guide*. There's Bryant (2009) *writing in higher education*. Ahem... Yeah, and there is Wallace and Ray, that is a famous text, ok? And people like TH Brian Street, Goodman, *Language Literacy and Education: A Reader*, there's Lillis and Mckinney whose are used as a course work and text; *Analyzing Language In Context: A Student Workbook*. Yeah! These are some of the etcetera rethinking discourse analysis. So, these are some of the key scholars that we owe a factual and interpretive debt to.

EA: *How have you imbibed this conceptual teaching pedagogy into UAL module?*

LEC: Well, the text we are using: *Analyzing Language in Context* has reference to all educational aspects of teaching. So they are actually drawn from live experiences in

classrooms, research that has been taking place in the education sphere. So, the literacy is matched against the pedagogical outcomes that are specific to teaching.

EA: *How have you used this concept in teaching UAL?*

LEC: Yeah! Because **TH3inUAL** we are guided by that text, right? which has certain insight into teaching, certain insights into literacy and research. And these are all focused and revolve around the idea of academic writing, academic speech, academic discourse, all these varieties of forms. You know You also get multimodal literacy like the video text, film etc. so there is a variety of literacies that they're exposed to and which has a direct pedagogical origin in it or a theme.

EA: *How do you measure the stipulated goals of the module with the outcome performance of the students?*

LEC: Well, the goals are stated in the **CM2** course outline which you have access to so I won't repeat them. How do we measure them see, we measure them by a series of ahem... (Paused) tests, assignments and study tasks and **AR4** readings that are outlined in the portfolio. You have access to that portfolio as well so you can check there.

EA: *In your opinion, what is your role in developing student academic writing?*

LEC: My role is to facilitate learning and **A/S4** acculturation into the conventions of **AW4** academic writing lucidly, ahem... (paused) clearly ahem... with autolytic and with writing reflecting **Crit3** critical thinking in their **AD3** academic discourse.

EA: *Do you have any other comments on academic writing?*

LEC: Yeah, well, in this university specifically, I would think that this should be made a compulsory course for all postgraduate students, as it is now it's an elective and students do it by choice. In my understanding, everybody needs these tools, these conventions, ahem! these thought processes to vigorously engage with. Because it exposes off to their Masters, PhDs, it exposes off to all forms of writing and thinking and presentations that they may make.

EA: *Do you have any other comments on UAL module?*

LEC: Ahem! Well, the module is not a static module. I'm constantly developing, revising, being exposed to new ideas and so the module has an evolutionary process and let's hopes it grows into powerful and necessary, useful offering for the student.

Appendix C

Interview schedule for students

Student

1. How did you find the UAL module? Do you think you learned anything useful in the module? Explain.
2. What problems or difficulties do you experience in writing academic papers?
3. How is English academic writing different or similar to what you did in your undergraduate?
4. In your opinion, what constitutes “good academic writing” in your discipline?
5. How did the teaching and learning process take place in the module? Briefly describe a typical contact session.
6. In your opinion, what are your lecturer’s or supervisor’s expectations of your English academic writing?
7. What was your writing experience before engaging with UAL module?
8. Do you think that your experiences in UAL module have influenced your views about postgraduate writing? Explain.
9. Describe one event/ experience (or session or assignment) that you really find interesting, and describe in details what makes it interesting to you.
10. How do you think UAL has helped to socialize you into your disciplinary writing?
11. How has UAL sharpened your writing skills to fit in the contextual disciplinary framework?
12. Any other comments on academic writing
13. Any other comments on UAL module

Students' Interview Transcript 1 (SIT1)

Interview transcript between Emmanuel Akinmolayan (EA) and LEM

EA : how did you find the understanding academic literacy module? Did you have learnt find anything useful? Explain.

LEM : Hmm, *AWinUAL1* yes, I think I have gained a lot, and it was useful it. *UW1* Before I joined this module, the UAL, I was like... (Little pause) I don't want to say I was blank about writing in academics. But what I can say is that it helped me to understand better what is academic writing, and there are many things that *AW2* were taught about how to construct academic, and how to brainstorm, and how to read in order to write, how to recognize an article that is suitable for what you want to write; so many things I can mention about the module

EA : what difficulties do you experience in writing academic papers?

LEM : ahem... after this module, there are *less problems now*, but the only thing *R/S1* that is a little difficult for me is referencing. There is something I really don't understand about referencing, especially *APA 6th edition*. I can't see the difference between *APA 6th* and *APA 5th*, these are the only thing i can mention; the referencing, that is my problem. *AW3* I can say that academic literacy was an eye opener in many ways in constructing academic writing.

EA : how is English academic writing different or similar in what you did in your undergraduates?

LEM : what is similar is that, ahem... both the writing from the undergraduate and the one which I'm doing now, *AR1* we were reading articles in order to write assignments, *UW2* like the assignments for educational studies, we used to read different articles in order to write papers, as well in the Honours' (postgraduate) essay writings. *AWinUAL2* The difference is that now, we are writing... *PWinUAL1* we are following certain procedures, especially the ones we are taught in the module. Things like how to construct in a research essay; there is something like how to research. *UW3* Before the Honours, I was just writing what I have and I didn't know how to research. *PW2* Now I know how to find articles that is different. Before, I didn't know how to research some articles in the internet. But now, I know how to research, how to search, how to look for library books, how to do everything that is what I got from this module

EA : in your opinion what constitute good academic writing in your discipline?

LEM : (she didn't understand the question, so the interviewer had to re-explain)

EA : what do you think is being called or being addressed as good academic writing in your discipline: what is good academic writing in the context of your discipline?

LEM : *DW1* I think it's to... (paused) it's when you write after you have made research; after you are sure you have enough information about what you are going to write. Things like: the way you... the procedure you are following in your writing, the articles, everything. I think that is what constitutes good academic writing.

EA: Oh, you gave it a general overview, we mean in your discipline, in your specialization or in your area of study... not generally now...

LEM: Oh...

EA: ... In your area, what does it mean by good academic writing, as in, in your field of study?

LEM: As in... the language or...?

EA: Hmm! Yes, it also about the language (used in your discipline writings).

LEM: DW2 I don't think I can answer that because... (Stopped talking)

EA: What is your discipline?

LEM: You said you mean language?

EA: What is your specialization at the moment?

LEM: I'm specializing in language and learning

EA: What kind of language?

LEM: IsiZulu

EA: IsiZulu and what?

LEM: Yeah, it's only IsiZulu

EA: So in IsiZulu, what do you think constitute good academic writing in IsiZulu? (Further explained) Do you think there is any concept called academic writing in IsiZulu?

LEM: I may say yes. But it is not like a concept a single concept; rather it is something I can explain. I can't tell the concept but I can explain it; I can't tell the concept of good academic writing in my specialization, but I can explain it...

EA: Yes, you can explain. Do you think you can explain it?

LEM: Yeah.

EA: Ok, in IsiZulu, how can someone write academically?

LEM: Someone can write a good academic DW3 writing when you use a proper language of writing; an acceptable way of writing, especially in the field of research. Hmm... using the concepts that are acceptable when writing for academic writing. I don't know what more research

EA: how did teaching and learning take place in the module? Briefly, describe a particular time you remember in the class

LEM : ahem... we use to come to the class every week. I can't remember the specific day again, if it was Monday or Wednesday, but it used to be every week, in a period of 1 hour 40 minutes period. Every week we used to have a section from 4pm up to around 6pm.

EA: Ok, thanks, but how is teaching and learning process done in the class?

