

**AN INVESTIGATION INTO POSTGRADUATE STUDENTS' EXPERIENCES OF
ACADEMIC WRITING: A CASE STUDY OF A UNIVERSITY IN NIGERIA.**

A thesis submitted to the University of KwaZulu-Natal for the degree of Doctor of
Philosophy in the Faculty of Education

School of Language, Literacies, Media, and Drama Education

Faculty of Education

Edgewood Campus

University of KwaZulu-Natal

Akinmolayan Emmanuel Seun

(211561036)

SUPERVISOR: Dr A. Bengesai

October, 2020

ABSTRACT

The process of producing academic text, especially at the postgraduate level is challenging for non-native speakers of the English Language. Although there is a robust body of literature globally which has sought to understand this phenomenon; the same cannot be said about Nigeria, as academic writing in general and postgraduate academic writing seems to be an underexplored area. The available research has tended to focus on school literacy, grammar and diction with little attention being paid to the situatedness of academic writing as a form of literacy. Thus, there remains an apparent gap in the status of knowledge in this field in Nigeria, which this study sought to fill by examining postgraduate students' experiences of writing as a form of academic literacy. Specifically, the study explored how academic literacy and academic writing is conceptualised in two departments within a Nigerian University. The study was framed within a socio-cultural view, which sees academic literacy, including research writing as a socially situated practice. Theoretically, Gee's typology of d/Discourses, Bourdieu's cultural capital and Lave and Wenger's Communities of practices were used to understand students' experiences. Using a multi-paradigmatic approach, and Critical Discourse Analytical frame, this study revealed that there was no systematic focus on research writing in this university. The focus was rather on thesis as a product. When the process of writing was addressed, it was mainly in a deficit mode where students' deficiencies were addressed. In addition, the study also found the dominance of the traditional supervision model. Even though, some students indicated that they found this to be useful, the argument made in this study is that the approach does little to move students from the disciplinary periphery to an expert status in a community of practice. Therefore, it is recommended that, in line with advancements elsewhere, newer supervision models be adopted, which move away from the focus on the thesis, to a pedagogy of training students to be competent writers.

DECLARATION

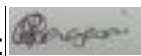
I, Akinmolayan Emmanuel Seun , declare that

1. The research reported in this thesis, except where otherwise indicated, is my original research.
2. This thesis has not been submitted for any degree or examination at any other university.
3. This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
4. This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a. Their words have been re-written but the general information attributed to them has been referenced
 - b. Where their exact words have been used, then their writing has been placed in italics and inside quotation marks, and referenced.
5. This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the thesis and in the References sections.

Signed



Supervisor:



ACKNOWLEDGEMENT

“Don’t give up, it’s not over. When you give up, then it’s over. Hold on to the Lord, and trouble not your heart. Even when you fail, it’s not over...” Panam Pasi Paul’s song, titled: “Don’t Give Up”.

Who am I, without the ‘I AM that I AM’? What can I create, without the one who created me? What thesis can I write, when I am also a thesis in HIS hands? I give all glory and honour to Jesus Christ, the author of my life. I thank you God for this huge success.

My supervisor is my heroin. Dr Annah Bengesai took me up like a little seed. She did not see a seed, but a big tree. She planted me in the field and patiently saw me grow in years. She was my co-supervisor during my Master’s degree, and thereafter continued as my PhD supervisor. She was very humble, approachable, attentive, available, professional, and very supportive. She was not just a supervisor, but a mentor, a leader, and a guardian. She gave me an ample opportunity to explore; she did not underestimate my intelligence, rather, she nurtured it. Thank you Dr Bengesai for your supervision; I made it; we made it!

To my father and mother, Pastor and Mrs Joseph Akinmolayan, I owe a big THANK YOU. Let me remind you what my father said, ‘I did not go to school because of my poor upbringing, but while I was growing up, I saw how beautiful education was, so I made up my mind that I will rather sell my car than to see any of my children getting less of their dreamed education’. You are a great dad indeed. Thanks to my mother too who relentlessly supports my father in making sure my dreams come through. Without any scholarship, my parents single-handedly sponsored my education from primary school to where I am today. It was not easy for them as their bank accounts were not fleshy enough to meet up with the robust demands of their kids’ education. They only win through perseverance. Hope you now understand why I have to describe them as a REAL-TEAM-OF-GEM.

Besides the financial supports, what would I have done without the love, care, and supports I bountifully receive from my them. When things seem dark, they go on their

knees and pray for me. It is always good to have praying-parents. I am the evidence of their long-time-hard-work and prayers. They gave me an asset they never had the opportunity to have. It was not rosy for them, but I am a product of their determination. I thank God I did not disappoint them. Thank you so much, my Dad and Mom.

I also say a Big Thanks to my beautiful sisters, Mrs Deborah Owoeye, Miss Esther Akinmolayan, and Mrs Joy Adekoya. I call them 'My Wives'. They don't joke with their big bro (me) (smiles). Thank you so much my ever-dynamic sisters. They have all sacrificed in one way or the other to make my PhD a success. They often pray for their big bro. Their frequent calls are encouraging treasures. Through them, I experience what they say, 'Blood is thicker than water'. I cannot but say THANKS to their husbands, Deborah's husband, Mr Owoeye, and Joy's husband, Mr Steve Adekoya, for their supports and prayers. Thanks to my niece and nephews, Gift Akinmolayan, Israel Owoeye, and Ivan Owoeye. I am proud of the family that nurtured me.

Thanks to my spiritual father too, Pastor Sola Alao, the regional overseer, Deeper Life Bible Church, Idanre. He is always eager to see me succeed. I always remember how he took me around when I was seeking an undergraduate admission then. He did not just pray; he practically took me around for opportunities. Thank you so much for your supports and prayers dad, more anointing in Jesus name, amen.

I must not forget to say THANKS to Dr and Mrs Sunday Oluseye Alade. I almost did not want to start my PhD the year I started, if not for these people in my life. They were the ones who motivated me to start of my PhD. They saw how reluctant and financially handicapped I was, and how much I was losing interest in starting the PhD. They invited me over and gave me in cash, a sum of \$700, approximately- R8000 (then) to secure a flight-ticket back to South Africa for my Doctoral degree. This was just a drop in the ocean, compared to the enormous supports they had given during my Honours and Master's degrees. Thank you so much, sir and ma.

Big Thanks to Mrs Alice Igbekele Ogundele, the Director, Nursing Services, Ondo State, Nigeria, and her husband, Pastor Ogundele (senior), for their constant prayers. They often call to check on me and to find out the progress of my thesis. It has always been

good to know I have these people around me. Thanks to Pastor and Mrs Joshua Akintayo, and Pastor and Mrs Sola Fidelis Akinbote for their prayers and supports. Thanks to my special uncle, the Former Deputy Registrar, Adekunle Ajashin University, Akungba, Akoko, Mr Egunjobi Olumuyiwa Michael. He was not just a family member, but someone who demonstrated much interest in my academic successes. I thank God for surrounding me with these people.

Also, I thank Dr Mrs Yetunde Akorede, my undergraduate lecturer. She was one of the pillars behind my PhD success. She always phoned to encourage me, and she guided me while I was collecting my data in Nigeria. Thank you so much my academic parent. I also say a big Thank you to all my Honours degree lecturers at UKZN, especially my mentor, Mr Eugene Marias. Thanks so much, Mr Marais for always giving me adequate attention, listening ears, supports, and mentorship. He was not just a lecturer, but became a father. I call him, 'my papa', because he acts like one. Thanks so much, papa.

Lastly, I think it will be very ungrateful of me if I did not appreciate my host university, the University of Kwa-Zulu Natal, Edgewood Campus, for the fee remissions scheme I benefitted from. If not for this scheme, I doubt if I would be able to complete my PhD program. The stipends from tutoring and TPs really helped also. May God continue to guide the leadership of this institution, amen.

In conclusion, all I just want to say is THANK YOU GOD, THANK YOU SO MUCH.

Table of Contents

ABSTRACT.....	ii
DECLARATION	iii
ACKNOWLEDGEMENT	iv
LIST OF ABBREVIATIONS	xiii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
CHAPTER ONE	1
BACKGROUND TO THE STUDY	1
1.1 Introduction	1
1.2 The state of academic literacy in Nigerian Universities	2
1.3 Purpose of the Study	4
1.4 The following questions guided the study:.....	5
1.5 Research Methods	5
1.6 Study Setting.....	6
1.7 Study Participants	7
1.8 Summary of findings.....	7
1.9 What theoretical frameworks influenced what I found out	8
1.10 Delimitations of the study	8
1.11 Limitations of the study.....	9
1.12 Outline of the study	9
CHAPTER TWO.....	11
REVIEW OF LITERATURE.....	11
2.1 Introduction	11
2.2. Academic literacy - a definition: different perceptions and implications for this study 12	
2.3 Discourse - a precept to academic literacy.....	14
2.4 Discourses of writing	16
2.4.1 The Study Skills approach.....	17
2.4.2 The academic socialisation approach.....	18
2.4.3 Academic literacies: an insight into New Literacy Studies, NLS	20

2.5	Cognitive academic language proficiency (CALP): an underpinning strategy in a multilingual academic setting.....	22
2.6	The need for pedagogy of academic literacy at the postgraduate level.....	25
2.7	The academic literacy context at the postgraduate level in Nigerian universities	28
2.8	Conclusion.....	30
CHAPTER THREE.....		31
THEORETICAL FRAMEWORK		31
3.1	Introduction	31
3.2	The study theoretical framework	31
3.2.1	Gee's d/Discourses.....	32
Table 3.1 Illustration of Gee's forms of identity		34
3.2.2	Community of Practice (CoP)	35
3.2.3	Bourdieu's cultural capital	37
3.3	Applicability of the theories to the study.....	39
3.4.	Conclusion.....	41
CHAPTER FOUR.....		43
RESEARCH METHODOLOGY		43
4.1	Introduction	43
4.2	Research paradigm	43
4.2.1	The Interpretive paradigm.....	44
4.2.2.	The Critical paradigm.....	45
4.2.3	The coalescing the research paradigms (multi-paradigmatic approach [MPA]/pragmatic paradigm [PP])	46
4.2.4	The adopted tenets and their alignment	48
Table 4.1: Tenets of the critical paradigm		48
Table 4.2: Characteristics of the interpretive and critical paradigms		49
4.3	Research question.....	50
4.4	Research approach	50
4.5	Research design.....	53
Figure 4.1 Qualitative research study.....		54
4.6	Sampling techniques	55

Table 4.3: Characteristics of the sample	56
4.7 Data collection	57
4.7.1 Semi-structured interviews	58
Table 4.4 Interview schedule	60
4.7.2 Document analysis	60
Table 4.5 Document analysis template	61
4.8 Data analysis	61
4.8.1. Critical Discourse Analysis (An Overview)	61
4.8.2 The dialectical-relational approach of CDA	61
4.8.3 Key terms in Fairclough's CDA	63
4.8.4. A theoretical dialogue: CDA and the study theories	64
4.8.5. Implications for research design	65
4.9 Ethical matters	68
4.10. Validity, reliability and rigor	69
4.10.1. Trustworthiness:	71
4.10.2. Credibility: Proper re-reading of data	71
4.11 Limitations of the study	71
4.12 Conclusion	72
CHAPTER FIVE	73
POSTGRADUATE STUDENTS EXPERIENCES OF ACADEMIC WRITING AT A NIGERIAN UNIVERSITY	73
5.1 Introduction	73
Figure 5.1 Framework for analysing course readers and students' perceptions of academic literacy socialisation	75
5.2 Documentary evidence: context overview	75
Figure 5.2: Structure of the Master's degree programme in Nigeria	77
5.2.1 Course readers: Geography and Planning Sciences	78
Figure 5.3. Excerpt from the Geography Science reader	79
5.2.2 Course readers: Chemical Science	80
Figure 5.4 Excerpt from the Chemical Science reader	81
Figure 5.5 Handwritten excerpt from the Chemical Science reader	81
Table 5.1 Analysis of the course readers	83

5.3	The discourse of academic socialisation	84
5.4	Interview data.....	85
5.4.1	Students' perceptions of academic literacy	86
Table 5.2	Students' perceptions of academic literacy	86
5.4.2	Students' perceptions of disciplinary expectations of academic writing.....	90
Table 5.3	Students' perceptions of disciplinary academic writing.....	90
5.4.3	Students' perceptions of the postgraduate courses in promoting knowledge of research writing in different disciplines	95
Table 5.4	Students' perceptions of research courses in their disciplines	96
5.4.4	Students' perceptions of undergraduate and postgraduate writing practices	99
Table 5.5	Students' experiences of academic literacy during undergraduate and postgraduate studies	100
5.5	Emerging discourses from interviews with students	104
5.6	Conclusion	105
CHAPTER SIX	107
SUPERVISORS' PERCEPTIONS OF THEIR STUDENTS' ACADEMIC LITERACY ACCULTURATION IN NIGERIA UNIVERSITY		107
6.1	Introduction	107
6.2	Supervisor's perspective of academic/disciplinary writing	108
Table 6.1	Academic writing in the discipline- lecturers /supervisors' perspectives	108
6.3	Postgraduate students' experiences of disciplinary/academic writing practices	112
Table 6.2	Postgraduate students' experiences of academic writing within the disciplines.....	113
Table 6.3	Lectures' expectations of Master's degree students' academic writing	120
6.4.1	Good usage of English ('d' discourse).....	120
6.4.2	Writing as professionalism.....	121
6.4.3	The literature review, plagiarism and the methodology	123
6.5	Strategies used by supervisors to support postgraduate students	127
Table 6.4:	Strategies used by supervisors to support postgraduate students	127
6.5.1	Modelling.....	128