LEM: Ok ... (still can't understand the point, so interviewer explained)

EA: *Is it practical, is it scientific, is it discussion method... how ... what method is used in the class?*

LEM: *AWinUAL3 It was teaching and learning; GDI discussing, and sharing ideas, we were interacting with everyone in the class. We were discussing ideas with our lecturer and other students. Yeah! I hope that is what you were asking?*

EA: *So basically, that shows the UAL was like a discussion module or it was purely teaching and learning process; as in, teacher standing in the front and teaching all the concepts*

LEM: *(She paused) the lecturer was teaching us something and QMI we were able to ask and question most of the things we were taught. It is not like we were just receiving information*

EA : *in your opinion, what are your lecturers' expectations of your academic writing? For instance, maybe your supervisor asks you to write academic essay, what is she expecting from you to write?*

LEM: *(Showing confused face, so, had to ask)*

EA: *Do you have a supervisor now?*

LEM: *Hmm...*

EA: *In your long essay?*

LEM: *Yeah!*

EA: *So what do you think she is expecting of you about academic writing; what is she expecting you to put in place?*

LEM: *S/LEinAW1 She is expecting me to... (Long pause)... to like, you know when we are writing these essays, there is a procedure that you should follow*

EA: *Hmm (nodded head as approval)*

LEM: *Something like S/LEinAW2 if you are starting to write, there must be abstract, there must be introduction. She is expecting me to follow those procedures and ALang1 use the proper academic language*

EA: *Hmm... in your own opinion now, what do you think is proper academic language?*

LEM: *Proper academic language?*

EA: *Yes. You said your supervisor expects you to write proper academic language; so what do you think your supervisor is expecting from you when you said proper academic writing?*

LEM: *ALang2 Hmm... (Thought for a while), hay, I don't know...*

EA : *Ok then what was your experience before understanding academic literacy?*

LEM : *AWinUW1* hey! I experienced a lot. I didn't know how to write an introduction, I didn't know what is expected in the body of essay, even didn't know how to reference, how to use an article in order to support your ideas in your essay. Those were my first experiences.

EA: **do you think that your experiences in UAL have influenced your views about postgraduate writings?**

LEM: Yeah.

EA: **So can you explain?**

LEM: They influenced my views about *PW3* my postgraduate writings because I tend to look things in a different way. Before I conclude about the text, there are different ways now to analyze a text, even in adverts, I cannot just look at an adverts and say it is just an advert. So there are different ways that I'm using that were not in me before

EA: **Are you trying to say you now know how to Crit.1 critique when you were referring to adverts then?**

LEM: Yes.

EA: **describe one event, experience, section or assignment that you find very interesting to you in the module**

LEM : there were many of them, but the problem was that I had a short of time. I didn't have enough time to do my assignment very well. But most of them were very interesting. I can remember our first assignment, it was very interesting.

EA: **Ok, can you tell me what the assignment was about?**

LEM: *AWinUAL4* the lecture just gave us a topic; he just told us a story about 'tokoloshe'. We were all interested about the story and we all understood the story, then he said 'you go and write an assignment about it. Because we had to write what he said and write it academically.

EA : **how do you think UAL assisted you in the way that you write in your discipline?**

LEM : *DW4* since most of the articles are in English, there were many concepts there that were new to me. So now UAL helped me to now read some articles that have those harder or difficult concepts

EA: **So if something is new, how has it come to be useful in your disciplines? As in, do you think it catered with the way that you write in your discipline?**

LEM: Yes, It catered with the way I read and write

EA: **Ok, can you explain?**

LEM: You see... *UW6* my understanding before was like when I get an article, *AR2* I had to read it first from A to Z, But now I know there is skimming, scanning, summarizing and all the stuff, and brain storming before writing.

EA: **please once again, do you think you still have any idea of academic writing?**

LEM: Hmm... You have asked me that before and I said no, I I don't understand that

EA: *Ok, so do you have comment about UAL?*

LEM: *Yeah*

EA: *What is your comment about it?*

LEM: *DW7 I wish this module will be available in IsiZulu, because, most of the concepts that we were taught in this module are only helping us to read now, but we cannot use them when we are writing, since I'm writing in IsiZulu. I wish the UAL module will be available in IsiZulu, so that the students can use when reading and writing.*

EA: *So you think the module should be brought now to your discipline instead of being general?*

LEM: *Yeah.*

Students' Interview Transcript 2 (SIT2)

Interview transcript between Emmanuel Akinmolayan (EA) and ROK

EA: *How did you find the UAL module? Do you think you have learnt anything useful in the module?*

ROK: *Yes, I most definitely have. Ahem, **ALang1** I understood that academically, literacy goes beyond just language usage of and being academic when using language. 1. **AW1** It also entails about hmm... conventions of a text and how important it is to construct a text and why we construct a text using an intro, body and conclusion and the importance of having that in sequence, 2. **R/S1** and of course it taught us about referencing as well within an academic text. **R/S2** It's so important to acknowledge those you have used in your writing. So basically, understanding academic literacy module was so enlightening **LC1** because it just made us more aware that it involves so much more than just the use of academic language*

EA: *What problems or difficulties do you encounter in writing academic papers?*

ROK: *Okay... not definitely a lot especially when completing my independence research project. **Coher1** I found it so difficult to write my linking statements academically. It was so difficult for me to link the concept I was discussing to my own point of view, to do that academically **Colloq/Informal1** I was becoming very colloquial when I was doing that and of course I had to spend more time, hmm... with those aspects. Also, **R/S3** another thing I know was, ahem... the referencing academic literacy. It's very hard on referencing and **Punct1** by matter of just a full stop or comma or just the change of font became so difficult for me to complete anything even when I was **Quot1** quoting or **Paraph1** paraphrasing, **Colloq/Informal2** I intended to become very informal and my supervisor was saying no, it wasn't actually academic writing. So I had to go back and **Coher2** she provided me with linking statements like using: however or using the word so and so or spices to do this and to do that and then I found out, you know, it was much more helpful*

EA: *How is English Academic different or similar between how you were writing in your undergraduates and how you are writing now in your postgraduates?*

ROK: *To be quiet honest it's more similarities; much more similarities but let's discuss differences first. Differences in **UW1** undergraduate were very basic; we didn't have to actually have many linking statements. Because I know with our education studies I used a lot of quotations and basically straight after that I had to do my citations but **PW1** when I came to my postgraduate I was taught how to **Paraph2** paraphrase. Paraphrasing means putting in my own words and then also, ahem... **R/S4** referencing or citing after that basically those were the two things that I noticed*

EA: *In your opinion what constitute good academic writing in your disciplines?*

ROK: *Hmm! definitely **DW1** every discipline differs, **AWinDW1** so basically within my discipline: Language and Media, we had to use a lot of terms that relate to linguistics and the study of language. So basically within my written assignments, **AWinDW1** I had to make use of all of these language devices that were related to linguistics and the use of language such as semiotics representation and all of these concepts were related to my discipline and if I did not make **R/S5** reference to these concepts because it was relevant for my academic success*

within my discipline then of course my writing was not considered academic. So within my discipline definitely everything that has to do with linguistics the study of language

EA: *How do you think the UAL has helped to socialized (or introduced) you to your disciplinary writings?*

ROK: *It definitely helped me. Definitely helped a lot because of course without my academic literacy understanding academic literacy module, I would not be aware of all the LCI language conventions that are required for my discipline and it made us aware about all of that TH1 and of course all the theories involved in our discipline and terms that need to be used when referring to those theories therefore it was very helpful*

EA: *In a little digression, can you tell me some of the theories that you were being introduced to in the UAL*

ROK: *TH2 I remember Michael Foucault because our professor was discussing language and power and how language gives a person power and how it disempowers one but another person in different societies. So I remember Foucault very well and of course many of our writings till this date refers to language and power especially within the South African contexts there's always about the situation of eleven official languages and why the mother tongue is not given the same status as English, so definitely language and power and I enjoyed that as well.*

EA: *How did teaching and learning take place in the module? Briefly describe a contact section*

ROK: *PRI Prior to every lecture we had to read an article of course to have an understanding of what was going to be discussed but there was never any pressure for us to completely understand. Again, AW2 academic writing is so or ARI academic reading is also a very complex process because you have to look for the hidden meaning and make sense. When I first started, it was like a different language all together but going through my academic literacy module, it was so helpful PRI so within the session we had to do a prior reading and RT1 as soon as we entered we then did the reading again together there in class QM1 or GD1 and basically our professor just asked us questions and for every session we had to complete a class task based on the topic that we done. I remember once we had to write a story about, ahem... one of the ancient folktales related to the Zulu culture, the 'Togolosh' and why we wrote about the 'Togolosh' is because some people don't know what it was about and some people have a very brief understanding. So the purpose of that was to show how one concept can be represented in so many different ways depending on your background*

EA: *What were your writing experiences before engaging with the UAL?*

ROK: *Before the module?*

EA: *Yes, before the module.*

ROK: *UW2 It was very complicated and hmm... I found it as I mentioned before to get that COHER3 coherence in my essay it was so difficult, but when I was given readings by my professor it showed us exactly how we can have this when we are writing the cohesion and coherence writing and ARI at the same time he taught us how to read academically and use, ahem... active research such as scheming and scanning, so yeah!*

EA: *Do you think that your experiences in the UAL module have influenced your view about postgraduate writing? Explain.*

ROK: *It definitely has, I can use today as an example. PW2 I had to do a presentation using a critical discourse analyses and, ahem... in designing a lesson, now in order for me to carry that out I had to be familiar with all the terms involved in that and at the same time using academic literacy to shape my lesson into design it. So, yeah! It has influenced me greatly; Crits1 I can now read and actually write critically. Explicit1 I can link my statements properly and I can also relate things more clearly.*

EA: *Describe one event, experience, section or assignment that you find very interesting and describe what makes it interesting?*

ROK: *Ok, let's describe an assignment... ahem... can I mention the module?*

EA: *Yeah.*

ROK: *The Critical Awareness Of Language and Media; we have an assignment again based on the presentation that we did to design a lesson using one of the theories that we discussed now at first I was very very skeptical about it but as I got into doing it I understood that it wasn't about merely teaching them about the theory it was about using the theory to design the lesson.*

EA: *Sorry, sorry... I want you to get the question very well. In while you were doing UAL, were there any section, event, assignment or experience that you find interesting?*

ROK: *In that module?*

EA: *Yes, in that module*

ROK: *In the UAL module, hmm... (Long pause, thinking)... no, to be quite honest (chuckle)*

EA: *Are you using English as your home language or additional language?*

ROK: *Home language*

EA: *Ok, if I may ask, do you think using English as your home language is an advantage to academic writing? Do you think it helps? Explain*

ROK: *HLinAW1 No, it doesn't help at all because for me I believe there is so many different dialects for English firstly my dialect is completely different from academic literacy. If I had to write the way I spoke it will definitely not be academic because Colloq/Informal3 it is very informal it's very colloquial and of course it is influenced by all the things we've grown up with. So prior to my academic literacy experience with the module I don't think my own language would have been advantageous to me using English as a writing convention definitely not because it's very informal*

EA: *Do you have any comment about academic writing?*

ROK: *AW3 Oh! but Very complex, very time consuming at the same time very enlightening it shows us how to go and write with a hidden meaning and not just write for the sake of doing so.*

EA: *What comment do you also have as regards the UAL?*

ROK: Yes I do, I Thoroughly enjoyed it, despite the lecturer being so enthusiastic at the same time as I said the LC2 conventions that were mentioned were so useful because basically he discussed every type of text, every genre there is and all the structure of the genres the text within those genres and the importance of having an introduction and what should be within your introduction and same with the body and the conclusion. So yeah, I enjoyed it

EA: What advice can you give as regards the module? Should it be introduced to different disciplines or you think it is in a good shape at the moment?

ROK: Firstly no it's definitely not perfect but I would like if there were any change maybe if they could make the academic literacy demands more AWinUW1 obvious especially to first year students, and ahem... first year modules as well because by the time you get through to your PW2 postgraduate as I am it becomes so difficult because it does the levels have changed, it definitely has changed so it becomes very, very difficult. DW2 So maybe to make sure you within every discipline to make your academic literacy demands more aware to students make them more aware of it before actually enrolling them for it. Yeah, and also assess whether they are also maybe your discipline could have a criteria on which they assess their students at academic literacy competence, yeah, I mean, assess the students before enrolling them because what lecturers do most of the time they assume that students are.

EA: Oh, thanks for your time, I really appreciate it.

ROK: You're welcome.

Students' Interview Transcript 3 (SIT3)

Interview transcript between Emmanuel Akinmolayan (EA) and TAS

EA: *How did you find the UAL module? Do you think you learned anything useful in the module? Explain.*

TAS: *Yes, I think I learnt something useful because, ahem... when comparing with my UW1 last experience when I was taught in undergraduate guidance I couldn't be able to take things like R/S1 referencing seriously, the plagiarizing and stuff. So by doing this module, I learnt how much important are those things so they were and I also learnt how to AW1 write academically.*

EA: *What problems or difficulties do you experience in writing academic papers?*

TAS: *(Sighed) hmm... yes, I do have problem, I think I'm finding it difficult to Coher1 arrange the paragraphs, the main point in my paragraph. I just write everything in one pack. I just don't know how to differentiate between putting the main points and following that thing so it was a problem.*

EA: *Ok, so was that a problem before understanding academic literacy or do you still have that problem after understanding academic literacy?*

TAS: *I think I still do have that problem although it's not the same.*

EA: *Ok, you improved?*

TAS: *Yes, I have improved, but I still have that problem.*

EA: *Before I proceed to question three, how do you think the UAL has indirectly or directly assisted you in solving the problem that you have?*

TAS: *Ok... (Paused) It has contributed a lot because we were given so many examples: AWinUAL showing us how to construct the main sentences and the paragraph. So although It was a difficult thing to me but I improved because of those examples.*

EA: *How is English academic writing different or similar to what you did in your undergraduate?*

TAS: *Ahem... as I have mentioned that it is completely different. UW2 On my undergraduate studies, as I said, I couldn't be able to AW3 write...like, academically and most of my works were hard even to understand, PW1 but now, I follow the proper way of writing because that's what they were teaching us to do.*

EA: *In your opinion, what constitutes good academic writing in your discipline?*

TAS: *I think it's ahem... to get different writings, like getting ahem... AR2 to read other peoples writings, AS1 and get different authors to get different information and opinions. By doing that, you get more ideas about how to produce a good academic writing. That is the thing that is most emphasized in our discipline that in order to produce a good academic writing, AR3 you need to read and read and read.*

EA: *How did the process of teaching and learning take place in the module? Briefly describe a typical contact section.*

TAS: *You mean like the exercises that we were given...?*

EA: *I mean how was the module constructed? As in the teaching and learning processes.*

TAS: *Ok, the lecturer used to explain things to us and we will respond and give us the work to do concerning what he was teaching us. He would give us more exercises to do about that particular thing and give us more assignments and he would give us even homework concerning research about good writing and reading.*

EA: *In your opinion, what are your lectures or supervisors expectations of your academic writing?*

TAS: *Okay, they expect you to have spelling, that's the first thing that they are expecting you to have. They expect you to **R/SI** site the correct citation (references). They do not want you to **Plgsm1** plagiarize and they expect you to **AR5** read and read; to read wide on that topic that you are writing about.*

EA: *So now according to you, that shows your lecturers expect three things from you. First, no plagiarism, you reference, and then you use appropriate spelling. When you say spelling, are you referring to grammar?*

TAS: *Yes, you check all those things before you submit, because when they checking your work, they do not expect you to do those silly mistakes. They want you to produce a work and correct you on serious things, not those silly mistakes.*

EA: *So what do you think are those serious things that they want to correct?*

TAS: *Those silly mistakes I mean the grammars.*

EA: *And apart from grammar, aren't there other than that or other important things?*

TAS: *Ok, other important things are maybe the sentences that maybe you have omitted which are more important about your work. The important point that maybe you have omitted when you are writing*

EA: *What was your writing experience before engaging in the UAL module?*

TAS: *It was very bad, and that is the truth. I was **AW6** writing terribly, although I am not the best, I have improved quiet a lot.*

EA: *Let's assume that someone gave you the script that you wrote back then to mark it, are you saying that you would not be happy with that your work?*

TAS: *I would not be happy, I would just cry.*

EA: *Do you think that your experiences in UAL module have influenced your views about postgraduate writing? Explain*

TAS: *Yes it does, it has influenced me a lot.*

EA: *How?*

*TAS: Because I have learnt so many things... and you see now, this module was about **AW7** producing the good writing; academic writing. Hmm... before there was no module that was teaching us how to write, we were just given highlights so this one it was deep; so we learnt so many things.*

EA: Describe one event/ experience (or session or assignment) that you really find interesting, and describe in details what makes it interesting to you.

TAS: Hmm, hmm, hmm...

EA: What section got good level of your interest?