6.5.2	Constant interaction.....	129
6.5.3	Mentorship.....	131
	Figure 6.1: Strategies used by supervisors to support postgraduate students.	133
6.6	Emerging Discourses from interviews with Supervisors.....	133
6.7	Conclusion.....	135
CHAPTER SEVEN.....		136
	Discussion.....	136
7.1.	Introduction.....	136
7.2	Invisibility of a pedagogy postgraduate academic writing.....	138
7.3	Discipline-specific research writing.....	143
7.4	Discourse as Identity.....	145
7.5	Multiple ways of participating in disciplinary Discourses.....	148
7.6	Gap between undergraduate writing and postgraduate writing.....	151
7.7	Conclusion.....	155
CHAPTER EIGHT.....		157
A CLOSING REMARK.....		157
8.1	Introduction.....	157
8.2	Iterating the research problem.....	157
8.3.	The Research process.....	158
	Table 8.1 Summary of the findings.	159
8.4	Students' experiences of research writing in a Nigerian University.....	160
8.5.	Contribution of the study.....	163
	Figure 8.1 Alignment of the proposed model to the theoretical approach adopted in the study.....	166
8.6	Limitations of the study and recommendation for further research.....	166
8.7	Concluding Remarks.....	167
REFERENCES.....		168
Appendix 1.....		199
Interview schedule for students.....		199
Appendix 2.....		201
Interview transcript POCA.....		201
Appendix 3.....		215

Interview schedule for lecturers	215
Appendix 4	216
Interview transcript SUPERVISOR MEK	216
Appendix 5	228
Letter of informed consent to Student	228
Appendix 6	231
Letter of informed consent to Lecturers.....	231
Appendix 7	234
Informed consent letter to the university under study	234
Appendix 8	237
University of KwaZulu-Natal Ethical clearance approval for the study	237
Appendix 9	239
Supervisor’s consent letter	239

LIST OF ABBREVIATIONS

Cultural Capital	(CC)
Communities of Practice	(CoP).
Basic Interpersonal Communicative Skills	(BICS)
Cognitive Academic Language Proficiency	(CALP)
Multi-paradigmatic Approach	(MPA)
Pragmatic Paradigm	(PP)

LIST OF TABLES

Illustration of Gee's forms of identity.....	39
Tenets of the critical paradigm.....	51
Characteristics of the interpretive and critical paradigms.....	53
Characteristics of the sample.....	60
Interview schedule.....	62
Document analysis template.....	64
Analysis of the course readers.....	86
Students' perceptions of academic literacy.....	89
Students' perceptions of disciplinary academic writing.....	93
Students' perceptions of research courses in their disciplines.....	99
Students' experiences of academic literacy during undergraduate and postgraduate studies.....	103
Academic writing in the discipline- lecturers /supervisors' perspectives.....	111
Postgraduate students' experiences of academic writing within the disciplines.....	116
Lecturers' expectations of Master's degree students' academic writing.....	122
Strategies used by supervisors to support postgraduate students.....	130
Summary of the findings.....	160

LIST OF FIGURES

Visual representation of the applicability of the theories to the study.....	46
Qualitative research study.....	58
Framework for analysing course readers and students' perceptions of academic literacy socialization.....	79
Structure of the Master's degree programme in Nigeria.....	80
Excerpt from the Geography Science reader.....	83
Excerpt from the Chemical Science reader.....	84
Handwritten excerpt from the Chemical Science reader.....	85
Strategies used by supervisors to support postgraduate students.....	135
Alignment of the proposed model to the theoretical approach adopted in the study.....	167

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

As both a graduate student and a tutor of the course Understanding Academic Literacy at the University of KwaZulu-Natal, the subject of academic reading and writing is of particular interest to me. In common with many other international students (Sibomana, 2016; Bengesai, 2012; Canagarajah, 2002), I encountered the concept of academic literacy for the first time in South Africa when I enrolled for an Honours degree since this concept did not feature in the curriculum of the university from which I had graduated in my home country of Nigeria. The Master's degree in Education that I undertook in South Africa also revealed the inadequacies in my academic writing. I discovered that I lacked the fluency of academic writing not only because English was a second language (ESL) for me, but also because I had not been adequately initiated into academic literacies in my undergraduate studies. I also came to realise that success at the postgraduate level was dependent on one's ability to engage in complex writing practices which also varied according to discipline and context (Sibomana, 2016; McGrath & Kaufhold, 2016; Lillis & Curry, 2010). It was these personal experiences that led me to question the epistemologies on which postgraduate academic writing was premised.

Prior research has shown that studying and writing in the English language does not come easily for non-native speakers of the English language (Sibomana, 2016; Lillis & Curry, 2010; Brown & Johnson, 2009). This is because non-native speakers often have to grapple with learning the language itself, as well as the socio-cultural practices of their chosen disciplines (Sibomana, 2016; Gee, 1996). For the graduate student, this is compounded by the fact they are expected to produce long texts, such as Masters and Doctoral dissertations, as well as write for a global research community (Cennetkuşu, 2017; Li, 2007). It is for these reasons that Li (2007, p. 73) concludes that there is a need to raise "a critical

awareness for the linguistic and rhetorical aspects of research writing by utilising various sources of learning” for non-native graduate students.

Clearly, the process of producing an academic text is challenging for the non-native speakers of the English Language, and there is a robust body of literature globally which has sought to understand this phenomenon (I.e, Cennetkuşu, 2017; Sibomana, 2016; Lillis & Curry, 2010; Li, 2007). However, the same cannot be said about Nigeria, as postgraduate academic writing seems to be an underexplored area. The available literature has tended to focus on school literacy (Akinyeye, 2015; Amadi, 2013; Aduwa-Ogiegbaen, & Iyamu, 2010; Awodele 2003) or information literacy (Agbo & Igwebuike, 2014). Of those that have attempted to explore literacy at the university level, the focus has been on grammar and diction (Ayankogbe, 2015) or postgraduate supervision (Agu, Omenyi & Omedimegwu, 2015). Thus, there remains an apparent gap in the status of knowledge in this field in Nigeria, which this study seeks to fill by examining postgraduate students’ experiences of writing as a form of academic literacy. While academic literacy can take many forms, in this study, reference is made to academic writing, in particular, postgraduate writing. Additionally, the terms academic or postgraduate writing are also used interchangeably throughout the study.