*TAS: **Plgsm3** Plagiarizing, I learnt so much about it and I didn't know that even if you taking any knowledge, even the knowledge of others. Okay, whenever you write you need to **R/S5** reference because if you do not do that you are plagiarizing. I didn't know that if you do not cite you are plagiarizing.*

EA: So now you are aware of plagiarism through this module?

TAS: Yes.

EA: How do you think UAL has helped to socialize you into your disciplinary writing? Do you think you were asked anything that has relevance to your discipline?

TAS: Yes it does have, I was thought in English but I write in isiZulu.

EA: So do you think that Academic literacy should not be taught as a broad subject for everybody or rather introduced to all disciplines?

TAS: Yes I think that that is supposed to be done, because ahem... although we do understand and found it helpful when we were doing it in English but it would have been much better if it was in isiZulu.

EA: Any other comments on academic writing?

*TAS: **AW6** It is challenging...*

EA: Ok, first before you continue, please can I quickly ask what you understand by academic writing?

TAS: I think I do understand.

EA: Ok, if I may ask, what do you understand by academic writing?

*TAS: **AW7** Academic writing, I think that it is everything that is needed there.*

EA: By whom and where?

TAS: Smiled, it is needed by... how can I put it....? (Confused) I cannot say that it is something needed by supervisors because the supervisors are teaching us that thing that I did not know.

EA: Any other comments on UAL module?

*TAS: **DW4** It must be introduced to other disciplines*

Students' Interview Transcript 4 (SIT4)

Interview transcript between Emmanuel Akinmolayan (EA) and DEA

EA: *How did you find the understanding academic literacy module? Did you find anything useful? Explain.*

DEA: *Well hmm! I will begin by saying ahem... the module UAL was very interesting. It was my first time of doing it, UW1 because I didn't graduate from the University of KwaZulu-Natal, BCI so people who actually graduated had experience with academic literacy because they did that in their first year as a module. But for me, it was my first time of doing it, which was very interesting to me and I was able to learn how to write academically (paused) because when I first came around, people told me to write academically which really I didn't understand. This is because AW1 some of my write-ups were not so regards to academic writing. But after the module, I discovered that my writing changed and people kept praising me for being able to write academically. Thank you.*

EA: *What problems or difficulties do you experience in writing academic essay?*

DEA: *Ok, thank you very much Mr. Emmanuel. Ahem... there are lots of issues as regards writing academic papers. Plgsm1 When I came around, people kept telling me about plagiarism, they kept telling me about R/S1 referencing styles, and AW2 writing academically, which I couldn't understand initially. And the mode of referencing, which was APA referencing was so much different from what I passed through when I was in the university. So when I came around, some of these things were like, very difficult for me, but with time which I began to learn... regards to academic literacy, and I was able to learn one or two things about plagiarism... about referencing, about how to write academically*

EA: *So at the moment you think you don't have any problem in writing academic papers?*

DEA: *AW3 Yeah, for now I don't think I have any problem. Initially I had, but now my problems were solved due to the module which I passed through, UAL module*

EA: *How is English academic writing in postgraduate different or similar to what you did in your undergraduate?*

DEA: *Well, there are... both are different things, I must say, UW2 because the word academic was not in my writing when I was in my undergraduates. It was just about and not about writing academically... and which is very important word here in regards to academic literacy. When I was in school (undergraduate) the idea of writing academically was not there. All assignments were just submitted; you just write and you submit. The consciousness of the fact of writing academically was not there for me personally. PW1 But then when I got here with regards to English academic writing, I discovered that when you write, now you have to write in an academic way; you have to write it in a way which will form that you are an academic. Thank you. That is all I can say*

EA: *In your opinion what do you think constitute good academic writing in your discipline or specialization?*

DAE: Thank you so much Mr. Emmanuel. *AWinDW1 In my discipline which is language and media education... what constitute G/R1 good academic writing actually depends on the vocabulary of the words used in my department. You must be able to use words which show you are an academic. AW4 (This sounds like more on academic writing) You must be able to avoid Plgsm2 plagiarism as much as possible. You must be able to R/S3 reference and acknowledge who so ever you might have cited in your academic works. And when you write, Crit.1 you must be able to show grasp of an academic work*

EA: How did teaching and learning take place in the module? Briefly describe a particular moment in the class?

DEA: You know one thing which I will always acknowledge in the person who taught me (he mentioned his name: ...) *GD1 He involved every one of us in the teaching of the class. It was like a more LC1 learner- centered classroom, through which he gave many of us much advantage to speak up our mind and be able to contribute to the issues being discussed in the class. Because for everything he did in the class, he always made sure he asked QM1 questions from any one of us, which we as members of that particular module made our contributions which made it successful at the end of the day*

EA: So in your opinion, what are your lecturers or supervisors' expectations of your English academic writing standards?

DEA: Ok, thank you very much sir. Hmm... *S/LE1 my supervisor... although I have written so many assignments and I have... presently I have just one supervisor supervising me for my independent research. So the expectations of my lecturer and that of my supervisor are that AW5 when I write, I should LC1 make sure I use words which ordinary people or which ahem... laymen or which who never gained the knowledge of UAL would use which will differentiate me from someone who is not an academic and someone who is an academic. It is like when I write, I must be able to show evidence of I am an academic. You understand me? By doing that, I must be able to avoid Plgms3 plagiarism; I must be able to R/S4 reference whatsoever I'm doing. I must be able to like, LC1 and G/R2 make use of vocabularies which are different from people which are in the general society*

EA: Do you think your experiences in the UAL module have influenced your view about postgraduate writing?

DEA: Yeah! Thank you very much. It has. Even in my view *I feel... (Paused)... some hmm... Masters and PhD students too, even post Doctorate should pass through academic literacy. Reason being that many of them, or let's say many of us do not know what AL1 academic literacy means. And so, this module will able to AWinUAL2 teach everybody how to be able to write academically. With the help of this module, many of them will be able to know how to R/S5 reference, how to Plgsm5 avoid plagiarism, how to like... R/S6 make use of citations when they do their writings. It may be in their thesis, it may be in their assignments; this module will help them know all this issues very much*

EA: Do you find any particular events, assignments, sections that you really find very interesting? Please describe in details.

DEA: Well, there was a time he asked us to write an essay. At that particular time, I wrote my first essay which I actually find very difficult, because it was my first assignment in that module. So, when I summited, he called me and was like saying this is not how to write, that I should *AR2 read some of the things he gave us, CMI because there was no course pack for it.*

but he kept giving us what I will call extracts in every class. So he asked me to make use of some of the extracts he gave to us, which I did make use. And at the end of the day, I went back to rewrite my assignments which I submitted to him, and he said ok, 'an improved assignment...' which I find very interesting to me

EA: *In a little digress; do you think you use English as your additional language or as your home language?*

DEA: *LC1* Yes.

EA: *So do you think in the module, you socialized easily, knowing fully well that the module is constructed in English Language as the language of instruction, since you use English as your additional language?*

DEA: *Ok, thank you very much. Well, ahem... LC2 for me I do not think I have any lapses there, reason being that the place I came from, English has always being the medium of instruction. So using as the medium of instruction in regards to academic literacy never affected me. So it was like a very good thing for me because the only language I could understand as the means of instruction for me; because for me, someone who cannot speak Afrikaans or IsiZulu or many of the South African languages, English will only be the choice for me. So it was more like an advantage to me than disadvantage*

EA: *Like I remember, you were mentioning academic language, academic writing, and academic literacy; if I may ask you in a simple way or in your own words, how can you describe academic writing? As in, what does it mean to write academically?*

DEA: *Well, I will simply say, AW7 academic writing involves a writing whereby you make use of vocabularies which inform your discipline. Because, to me, I feel academic writing depends on context, depends on... for example, someone who is in the field of science, you will hear such person write differently from the way I will write, because that person will make use of G/R5 vocabularies that informs her disciplines, while I will make use of ahem... words which inform my own discipline too. So academic writing simply means a type of writing which informs vocabularies that inculcate issues about your disciplines and which talks about... and when you write, you must avoid Plgsm6 plagiarism, avoid hmm... R/S7 citing people you never used and at the end of the day, make sure you reference whosoever you might have cited in your academic works*

EA: *Ok, from what you said, academic writing is like a disciplinary writing, so do you think that the UAL module now can be generic to all discipline? Please explain*

DEA: *Thank you very much. Even during the class, I made a suggestion that particular time that even English as a language or subject in secondary school is being studies for a particular purpose. Now people have begun to use English for a specific purpose. DW1 For example, the type of English being spoken by medical students is different from the type of English being spoken by agricultural students, and the type of English being spoken by teachers or people in the arts. So my feeling is this, when you are talking about UAL, then this module should be provided based on a particular discipline. For example, we in language and media studies should have a way of going about our own academic literacy module and there should be another module called academic literacy for people who are in other departments, as this covers for their own modules*

EA: *So what you are saying is that there should be distinct and different UAL for different disciplines?*

DEA: To make it simple, I think there should be academic literacy module for like people in sciences, academic literacy for people who are in arts, as someone who is in History should be able to make same vocabularies with some who is in English. So people who are in sciences should be able to make use of the same vocabularies when they write. So academic writing should involve people who are in sciences on their own and same goes for people who are in arts and some like in vocational studies because they too have a way of writing

EA: So if you had not being in English department, let's say you are in Mathematics, how do you think the UAL would have helped you to write academically in Mathematics?