1.2 The state of academic literacy in Nigerian Universities

In the preceding section, I discussed my personal experiences of academic literacy and how these are supported by the literature that advocates for a pedagogical approach that raises “a critical awareness for the linguistic and rhetorical aspects” of writing (Li, 2007). To establish my research focus, I also decided to do preliminary research on the state of postgraduate academic writing in Nigerian higher education institutions (HEIs). I consulted a few individuals who had obtained their Master’s degrees from different Nigerian universities. From these initial consultations, I discovered that there was little pedagogical support available to postgraduate students, although at the undergraduate level, several

courses, which purported to provide instruction in academic literacy, were offered. Generic courses, such as Use of English, Communication Skills in English Language, and Functional Skills in English Language, etc., were taught across all disciplines, and only at the first-year level of the students' undergraduate degrees. Functional Skills in English Language, a course in some Nigerian universities where students are taught language function in different contexts (e.g. register) would have been an equivalent to an academic literacy course. However, Functional Skills in English Language was mostly offered to students in the English language department in their early undergraduate level courses.

These observations corroborated my own experiences and provided some initial evidence that postgraduate students were not adequately initiated into academic literacy in their previous studies. This is because, academic literacy pedagogy at the undergraduate level in most Nigerian HEIs was not discipline-specific but instead took on what Lea and Street (2000) call the study skills approach, where linguistic skills are seen as easily transferable to other contexts. The emphasis in these courses was on language structure and grammatical features, with a focus on teaching students the fundamentals of speaking, listening, reading and writing skills (Amadi, 2013). However, the literature on academic literacy suggests that writing in academia should go beyond peripheral writing activities (Wilmot & Lotz-Sisitka, 2015). Introducing students to writing courses that are elementary and generic might not equip them with appropriate discursive practices needed for participation in the disciplinary discourses (Collins, 2000; Wendy & Pillay, 2014) or what Gee (1996) refers to as secondary Discourses. Given that students are expected to use culturally accepted symbols within the domain of disciplinary knowledge, there must be overt instruction to support them (Bacha, 2002; Zhu, 2004, in Giridharan & Robson, 2011). Put differently, academic literacy in the context of higher education must go beyond the ability to read or write, but “include the ability to use culturally available symbol systems for comprehending, composing, and sharing ideas, experiences, knowledge, and meanings” (Hobbs, 2016, p.1).

1.3 Purpose of the Study

The broad aim of this study was to examine postgraduate students' experiences of academic writing as a form of academic literacy in a Nigerian University. In particular, the study sought to bring to the fore the nature of academic writing support available to the students, their experiences of this support, as well as their supervisors' perceptions of the same. The specific objectives of the study are:

1. To ascertain how academic literacy is conceptualised in a Nigerian university.

It is essential for both postgraduate students and their supervisors to actively think about academic literacy, and what it means for postgraduate writing in order to develop an understanding of its relevance. Asking this question also allows the participants to think about how *texts* "represent both the knowledge and the ways of knowing, doing, and believing in different disciplinary communities" (Kendall & Pilcher, 2018, p. 163). This leads to the second objective below.

2. To ascertain how academic literacy is operationalised in a Nigerian university.

How disciplines conceptualise academic literacy is often evidenced in their academic literacy practices. In the context of this study, these literacy practices involve postgraduate research and assignment writing. Hence, my third objective was:

3. To critically examine the academic writing experiences of postgraduate students in Nigerian universities from (i) their own point of view and (ii) academics' points of view.

This objective sought to understand and critique what it means to write in a different discipline by exploring students' experiences of their writing trajectories. My reasons for including both students and their supervisors are as follows: The

student's voice is often silent in educational research, and in particular in research about academic literacy. At the same time, supervisors are an important stakeholder in the postgraduate writing process. Therefore, their voices do count (Lim, Sidhu, Chan, Lee and Jamian, 2015).

1.4 The following questions guided the study:

1. How is postgraduate academic literacy conceptualised in a Nigerian university?
2. How is postgraduate academic literacy operationalised in a Nigerian university?
3. How do postgraduate students perceive their experiences of academic writing at a Nigerian University?
4. How do supervisors perceive postgraduate students' experiences of academic writing at a Nigerian University?

1.5 Research Methods

The main aim of this study was not only to understand but also to critique students' experiences of postgraduate academic writing. Therefore, this study used both an interpretive -to understand (Anderson, 2013) and a critical paradigm-to critique (Taylor & Medina, 2013). Although the critical paradigm has many tenets, only the 'critiquing' tenet, which allows one to challenge guiding assumptions, rather than merely naming and describing, was used

Given this focus on both understanding and critiquing, it was difficult to completely define this study solely by employing either of these two paradigms. To resolve this, I borrowed tenets from both paradigms that helped to formulate the worldview I used to make sense of the data. I thus employed a pragmatic paradigm or mixed paradigm - (i.e. Cupane, 2011, Walliman & Buckler, 2008) to appraise how data was retrieved, analysed and interpreted in this study.

Using a case study design, within a qualitative research approach, I interacted one-on-one with both students and supervisors in order to elicit the nature of the

academic writing activities they engaged in, as well as how they made sense of these experiences. This entailed travelling to the university, meeting the participants and interviewing them individually. To achieve this, I used multiple research instruments, such as semi-structured interviews with both students and supervisors as my primary sources of data, while document analysis remained my secondary source of generating data. The combination and use of different methods to generate data was helpful, not only for the purpose of comparative analysis but also to promote a reasonable degree of credibility and plausibility of the research findings (Creswell & Clark, 2012; Kumar, 2011).

Data retrieved were analysed using Critical Discourse Analysis (CDA), an approach developed by Fairclough (2009). This form of data analysis was used because this study does not merely aim at describing how the participants expressed their individual experiences of the study phenomenon but also aims to investigate other contextual and social factors contributing to why postgraduate students' experiences of academic literacy in a Nigerian university the way they do. Through this approach, this study gains the momentum to measure the discourses and Discourses the students have been exposed to as they navigate through their learning in the different disciplines (Fairclough, 2010). Thus, in implementing CDA, I analysed the data not only on the surface level of language (as expressed in participants' experiential narrations), but I also evaluated the semantic meaning across all social, cultural, economic, and other power-relation and situational discourses of the phenomenon (Fairclough, 2009).

1.6 Study Setting

The location of a study comprises the background, setting, and participants as well as the geographical location where the study is conducted (Walliman & Buckler, 2008). It sums up the field of the study. As discussed in the sampling section in Chapter 4, the participants and context of this study were located in

Nigeria, where two departments in a public university were used as the research case study.

1.7 Study Participants

Given that this study was framed within a qualitative paradigm; I adopted a purposive sampling technique. This technique was appropriate for the study, which was framed within a qualitative paradigm and aimed to examine how students experience the postgraduate academic literacy context in Nigeria. To understand this, I interviewed four supervisors and seven students from two different disciplines, that is, Chemical Science and Geography and Planning Science. This ensured that both the academics and the students' perspectives were represented.

Furthermore, from the interviews, most students and lecturers ascribed much credit to the 'research methods' course offered in all disciplines at this level of study. The participants' views about the importance of this course, as noted in the interviews, prompted me to further investigate the course readers.

1.8 Summary of findings

The findings from this study suggest that academic literacy pedagogy is mostly a disciplinary issue in that each discipline has its own unique academic literacy 'intervention'. However, students indicated that they also acquired academic literacy practices through multiple modes. For instance, students gave credit to the other courses they were enrolled in during their postgraduate studies. They also indicated that they got support from one-on-one supervision as well as other communities of practice they were part of. Regarding the courses that are instituted to equip students with advanced academic literacies, the findings in this study reveal that in one of the disciplines (Geography and Planning Science), the focus was more on technical aspects of research. Thus, in this discipline, the theoretical specifications were based mostly around a skills approach (Lea &

Street, 2005). Although some evidence of Gee's 'd' discourses and 'D' discourse also featured in the academic literacy pedagogy in the Chemical Science discipline, this was inadequately constructed and obscured by the high degree of the product approach that typified students' writing experiences.

While postgraduate students in this study were not necessarily marginalised by the focus on skills or the thesis as a product, an assumption is made that their learning is hindered as they are prevented from fully participating in the socio-cultural practices of their chosen disciplines (Lave & Wenger, 1994).

1.9 What theoretical frameworks influenced what I found out

This study was underpinned by Gee's conceptualisation of discourse (Gee, 2001;1996), in particular, his distinction between the small 'd' discourse, and the big 'D' discourse, as well as primary and secondary Discourse. I also utilised Bourdieu's cultural capital (CC), Bourdieu & Passeron, 1994; Bourdieu, 1986) and Lave and Wenger's (1991) notion of Communities of Practice (CoP). Other concepts, such as the academic literacies mode (Lea & Street, 2006), as well as discursive identity (Gee, 2001), also provided theoretical tools which I used in the data processing, interpretation, and discussion.

1.10 Delimitations of the study

Although this research focuses on postgraduate students' experiences of academic writing, the scope of the empirical study was limited to the Nigerian context. Given that it was impossible to survey all universities in South Africa, I further limited the scope to one institution as well as two departments within the same institution. Moreover, the research approach that was adopted determined the research instruments, which were semi-structured interviews and document analysis as well as the choice of participants. Again, the theories and research paradigms were also deliberately selected to align with the purpose of the study (i.e. Dimitrios, & Antigoni, 2019; Simon, 2011). These delimiting factors defined the boundaries of the study.

1.11 Limitations of the study

The findings from the present study should be interpreted in the context of certain limitations. First, this study was framed within a qualitative paradigm with a case study approach and purposive sampling procedure. Therefore, the findings cannot be generalised beyond the context in which data was collected. Second, the findings pertain to postgraduate writing, in particular assignment and thesis writing; these might not generally represent writings in other forms and contexts.

1.12 Outline of the study

As identified in the aforementioned study aims and objectives, this study investigates how postgraduate students experienced academic writing in a Nigerian university. This broad aim cuts across the foci of each chapter and is organised in eight Chapters.

Chapter 1, the introductory chapter presents the summary of this study and mainly addresses the contextual background as well as the motivation of the study. Chapter 2 presents the literature review and introduces the concept of academic literacy and how it is situated in this study. Thus, the chapter begins with a discussion of the different conceptualisations of academic literacy as well as related concepts such as d/Discourse. This is followed by an appraisal of academic literacy at the postgraduate level as well as some conceptual approaches to academic literacy, such as: Cummin's BICS and CALP (Cummins 2000, 2005, 2012, etc.), Street's New Literacy Studies (NLS) (Lea, and Street, 1998, 2006; Street, 2003 etc.).

Chapter 3, which is built on the argument presented in Chapter 2, outlines the conceptual and theoretical frameworks that informed the study. The chapter presents a discussion of the Gee's notions of discourse and identity, Wenger's Communities of practice (CoP) and Bourdieu's cultural capital. These three

theories gave me the tools to explain how academic literacy and disciplinary writing is situated in Nigeria postgraduate writing practices

Chapter 4 focuses on how the study was conducted, outlining the research design, approach, and research methods, sampling techniques, data collection, as well as the analytical methods. The chapter also discusses ethical matters, issues of validity, reliability, and rigour, and finally, anticipation/ limitations of the study. Chapters 5 and 6 focus on data presentation. Chapter 5 presents the documentary evidence as well as findings from the interviews with students. The analysis of supervisors' perceptions is presented in Chapter 6; while in Chapter 7, I discuss the emerging discursive themes from the data presented in Chapters 5 and 6. Chapter 8 presents the concluding remarks of this study and also suggests recommendations and suggestions for future research and practice.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

The need for academic literacy to be taught and for university students to become capable writers has attracted much attention in academia (Crème & Lea, 2008; Defazio, Jones, Tennant, & Hook, 2010; Khumalo, & Maphalala, 2018; Mohammed, 2016). Many students struggle with university writing, including those who speak English as a first language (Mgqwashu, 2014). Irvin (2010) and Van der Merwe, (2018) claim that for most postgraduate students, despite their grammatically and semantically well-structured essays, nevertheless receive comments such as: “you did not write academically” from their lecturers and supervisors (Irvin 2010, p. 1). As a result, they are faced with questions about how to write in ways that typify academic or university literacy. Consequently, several scholars have argued that academic writing is more than language (Lea & Street, 2000; Ivanic 2006; Ranawake, Gunawardena, & Wilson, 2017). It is “no one’s mother language” (Bourdieu and Passeron (1965; 1994 p. 8); therefore, theoretical and practical ‘mainstream’ approaches to teaching academic writing that consider its complexities need to be established for all students (Wingate & Tribble, 2012). Recognising this need, most higher education institutions offer academic writing support courses to both undergraduate and postgraduate students. However, as this chapter will reveal, the pedagogic approaches in these courses differ, and are informed by beliefs about the nature and purpose of academic literacy.

The available literature also suggests that academic writing, as a form of academic literacies is a contested field (Sibomana, 2016; McKenna, 2010; Lea & 2006). Therefore, this chapter aims to bring to the fore some of these debates, and how they have influenced pedagogical approaches to the teaching of academic literacy, in particular, academic writing. It begins with a brief discussion of the diverse definitions of the term academic literacy that exist in the literature. The chapter also gives an insight into the nature of discourse, and then proceeds to discuss the discourses which have informed academic literacy, in particular, writing pedagogy. Several concepts related to

the notion of academic literacy, such as academic skills, socialisation, academic literacies, and cognitive academic languages are also discussed.

2.2. Academic literacy - a definition: different perceptions and implications for this study

Several definitions of the term academic literacy have been provided in the literature. This diversity of definitions has also influenced perceptions of, and pedagogical approaches used in the teaching and learning of academic literacy (Ivanic, 2004; Barton, 2007). For instance, Hartley (2008) defines academic literacy as a concept that denotes a set of reading and writing styles used in academia to typify disciplinary intellectual boundaries. From this perspective, academic literacy enables students to interact with the writing practices that conform to the cultural, linguistic and social norms of their chosen disciplinary community (Hocking & Fieldhouse, 2011; Khumalo, & Maphalal, 2018). Schalkwyk (2008), who describes academic literacy as the ability to manipulate language in a scholarly manner, also provides a more straightforward definition. She notes that it is “a compound of linguistic, conceptual and epistemological rules and norms of the academe” (Schalkwyk, 2008, pp. 44), which enables students to think, read, and write in ways that are considered worthwhile in their disciplines (Gee, 1990; Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, Rivera, Lesaux, 2017). Perry (2012) adds that academic literacy is a form of participating in the academic conventions, traditions and cultural principles of different disciplines. It involves constant interaction with others in a discourse community; hence, the context in which learning takes place is central to the learning process.