DEA: UAL would have helped me with regards to my referencing, with regards to paragraphing, with regards to my, ahem... citations, to my... to how... to proofread my work and probably with regards to like, all other things. But it might not have actually improved my Mathematics vocabularies. Thank you.

EA: Do you have any general comments on academic writing or do you have general comments on the module, UAL?

DEA: Well I believe with what we have said, I have been able to make mention of some of them when I made mention of UAL being introduced in all other departments, in all other hmmm... vocations. So in my simple comments, I think if there is anything to do with academic writing they should find a way to make it available not only to people who are in language and media studies alone, but to people who are in all other departments

Students' Interview Transcript 5 (SIT5)

Interview transcript between Emmanuel Akinmolayan (EA) and FOT

EA: *How did you find the UAL module? Do you think you find something useful?*

FOT: *Ok, ahem... The UAL module was ahem... It was my first time offering it last semester. I found it a bit challenging at first, but later I started seeing it as more interesting as time went on. Ahem... **AWI** Having to write academically is very challenging. And having to learn that is also very challenging. But I was able to gain lots of things from the class.*

EA: *What problems or difficulties do experience in writing academic papers?*

FOT: *Ahem... One of the major problems is having to... ahem... **Correctly R/S1 reference and cite**. Because most of the times, we are being told that we cannot write some else's work without citing them and **Quote1** we cannot write it exactly the way they said it without quoting the pages and so forth. So at first, it was very challenging when we started..., when I started ahem...learning all the processes and so forth. So., ahem... But then, those were the problems, like, having to cite, quote and so forth. And also ahem, **Coher1** arrange the words and the things in a paper or writing*

EA: *How is English academic writing similar or different to what you did in your undergraduates?*

FOT: *It was very different. I mean there are so many differences between what I did in my undergraduates and yes, with what I did in the UAL.*

EA: *(Researcher interrupted) our focus now is on academic writing. What did you notice is a difference between how you wrote in your undergraduate and what you are writing now academically now?*

FOT: *Ahem... a lot has changed, when it comes to writing academically and writing the kind of writing we used to do in the undergraduate days. Because **then UWI** we were just writing for the sake of showing some kinds of knowledge, but now in, ahem... UAL, **PW1** you are made to write critically and pick out the most important things and think about yourself, that is do a self-reflection of whatever ... it is you are writing, so it has a very ahem... huge difference when compared to what you did in undergraduate years and what you did in postgraduate writing.*

EA: *In your opinion, what constitute good academic writing in your discipline?*

FOT: *Ahem... **DW1** In my discipline, so many things constitute good academic writing. First of all, I made mentioned of **R/S2 referencing**, and then, I also made mentioned of having to talk about **themes, introduction, having a well ahem... a critical look at things**, critical look at whatever is it we are writing. So now when we are doing any kind of academic writings, we know that **PW2** we can't just write for the sake of writing, we know we have to like **Crit. critical look at things, thoroughly, examine issues before writing them down**. And even after they have been written down, we have to like, **go over it again to see if there are remaining things which are foregrounded** which is very different from the things we used to do in **UW2** undergraduate years.*

EA: *How did the teaching and learning process take place in the module? Briefly describe a contact section*

FOT: *Ahem! The... There was so much ahem... **GDI** discussion in class. I think that is one of the reasons why it was very easy for most of us to get along with it because the lecturer took us actually took his time. The lecturer that taught us the module took his time to make sure that everyone was involved in the discussions in, ahem... writings and sharing of ideas in the class. And he made the module a whole lot simple and to the ... it was the lecturer who was doing all the talking. And then we did some other assignments and classwork that we had to write, ahem... about issue and submit and then discuss them also in class. So those were among other things, you know, the activities that we did in class*

EA: *In your opinions what are your supervisors and lecturers' expectations of your each academic writings?*

FOT: *Normally, **AW2** I think the expectations are that students should be able to write ahem...like scholars. That is they should be able to use, ahem... **Explicit1** words that are very clear. They should write their words clearly, write what they are trying to pass across clearly without any absurd words or awkward word being passed across. So...yeah! But then during the class, we were not actually criticised for using certain words or certain English. But looking at the assignments and the way they were marked, we could know that **G/R1** certain words was supposed to be said in a certainly different ways than some of us used to write back then*

EA: *So what was your writing experience before engaging with UAL? You said your writing was totally different now, but before you got contact with UAL; before you were introduced to academic writing, what was your writing experience?*

FOT: *Ahem... **UW2** my writing experience was not as good as it is now. Or should I say it was not as good as it is now... the writing experience was not good as I will say It is now, because then I just write just as I saw things. But now, I need to sit down, **AWinPW3** think very well about what I'm going to write, think about how it relates, think about literature reviews that I'm going to use, and think about how I can link them together before I can actually put them down and say I have actually written something academic. So that's like a difference between how I used to write before and how it has changed drastically over the few months under the UAL.*

EA: *So you think the way you write now is as a result of UAL's influence?*

FOT: *Yes.*

EA: *Do you think that your experience in UAL module has influenced your view about postgraduate writing?*

FOT: *Yes.*

EA: *Can you explain please?*

FOT: *Yes, it has influenced the way I see writing generally because **PW2** now I just have to like, you know, say I want to write an introduction, body and a conclusion or I just want to write an essay without a literature review, without checking the structure of my work, without checking how it links together, without building up a strong argument and without knowing what argument has been built by other authors and how those arguments have been well*

defended and so forth. *These things I didn't know before I did UAL. And after I learnt and sat in the UAL classes for few months, I was able to know the difference between just writing and academic writing.*

EA: *So in that wise, can you describe one even, one experience or section or assignment that you really find very interesting, and can you describe in details what makes it interesting to you in the module?*

FOT: *Can't remember any one.*

EA: *How do you think UAL has socialised you into your disciplinary writing?*

FOT: *UAL has helped me a lot. I will take UAL and ahem... Understanding Research, the module we did, most of them have helped me a lot. Because I was able to ... know, ahem... what exactly academic writing is, in the first place. In my other modules, I know UAL has helped me, the knowledge of **AW4** UAL has helped me, because now I know I cannot just write an assignment without looking at the structure of what I'm writing, I can't just sit down and start writing, I have to look at the structure, look at the arguments that have been posed by different people and put my... do effective kind of writing, which is against what used to happen before now*

EA: *Ok, previously, I mentioned disciplinary writing, in your opinion; do you think you understand disciplinary writing?*

FOT: *No response (quiet)*

EA: *Do you understand that concept, disciplinary writing?*

FOT: *Disciplinary writing?*

EA: *Yes*

FOT: ***DW4** I don't really remember knowing or being told disciplinary writing. But I can think about what it actually means right now...*

EA: *So does it mean that the module doesn't teach you or mention anything like disciplinary writing?*

FOT: *Ok, disciplinary writing according to my view or knowledge has to do with writings that have to... is based on individual disciplines. Am I correct?*

EA: *Yes.*

FOT: *Ok, now looking at the UAL as a whole, how it helps in writing academically, there is no way it won't help in... you know, **DW5** socialising people into their own disciplinary writings, because there is no way you won't pick out something out of it, in developing your own ahem... kind of writing from UAL; they are all interlinked, UAL and your own disciplines.*

EA: *Ok, so in essence, you were not taught specifically the concept known as disciplinary writing?*

FOT: *NO **DW6**.*

EA: *What of academic writing?*

FOT: *AW4* Yes.