There are also scholars who have argued that competence in the English language, which is used in most higher education institutions (HEIs) as the medium of instruction is an important measure of academic literacy acquisition. Balfour (2004) and Van der Merwe (2018), for instance, argue that native speakers of English often perform better than international students, non-English speakers or students who use English as their second or additional language. From their perspectives, underachievement is framed as a result of a mismatch between the students' home language and the language of instruction (Bengesai, 2014). However, other authors such as Appalsamy (2011),

Mgqwashu (2011), Perry (2012), Strauss, Goodsir, and Ferguson (2011), contest this point of view. They suggest that not only do the second language (L2) speakers face challenges with the use of academic language, but also so *first* language speakers of English do. These scholars argue that competency in university academic literacy entails a set of practices, which are different from the home language, or even the linguistic expectations of high schools. In addition, academic language is perceived as being different from home language because it is a “language component which is inseparable from non-linguistic behaviours, values, goals, beliefs, and assumptions which members of the discourse have evolved over time” (Mgqwashu, 2011, p. 93).

Apart from the different notions of academic literacy mentioned above, prominent in this field of study is the debate regarding whether academic literacy is intellectually situated (Wisniewski, White, Green, Elder, Sohel, Perry, & Shapka, 2018). There are some scholars who see academic literacy as a ‘technology of the intellect’ (Meiring, 2017; Wisniewski, 2018; Van der Merwe 2018). Such arguments have been used to describe students as either literate or illiterate without taking into consideration the context in which literacy is learned (Lea, 2017).

Lee (2007) in Scott and Palincsar (2013) also states that writing pedagogy in university, especially at the postgraduate level, should epitomise disciplinary based practices. It should involve those practices that are valued in a particular discipline and an understanding of the social-cultural and disciplinary nuances of a discourse community. Lea and Street, (2001, 2008), refer to this understanding of literacy as the ideological conception of literacy which challenges the notion of literacy as a neutral and a social activity. Rather, they advocate for a view which sees it as a contextual, social, and discursive process which is situated in the socio-cultural practices of a disciplinary community (Khumalo, & Maphalal, 2018; Lillis & Scott, 2007; Pahl & Rowsell, 2012).

Despite this diversity of definitions, this study aligns with the view provided by Lea and Street, which sees academic literacy as “a social construction which is situated in a specific context” (Li, 2001 p. 59). This is because academic contexts differ and to participate fully, one must understand how disciplines read and write themselves (Jacobs, 2010). I recognise that by privileging one definition over another, I am also

reflecting my own biases. However, the theoretical lenses provided by Lea and Street (2006) align with my personal views of academic literacy. Besides, their conception of academic literacy has revolutionised the field and continues to inform debates about the nature of academic literacy. A more detailed discussion on academic literacy as situated is provided in section 2.4.3.

2.3 Discourse - a precept to academic literacy

The notion of discourse is also central to this study. Just like academic literacy, different and often overlapping definitions also exist in the literature. For instance, discourse has been used to refer to any interaction between a speaker and an audience (Flowerdew and Ho Wang, 2015; Knoester, 2009); a social situation in which language is used (Bangeni & Kapp, 2006; Collins & Gee, 1990; Ranawake, Gunawardena, & Wilson, 2017); or a way of structuring knowledge (Fairclough, 1992; Bernstein, 1990). Scholars such as Gee (1996) and Fairclough (1992) provide definitions of discourse which have been adopted in several studies on academic literacy (see, for instance, Bengesai, 2012; Sibomana, 2016). Following these scholars, I also draw on Gee and Fairclough's conceptions as they align with my theoretical as well as analytical perspective.

Fairclough (1992), drawing on the work of Foucault as well as Hallidayan linguistics saw discourse as a social practice as well as a way way of structuring knowledge. This is because for him, discourse is not just a text, it is a discursive practice which is understood by those who have inside information; for example, members of a discourse community. At the same time, discourse is a social practice which has the potential to shape discursive events as well as the nature of the discursive practice (Fairclough, 2007). To further show the discursive function of language, Fairclough evoked the concept of 'orders of discourse', which he defines as the social structuring of semiotic difference. To illustrate, "the order of discourse that organizes, say a university will be characterised by a host of interrelated textual practices such as the discourses of essays, meetings, lectures, seminars, administrative texts and so on" (Simpson & Mayr, 2010, p. 53).

Within the academe, writing is one way of structuring knowledge and using language in ways that facilitate membership in a discourse community (Chubarova & Rezepova, 2016; Bengesai, 2012). From this perspective, writing is reconceptualised as a discursive practice and a meaning-making process that goes beyond linguistic aspects (Bachi and Bonham, 2014; Donnelly, 2010; Gee, 1990). Thus, traditional views that privilege reading and writing skills as the measure of literacy are brought to question, while writing is seen as encompassing social roles, values, beliefs, and attitudes that are valued in a particular social practice (Gee 1996).

The basis of Gee's conceptualisation of discourse lies in his distinction between discourse, spelt with a small letter 'd' and Discourse with a capital letter 'D' (Gee (1990, 1996, 2007)). The small discourse refers to the linguistic features of the language. It is concerned with how language is used and structured semantically (Gee, 1990, 1996). On the contrary, Discourse (with capital letter 'D') refers to:

..."a socially accepted association among ways of using language, other symbolic expressions, and artifacts, of thinking, feeling, believing, valuing and acting that can be used to identify oneself as a member of a socially meaningful group or "social network" (Gee, 1996, p. 131).

It revolves around activities (acts, talks, often writing) that distinguish a person being a member of a social unit, which fellow members could recognise and identify with (Gee, 1990, 2007; Knoester, 2009). In this, Discourse is both the combination of features of language (discourse) and the act of that language (Knoester, 2009). It is an 'identity kit', which is accepted in the "social context of the groups that affiliate with such identities". Consequently, the amount of Discourse obtained determines the level at which an individual demonstrates competence and expertise in the Discourse community (Gee, 2003, p. 42).

Drawing from this understanding of writing as d/Discourse, several scholars have argued that academic disciplines should be viewed as discourse communities, where values, attitudes, and processes of knowledge construction are shared between members of the discourse community (Flowerdew and Ho Wang, 2015; Masumeh &

Davud, 2014). Writing in the university must encompass activities that are accepted and valued within a discourse community. In addition, since academic disciplines train students to be experts in their disciplines, academic 'literacy' must not be seen as a matter of acquiring generic writing skills (Chubarova, & Rezepova, 2016), but as a process of learning how disciplines 'read and write' themselves (Jacobs, 2007). Thus, academic writing, must be located within the disciplinary practices (Lillis & Scott, 2007).

Canagarajah (2002) has argued that academic Discourse is dominated by conventions from the centre (i.e. the western world) and "of English as a language of global scholarship (Sibomana, 2016, p. 126). This *status quo* places graduate students from the 'periphery' (i.e the political South or third world, of which Nigerian students are a good example) at a serious disadvantage (Canagarajah, 2002). This is because students from the 'political South' as non-native speakers often have to grapple with learning the English language itself, as well as the socio-cultural practices of academic writing which they might not be familiar with (Sibomana, 2016; Bengesai, 2012; Gee, 1996). In order to help such students to engage in the academic literacies of their chosen disciplines fully, the universities that enrol them must provide them with overt pedagogic support. This is particularly important at the postgraduate level, where there is more emphasis on writing.

2.4 Discourses of writing

Drawing on Gee's understanding of Discourse as a shared practice, Ivanic (2004, p. 224) introduces the notion of discourses of writing which she defines as "constellations of beliefs about writing" which influences how people speak about writing and the pedagogical approaches to the teaching and learning of writing. Lea and Street (2006) in their influential work on academic literacies also identified three approaches (the study skills, academic socialisation, and the academic literacies approaches) to academic literacy and writing which they argue are influenced by beliefs about what constitutes literacy knowledge and acquisition. They further posit that although each of these approaches has its own associated roots and traditions (Lea and Street, 2005), they should not be seen as mutually exclusive, as each approach is subsumed in the

other (Scholtz, 2016). Ivanic's (2004) framework of discourses of writing consists of six categories; skills, process, creativity; genre pedagogy, social practices and socio-political practices which correspond with those identified by Lea and Street (2005). In the context of this study, the first three of Ivanic's discourses are classified under Lea and Street's skills approach, while the genre pedagogy and social practices are considered as equivalent to the academic socialisation and the academic literacies approach respectively.

2.4.1 The Study Skills approach

In the study skills approach, reading and writing are seen as individual and cognitive skills that reside in the student (Street, 2003; Wingate, 2006). This approach emerged as an early reaction to students struggling to write in line with academic conventions (Turner, 2012). The model was derived from the assumption that university students needed to learn a set of reading and writing skills that would ensure that they were identified as academically literate, with the focus on helping them find ways to "adapt their practices to those of the university" (Lea & Street, 2000, p. 159).

The pedagogical focus of the study skills approach is on language use at the surface level. It encourages the explicit teaching of formal features such as sentence structure, grammar, and punctuation, etc. (Lea & Street, 2006). Proponents of this approach see writing as merely the application of linguistic knowledge, while the challenges students face with writing are considered resident on the surface features of the text (Pinheiro, Dionísio & Vasconcelos, 2016). Once acquired, these linguistic skills are perceived to be easily transferable to other contexts of writing (Wingate, & Tribble, 2012). According to Ivanic (2004), acquisition of these skills is expressed through discourses such as 'correct', 'proper' or 'accurate' use of grammar, punctuation, and spelling. From a Faircloughian discourse perspective, these words are not neutral- but reveal underlying ideologies about the nature of literacy. It assumes that literacy can be acquired in a universal way and those who fail to master these skills are seen as suffering from 'diseased writing' (Bengesai, 2012). Some scholars have also argued that this focus on accuracy suggests that the skills approach is prescriptive in nature, and seems to

dominate educational policy (Bengesai, 2012; Prinsloo, 2000). The skills approach has also influenced the discourse around falling standards of literacy (Prinsloo, 2000) as well as descriptions of students as having a deficit, that is as those who either have literacy or not.

Despite these criticisms, the study skills approach has influenced several pedagogical approaches and writing courses, which are often “offered to non-native speakers of English, usually by writing specialists in English Language Centres” (Wingate & Tribble, 2012, p. 27). For instance, some universities around the world, such as the case in Canada and the United Kingdom (UK) offered generic courses tagged English for Academic Purposes (Badenhorst, 2018; Flowerdew & Peacock, 2001, in Afful, 2007). In India, academic literacy interventions take the form of Communication Skills, while in Hong Kong the situation is less clear because several universities employ English For Academic Purposes and a few use English for Communication Purpose (Chanock et al., 2012, pp. 143-144).

It is important to note that Lea and Street’s critique of the Skills approach is not meant to diminish the importance of writing skills. Rather, they argue that the approach becomes problematic when the teaching of skills is seen as an end in itself (Lillis, 2003). For instance, if the teaching of skills is seen as the goal of academic literacy, the approaches often focus on error correction and ignore the interrelationships between social relations, identities, and context (Gee, 1990, 2007).

2.4.2 The academic socialisation approach

van Schalkwyk (2008) points out that it was not long before the study skills model evolved into a more holistic model of writing, as its limiting of student literacy to language alone was seen as a deficit of the model. As a modification, what emerged was a university literacy model, which did not only take cognisance of language ability but also took into account “students’ acculturation into disciplinary subject-based discourses and genres (Jacobs, 2010).” The new model ushered in a phase of the academic literacy movement known as the academic socialisation model where reading

and writing are embedded in disciplinary contexts (Jacobs, 2010). In essence, academic socialisation is based on the assumption that students must be socialised into ways of being that typify membership of disciplinary communities (Crème & Lea, 2008). Thus, the academic socialisation approach privileges genre knowledge; hence, it is often considered in relation to genre-based pedagogies (Lea and Street, 2000) such as English for Specific Purposes (ESP) (Hyland, 2002).

Scholars working within this model view academic literacy as the practice of writing in accordance with the text structure of the discourse community, audience, and content and context (Hyland, 2008). Thus, academic writing and reading practices are not performed in precisely the same way across all disciplines, but rather are framed within the disciplinary boundaries (Barton & Hamilton, 2000; Bengesai, 2012; Perry, 2012; Street, 2001; Turner, 2012; Torgesen, 2017; Van der Merwe, 2018). Yang (2013) adds that the genre approach of viewing academic literacy as discipline-specific helps to identify academic writing as a rhetorically sophisticated language repertoire.

Indeed, academic writing involves “enculturation into the values and behaviours of the academic community through meaningful participation” (Kim, 2018). However, the process of socialisation into disciplinary writing is not an easy one for most students. This is because students often have to navigate their way in a new community and learn new conventions according to prescribed standards. Consequently, some scholars have raised concerns regarding the rigid appropriateness of a text, which is a central concept in this approach. According to Ivanic (2004), the academic socialisation approach and its related genre pedagogies assume static ways of learning a Discourse. Also, there has been criticism that the process of socialisation has the potential to hinder students’ agency, as they have to work within the static boundaries prescribed by the genre (Daisy, Camacho-Thompson, Nancy, Gonzales, Andrew, & Fuligni, 2018). It stifles their creativity, given the focus on the end product with little attention being taken to the role of social relations and identities in the process of constructing the text (Duff, 2010). Lea and Street (2000) also posit that the academic socialisation approach perceives academic writing as transparent, and students’ acquisition of academic literacy as something that can only be judged textually.