EA: *Can you give me any concept any perspective in your opinion, in your own words the meaning of academic writing?*

FOT: *AW5* The meaning of academic writing: academic writing has to do with... *ahem, ahem, ahem...* a kind of writing that is critical *Crit2*.

EA: *Critical?*

FOT: *(She continued without any pause to that question) as against how we write our essays. Now we have to use literature reviews, look at ahem... do a kind of ahem... compare and contrast of... you know, that is comparing and contrasting various authors' views and ideas concerning the particular thing and then using their own ideas to build up your own points, ok? So that is one of the things that we learnt in UAL.*

EA: *How has UAL sharpened your writing skills to fit in the contextual disciplinary framework?*

FOT: *Ok please can you break down the contextual disciplinary framework?*

EA: *It means in the context of your discipline.*

FOT: *Ok!*

EA: *How has UAL sharpened your writing skills; how does it help the way you write? (Repeated for emphasis)*

FOT: *I just made mentioned of that fact now *DW5* that UAL has helped me in the sense that now I don't just wrote like I'm writing an essay; I write based on comparing and contrasting various authors' views, various literature reviews, looking at the structures, their arguments and the way they defended those arguments, and then using them to build up my own arguments and using them to defend what other things that I want to like, ...ahem...put forwards; what other views that I want to put forwards, whether in relations to those authors' views or as against those authors' views. So these are...and these I think will help other students and at large*

EA: *Thanks, ahem! Lest I forget, knowing fully that you use English as your second language; you are not a first language speaker of English, do you think you have any problem, or any comment about your linguistic background during your encounter with UAL? Or do you think it has reflection on the way you write?*

FOT: *I will *ADLinAW1* say it doesn't reflect on the way I write, because ahem... I'm from Nigeria, and in Nigeria, English is our official language and so, it is used very importantly. That is, it is not used alongside the other languages. So, I had had that, ahem... that upbringing, that knowledge since I was growing up. So, when I'm writing now, it is just an added advantage, so it is not new and it is not disadvantageous.*

EA: *Ok, but do you think the UAL has included or excluded you, ahem... in the pedagogical process of the module?*

FOT: *(She didn't comprehend that question, so I had to re-explain)*

EA: *In the teaching and learning of the module, do you think you are included or excluded based on your linguistic backgrounds?*

FOT: *Ahem...please can you clarify that? (Still, she didn't get the question)*

EA: *as in, do you think based on your sociocultural background and your linguistic background, do you think UAL considers your ability, your linguistic ability or you... how are you treated?*

FOT: *Ok, first of all, I will like to say UAL is a module and most students come to school to learn, so when we are in school to learn, we are supposed to have opened minds to learn new things, so ahem... I will say that as students we shouldn't as students always wait for a module to incorporate our views or our languages or cultures or thoughts about a thing. We should instead learn it. Learn the module and try to be good at it in such a way that we be able like, you know, excel and do something good out of it. So I will say that UAL is a very good module that should actually be encouraged in schools.*

EA: *Ok, ok! So in essence, you don't have any problem with English as a second language user of English?*

FOT: *No, I don't.*

EA: *Ok. Now do you have any comment on academic writing, generally, any comment, any observation, anything to say about academic writing?*

FOT: *Hmm! Just like I said before, I think academic writing is very good especially for people that want to go in the line of academics, for scholars, for lecturers, for students that want to read further, it's very good because, it helps to write scholarly, it helps the English constructions and so forth and also helps the article to be well grounded or whatever... or paper that we are writing.*

EA: *What is your comment about UAL module; what is your general concept, your general understanding, sorry, your general comments about it?*

FOT: *Ok, I think is just great and it should be encouraged; it should continue and learners or students should be encouraged to learn how to write academically*

Appendix D
Observation Schedule
With Every Activity Involved

Classroom observation1

Date: 31st March, 2014

The lecturer started by saying students should write on FAMILY IN SOUTH AFRICA in 5mins (in prove form)
<ul style="list-style-type: none"> • He adds that this should be critical • While the guy next to me complained they didn't understand what is it to be critical (black guy)
1. Most students came very late. This might be as a result of the assignment due that same day which most of them were still rushing to complete before coming to class that same day. As it could be observed that most students attend to their assignment on the due day
2. The lecturer moved in and out attending to administrative and official duties (attending to Deans' meetings, signing forms at intervals during the class, etc. Though he constantly took permission from the class). This is because he is both the lecturer and the cluster leader
3. A Nigerian guy was a first called to give his opinion on the question: "SA family". His view was about how a 35years old woman with her kids, still staying with her parents.
4. However, the lecturer's response to this was different as he linked this to sociology, psychology and biological point of view. Thereafter, he gave another topic as: RACISM . He instructed them to give 5questions on this topic
5. People gave different questions such as- who, what is, why, can it be eradicated, is it human nature etc.
6. He now used this to teach students on how to generate a topic. He said in doing this, you need to find key words in the topic, because (as he said), students always like to use other words to derive their questions from the topic
7. This lead to how to write in academics critically

<ul style="list-style-type: none"> • a good writing should be written in your own words • focus on your topic- as other things must only come in support of your topic • begin with a thesis statement • supported by other evidences- you don't have to talk about high school when your topic is about university • develop questions around the topic/keywords • it must be recursive- he said that writing is a process (not a finished thought) • It must be logical, sequential, coherent, well structured, relevant, evidenced and conclusion coherent with the claims and evidences. • You are to be critical, present evidence and implications, and not just copy others' opinions. This will help against concluding with someone's critiques • Use correct terminology • Use your own experiences to initiate your arguments (I) argue, analyse, etc., and use that appropriately. • You must have a topic sentence • Sentences must be short, clear and not ambiguous. • You don't let your emotions affect your writing. You have to be objective • Give evidence for your agreement or disagreement • You read extensively, brain storm, draft, etc. • You must have an outline (a plan of work) that will guide your work focused and faster. It will serve as the road map (though you can divert, improve, etc. on your outline during the progress of your thesis) • Establish your expectation, • Keep your arguments flowing with transitional words. • Provide background information about your topic • Note important issues • Who are the authors to consult and who are your audience? • Why is the topic important? <ul style="list-style-type: none"> ○ How will you get information? ○ What are experts' testimonies about your work? ○ Quote and cite their observations, statistics, etc. ○ Bring qualitative and quantitative evidence 	
8. He gave a formula as PIE in writing.	
I-	P- point,
II-	I- illustration (with examples, paraphrase, quote, etc.)
III-	E- explain (your own opinion)
<ul style="list-style-type: none"> • You rap up (you leave no string untied) • Conclude with your own insights • Avoid plagiarism (this he promised to give full lecture on it in subsequent classes) • Make your work formal • You need to use technical terms used in the field of study you writing in 	
<ul style="list-style-type: none"> ○ Consider the topic (what are you trying to communicate?) ○ To whom? (audience) ○ Where? (context) ○ Why? (purpose) 	
Note 1: <u>Students participation level 1</u>	
1. Students were not writing, jotting, etc.	

2. It was pure lecturing technique.
3. No conversation (lecturer talks alone)
4. The power point was not used because the projector was faulty.
Note 2: Students participation level 2
1. Beside me was a black girl who has slept deeply. When I tried to wake her up, she said: 'Eish! I'm so tired!'
Note 3: Students participation level 3 (consistent interference)
1. It could be noticed that an Indian girl always interfere at different intervals, asking lots questions which now became inconvenient for the lecturer to attend to all
2. She is singled out by her lots of comments, contributions, several other interruptions which the lecturer ignored in most cases as they were too much and not consistent with the study of the day.
Note 4: Class rapped up thus
1. He finished the class with his last explanation
2. No question and answer section
3. No comments from students
4. In short, it was a listening pedagogies

Classroom observation2

Date: 7th April, 2014

The first part of the class was a reading section from the pamphlet (as usual)
Note 1: there is no specific course book/pack (photocopies papers were giving every week to students [randomly selected in the class] to read aloud as he explained key items to them)
Note 2: I did not see any outline or course framework for the module with which students can know what the module entails, structures and topics- No aims, objective or learning outcomes stated to students.
<ul style="list-style-type: none"> The topic of the day focuses on Writing as a Social Practice <ol style="list-style-type: none"> It means that students have to structure themselves and their writing in the norms of the institution. For example, if you are writing to your girlfriend, there is a particular way to structure it. In writing to a particular community, there is a particular discourse to use. For example, if you are writing for a job, there is a particular style, format occurring within a particular context. This he tagged GENRE.
<ul style="list-style-type: none"> After this explanations, he gave a class work in pairs to discuss the 1st page- It was a question and answer classroom pedagogy Then after this, he encouraged the students to discuss openly what they discussed in their pairs. Though students were first quiet, but he encouraged them by asking them several questions randomly
Note3: after this section, the lecturer was back to his lecturing method
<ul style="list-style-type: none"> He stated that you have to make your thesis interesting (though not dramatic). It must attract the readers by the introduction After this, he gave an assignment on page 6 of the photocopied material used for the day- no structure given, he says just write, think deeply (look at a newspaper and identify genres used. Locate about 4-5 types of Genres, analyse them in terms of the below point- see page 7)

- It was a little short class

Classroom observation3

Date: 5th May, 2014

Note1: the class started with lecturing technique
<ul style="list-style-type: none"> • The class was on Referencing and Avoiding Plagiarism • he instructed students to read a photocopied material as usual • he started his teaching by first asking some students what they know about the word PLAGIARISM, before later summing up their different ideas as (plagiarism is a form of illegal copying of others' work as yours)
1. he said this might not be a jailed issue in the university context, but if caught, it could lead to failure of students work, lead to punishments like suspension, etc. which can be reflected in the students, academic records, and this can affect the students, job applications, promotions, etc.
Note2: the class was very quiet until he asked students who among them has not copied before. (An Indian lady who always talks suddenly said that 'but thanks to turn-it-in software. This lady always speak even without permission, I guess this interrupts the lecturer).
<ul style="list-style-type: none"> • He opened a page with Plagiarism and mistakes made by students (PowerPoint) • He asked students to discuss in pair about the danger of plagiarising (very few responded)
Note3: He promised to send few PowerPoint to students
He flipped through some other PowerPoint, as though they aren't important for students to see. What if they are good for later writing developments?
After this, he started with the paper distributed on the same topic (plagiarism). He asked students to read out – why do students plagiarise?
They read from the papers to answer the questions. In it, it reads that students plagiarise because they always want to copy answers without critical thinking
Note3: the photocopy papers were not so neat. It can trip-off students' enthusiasm
After they have read differences between summary and paraphrasing, he says students should talk to each other on their differences
He says they should do the exercise on page 38... this says it is plagiarism if (...)? (Responses are just -yes/no)
It was a little bit interactive.
He lastly taught students about UKZN Prime library. He made it practical by using his laptop, login to EBSCO and Primo. As such, he did a brief library training on how to get a book (journals) from the school library (and also using advance search engine)

Appendix E
Document Analysis Extract (DAE)

Document analysis

Course Objectives

1. Recognise and implement the key features and components of academic writing
2. Synthesis information from a varied of sources in supports of a thesis statement
3. Correctly acknowledge sources in writing assignments and presentations
4. Be able to evaluate and critique sources (deconstruct texts)
5. Demonstrate skills in critical thinking and essay writing **as stated on p. 4, here are the suggested ways to analyse or write critically**
 - What are the issues and conclusions?
 - What are the reasons?
 - What words or phrases are ambiguous?
 - Are there any logical fallacies?
 - How good is the evidence?
 - Are the statistics deceptive?
6. Do independent and targeted research, using library, database and other information services
7. Have developed an appreciation of collaborative learning and participatory in group projects
8. Be able to plan, write and edit academic essays
9. Analyse language in context

Diagnostic Self-assessment

1. Making an outline
2. Reading round the topic
3. Select relevant ideas
4. Ordering ideas logically
5. Interpreting tables, charts, diagrams etc.
6. Writing an introduction
7. Writing a conclusion

8. Constructing a biography
9. In text referencing
10. Editing
11. Awareness of audience
12. Getting the right tone
13. Being concise
14. Sticking to the point
15. Clarity
16. Quoting
17. Summarising
18. Paraphrasing
19. Spelling
20. Punctuation

The new UAL

1. To provide linguistic competence and generic academic skills for postgraduate endeavour
2. Cummins (1984) –students who have English as a second or additional language often appear fluent in the interactive communicative level, but they may not have the more advantage language skills necessary for developing conceptual understanding in academic contexts. This course is sensitive to the needs of students whose language and educational histories create barriers to the acquisition of academic literacy

Rationale of UAL

The module has been designed to be responsive to students' needs for academic literacy supports at postgraduate level and to answer an existential question: what does it mean for students to be academically literate in the twenty first century?

Description of UAL

UAL is both reflective and critical. Language seen as embedded in social contexts and not as an abstract system of signs. It allows students to take ownership of academic development by

granting them opportunities to practice and improve their writing skills and to engage in critical literacy at the same time. Qualities such as independent thought, critical thinking, problem solving, identifying, accessing and managing information as well as ethical issues and integrity are given concentrated attention

Assessment criteria

1. Use of sources materials- information retrieval and processing
 - i) Relevant information selected
 - ii) Information integrated into the answer
 - iii) Free from plagiarism
2. Structure and development of answer
 - i) Paragraph structure appropriately to the task
 - ii) Appropriate statement of introduction
 - iii) Clear thesis statement
 - iv) Critical evaluation of evidence
 - v) Appropriate statement of conclusion
 - vi) Logical flow of ideas
 - vii) Question addressed
3. Control of academic writing
 - i) Appropriate vocabulary used
 - ii) Generalisation qualified where appropriate
 - iii) Appropriate transitional devices used
4. Grammatical correctness
 - i) Accurate sentence structure
 - ii) Correct subject/verb agreement
 - iii) Consistent and appropriate choice
 - iv) Correct use of article
5. Qualities of presentation
 - i) Spelling generally correct
 - ii) Referencing
 - iii) Readability

Assessment questions in UAL

1) Critical reflection 10marks

- i) Express your opinion on one of the following controversial topics by writing two or three paragraphs on the issue:
 - (1) Affirmative action
 - (2) The death penalty
 - (3) Xenophobia
 - (4) Same sex marriage
 - (5) The differences between men and women
 - (6) Democracy and the current South African political situation
- ii) Now consider the following questions;
 - (1) Why do you hold this particular view?
 - (2) If you should reflect critically on your own thinking, do you think your opinion harbours biases, preconceived ideas and stereotypes? Why do you say so?
 - (3) Where do you think your biases and preconceived ideas come from?
 - (4) Would you say that your opinion is based on well-informed reason and evidence?

2) Genre 10marks

- i) Choose a genre from a newspaper and analyse

3) Research article 20marks

- i) Do a critical synopsis of a research article on literacy

4) Attendance 10marks

5) In class tasks 10marks

- i) Write on the academic achievements of learners in South Africa

6) Long essay 40marks (2500)

- i) Argue: Critical reading leads towards critical writing

Appendix F

Letter of informed consent to Student

Room 71,
Yellow wood Residence,
Edgewood Campus,
University of KwaZulu-
Natal,
Ashley,
3605.

2nd June, 2014.

Dear Student

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a Masters student having a research project titled: *On exploring the role of an academic literacy module in developing postgraduate students' academic writing practices in a School of Education*. This project is concerned with how students are socialized into academic writing skills and the reasons for the choice in socializing students into academic writing the way it is done. I will, furthermore, examine the impact of the way students are socialized into academic writing through the Understanding Academic Literacy module. Should the Registrar, the Head of School, Cluster Leader, Head of Discipline and the Ethical Clearance Office permit me to conduct the research, I would like to involve you to participate in my study. In this, I will be interviewing you and I will be sitting in and observing some of your module lectures. I will also be analyzing some of your works from the above named modules, for example, the tutorial/module worksheets and assignment questions that your lecturers construct.

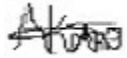
During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, the University/School authorities (as mentioned above), you and your lecturers will not be linked with what will be said during the research sessions. Your name and your lecturers' names will never be used. But if necessitated, pseudonym will be supplied instead. Please note that you will not be given any monetary compensation for participating in this study. As a participant in this research, you are free to withdraw yourself from participating if you desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor:

Prof Emmanuel M. Mgqwashu (PhD)
Rhodes University
Faculty of Education
Grahamstown
6140
e.mgqwashu@ru.ac.za
Tel. No.: +27 (0)46 603 8698

Fax No.: +27 (0)46 622 8028

Thank you



Yours faithfully,
Mr. Akinmolayan Emmanuel.

Declaration

“On exploring the role of an academic literacy module in developing postgraduate students’ academic writing practices in a School of Education”

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 Mr. Akinmolayan for using me as a participant in his study.

I understand that I am at liberty to withdraw from the project at any time, should I desire to do so, and that anonymity will be maintained.

SIGNATURE OF STUDENT

DATE

Appendix G

Letter of informed consent to Lecturer/ Tutor

Room 71,
Yellow wood Residence,
Edgewood Campus,
University of KwaZulu-
Natal,
Ashley,
3605.

2nd June, 2014.

Dear Lecturer/ Tutor

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a Masters student having a research project titled: *On exploring the role of an academic literacy module in developing postgraduate students' academic writing practices in a School of Education*. This project is concerned with how students are socialized into academic writing skills and the reasons for the choice in socializing students into academic writing the way it is done. I will, furthermore, examine the impact of the way students are socialized into academic writing through the Understanding Academic Literacy module. Should the Head of School and Head of Discipline permit me to conduct the research, I would like to involve you and your students to participate in my study. In this, I will be interviewing you and your students, and I will be sitting in and observing some of your Understanding Academic Literacy lectures. Moreover, I will also be analyzing some of your students' works that you engage them with during your lecturing practices in the course of the modules, for example, the tutorial/module worksheets and assignment questions that you construct.

During the research programme, all that is raised for discussions will be treated in a confidential manner. The University, the Head of School, The Cluster Leader, the Head of Discipline, you and your students will never be linked with what will be discussed during the research sessions. Your name and your students' names will never be used, but pseudonyms will be supplied. As a lecturer/ tutor of the University, you are free to withdraw yourself from participating if you desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor:

Prof Emmanuel M. Mgqwashu (PhD)
Rhodes University
Faculty of Education
Grahamstown
6140
e.mgqwashu@ru.ac.za

Tel. No.: +27 (0)46 603 8698
Fax No.: +27 (0)46 622 8028

Thank you

Yours faithfully,
Mr. Akinmolayan Emmanuel.

Declaration

“On exploring the role of an academic literacy module in developing postgraduate students’ academic writing practices in a School of Education”

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 Mr. Akinmolayan to use me as a participant in his research.

I understand that I am at liberty to withdraw myself from the project at any time, should I desire to do so.

SIGNATURE OF LECTURER

DATE

Appendix H

Letter of informed consent to Head of Discipline

Room 71,
Yellow wood Residence,
Edgewood Campus,
University of KwaZulu-Natal,
Ashley,
3605.

2nd June, 2014.

To the Head of Discipline

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a Masters student having a research project titled: *On exploring the role of an academic literacy module in developing postgraduate students' academic writing practices in a School of Education*. This project is concerned with how students are socialized into academic writing skills and the reasons for the choice in socializing students into academic writing the way it is done. I will, furthermore, examine the impact of the way students are socialized into academic writing through the Understanding Academic Literacy module. Should you, the Cluster Leader and the Head of School permit me to conduct the research, I would like to involve lecturers and students to participate in my study. In this, I will be interviewing lecturers and students of the module, and I will be sitting in and observing some of the module lectures. Moreover, I will also be analyzing some of the students' works that they are being engaged with during the lecturing practices of the modules, for example, the tutorial/module 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, the Cluster Leader, H.O.D (you), lecturers and the students will never be linked with what will be said during the research sessions. Lecturers' names and students' names will never be used but pseudonyms will be supplied. Students and lecturers will be given the opportunity to withdraw from this study should they desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor:

Prof Emmanuel M. Mgqwashu (PhD)
Rhodes University
Faculty of Education
Grahamstown
6140
e.mgqwashu@ru.ac.za
Tel. No.: +27 (0)46 603 8698
Fax No.: +27 (0)46 622 8028

Thank you

Yours faithfully,
Mr. Akinmolayan Emmanuel.

Declaration

“On exploring the role of an academic literacy module in developing postgraduate students’ academic writing practices in a School of Education”

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 Mr. Akinmolayan in using lecturers and students engaged in Understanding Academic Literacy module as participants in his study

I understand that the lecturers and students are at liberty to withdraw from the project at any time, should they desire to do so.

SIGNATURE OF H.O.D

DATE

Appendix I

Letter of informed consent to Cluster Leader

Room 71,
Yellow wood Residence,
Edgewood Campus,
University of KwaZulu-
Natal,
Ashley,
3605.

2nd June, 2014.

To the Cluster Leader

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a Masters student having a research project titled: *On exploring the role of an academic literacy module in developing postgraduate students' academic writing practices in a School of Education*. This project is concerned with how students are socialized into academic writing skills and the reasons for the choice in socializing students into academic writing the way it is done. I will, furthermore, examine the impact of the way students are socialized into academic writing through the Understanding Academic Literacy module. Should you and the Head of School permit me to conduct the research, I would like to involve lecturers and students to participate in my study. In this, I will be interviewing lecturer(s) and students of the module, and I will be sitting in and observing some of the module lectures. Moreover, I will also be analyzing some of the students' works that they are being engaged with during the lecturing practices of the modules, for example, the tutorial/module 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 will never be linked with what will be said during the research sessions. Lecturers' names and students' names will never be used but pseudonyms will be supplied. Students and lecturers will be given the opportunity to withdraw from this study should they desire to do so.

Should you wish to get more information about this matter, you can contact my supervisor:

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Tel. No.: +27 (0)46 603 8698
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Thank you

Yours faithfully,
Mr. Akinmolayan Emmanuel.

Declaration

“On exploring the role of an academic literacy module in developing postgraduate students’ academic writing practices in a School of Education”

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 Mr. Akinmolayan in using lecturers and students engaged in Understanding Academic Literacy module as participants in his study

I understand that the lecturers and students are at liberty to withdraw from the project at any time, should they desire to do so.

SIGNATURE OF THE CLUSTER LEADER

DATE

Appendix J

Letter of informed consent to Head of School

Room 71,
Yellow wood Residence,
Edgewood Campus,
University of KwaZulu-
Natal,
Ashley,
3605.

2nd June, 2014.

To the Head of School

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a Masters student having a research project titled: *On exploring the role of an academic literacy module in developing postgraduate students' academic writing practices in a School of Education*. This project is concerned with how students are socialized into academic writing skills and the reasons for the choice in socializing students into academic writing the way it is done. I will, furthermore, examine the impact of the way students are socialized into academic writing through the Understanding Academic Literacy module. With your permission, I would like to involve lecturer(s) and students of the module to participate in my study. In this, I will be interviewing lecturer(s) and students of the module, and I will be sitting in and observing some of the module lectures. Moreover, I will also be analyzing some of the students' works that they are being engaged with during the lecturing practices of the modules, for example, the tutorial/module 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 the module will never be linked with what is said during the research sessions. Lecturers' names and students' names will never be used but pseudonyms will be supplied. Students and lecturers will be given the opportunity to withdraw from this study should they desire to do so.

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Thank you

Yours faithfully,

Mr. Akinmolayan Emmanuel.

Declaration

“On exploring the role of an academic literacy module in developing postgraduate students’ academic writing practices in a School of Education”

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 Mr. Akinmolayan in using lecturers and students engaged in the Understanding Academic Literacy module as participants in his study.

I understand that the lecturers and students are at liberty to withdraw from the project at any time, should they desire to do so.

SIGNATURE OF HEAD OF SCHOOL

DATE

Letter from the Editor