2.4.3 Academic literacies: an insight into New Literacy Studies, NLS

The NLS emerged as a resurgent academic literacy and writing perspective which considers literacy to be a social practice, and not as an acquired skill (Street, 2003). The modifier 'New' here signifies a new approach in response to the characterisation of literacy competency as solely an individual ability (Street, 2003, p. 79).

The NLS conceptualisation of literacy is premised on the notion that literacy is not an autonomous skill where the ability to read and write resides within the student. It is neither a technical or neutral skill, which is determined by a student's level of language competence or cognitive ability (Street, 2003) nor is it easily transferable to other contexts (Street, 2003; Donnelly, 2010). Thus, within Lea and Street's (2006) typology, the study skills approach is informed by an autonomous view of language where literacy is a context-free activity.

Instead, the NLS approach sees academic literacy as a social practice in which both the academic skills and academic socialisation are subsumed (Scholtz, 2016). Within this approach, an individual brings his or her identity to the learning experience (Street, 2003). As such, pedagogical approaches must take into consideration the extent to which students' social and cultural backgrounds influence the way they view the world (Horn, 2016). The NLS refers to this way of thinking about literacy as an ideological model, which is more socio-culturally sensitive of literacy practices (Street, 2000).

An approach to writing which fits the ideological model is the academic literacies model (see Elkins & Luke, 2000, Street, 2001 & 2003, Thompson, 2008, Mgwashu, 2014). The academic literacies approach acknowledges that text production is "more than acts of reading and writing" (Barton, 2001, p. 98). It also differs from the academic socialisation model in that it sees literacies as identity-specific rather than discipline-specific (Lea and Street, 2016). Lea, (2017) notes that academic literacies is a composition of thought, ideas, actions, behaviours, attitudes, practices and communication channels, such as wording, lettering and other gestures within a particular area of study that is distinguished from other forms of socialisation. In other

words from a situated perspective, the language in each discipline is both context and content situated. At the same time, texts (the product of an academic literacy event), as well as the processes of creating them), are both dependent on the social interactions of the literacy event (Street, 2017, Theresa, & McKinney, 2003). Considered in this way, academic writing is a Discourse in the tradition of both Gee (1996) and Fairclough (1992); it is not just a process of producing a text, but rather a social and ideological practice, which also reveals the rhetorical nature of texts (Barton, 2001). Thus, the academic literacies approach must be seen as a “lens through which the nature of the former approaches [skills and academic socialisation] is made visible (Lillis, 2003 p. 194).

Several scholars have drawn on the work of the NLS, and concur that for students to ‘fit’ in the academe, they must drink from the same bar as the disciplinary insiders have (Bengesai, 2012; Mgqwashu, 2011; Jacobs, 2010; 2007). They must be provided not only with opportunities to familiarise themselves with the disciplinary and socio-cultural practices of their chosen various disciplines, but also empowered with discourses that identify them as members of a discipline. Simply put, the academic literacies perspective sees literacy acquisition as a “sites of discourse and power ... [and] the literacy demands of the curriculum as involving a variety of communicative practices, including genres, fields, and disciplines” (Wilmot and Lotz-Sistika, 2015, p. 17). Pedagogically, an academic literacies approach favours participation in a discourse community, without diminishing the value of knowledge and skills. Literacy acquisition occurs when students engage with and learn from experts within the discourse community. Thus, the approach sees writing as more of an epistemology, rather than a cognitive skill (Clarence and McKenna, 2017). To use Gee’s illustration of a biker bar, the student entering a bar (i.e. discourse community must have some knowledge of this community in order to take on the identity of a biker, which will, in turn, assist them in acquiring new knowledge (Moje, 2011). This has implications for non-native students as in the case of Nigeria who by implication, enter the bar inadequately prepared to acquire new knowledge.

The discussion in this chapter so far has shown that Discourse, as a form of life, is an agreed-upon and conventional practice consisting of combinations of linguistic and non-linguistic communication associated with a certain socio-cultural setting. If this is true, it can also be argued that most of the challenges that students face with academic writing challenges are rooted in their status as ‘outsiders’ (in academia) and in their lack of familiarity with academic literacies practices of a discipline or, as Ballard and Clanchy (1988, p. 8) put it, the “deep rules of academic culture”.

Lea and Street’s (2006; 1998) theoretical comparison of the three models has been especially useful in developing pedagogical instruction as well as research on academic literacy. It is important to note that while these models have been used independently, from an academic literacies perspective they are not mutually exclusive and neither should one be used in place of another (Bury and Sheese, 2016; Wilmot and Lotz-Sistika, 2015). Instead, the approach sees these as successive models, with the preceding model broadening the scope of the other. Simply, put, one cannot develop academic literacies, without exposure to the academic skills and academic socialisation.

2.5 Cognitive academic language proficiency (CALP): an underpinning strategy in a multilingual academic setting

Although the notion that ‘academic language is no one’s mother tongue’ (Bourdieu, 1994) has been used to demonstrate that all students generally struggle with academic literacy, there is also sufficient evidence which suggests that individuals from less privileged backgrounds, and more so from non-English speaking backgrounds have significant disadvantages. Thus, the awareness of language remains an issue that cannot be underestimated in literacy studies, as most institutions around the world are characterised by students from diverse and different language backgrounds (Mokhothu, & Callaghan, 2018). Most university classes have students who use the English language as their home/first language, while some others use it as their second or third language. . According to Cummins (2000), a task, which an English first language speaker might succeed with little contextual effect, might prove to be more challenging to anon-native or a second language speaker. This makes academic literacy instruction

a complex issue as most academics are under pressure regarding whether to address language as a skill or as a socio-cultural issue (Lea & Street, 2008; Street, 2001, 2003).

The issue of diversified classroom setting is pertinent in most countries of the world and more so, in Nigeria, which has been selected as the case study in this research. In this section, I am not proposing a theoretical model, but locating academic writing in a multilingual context, as is the case in most Nigerian universities. To do this, I have decided to engage the Literacy Engagement Framework (see Cummins, 2011, in Cummins, Mirza & Stille, 2012), which comprises Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1979b, in Cummins, 2000, p. 58). CALP will be the core discussion in this section as it deals with academic writing.

The BICS and CALP form different language and literacy proficiencies, as postulated by Cummins (2000, 2005 & 2012) The BICS and CALP are used concomitantly with Conventional and Academic Proficiencies (e.g. Romaine, 1989 & Spolsky, 1984, in Cummins, 2000). In this perspective, there are proficiencies that are required in academic situations: conversational proficiencies (mostly associated with the BICS model) and academic proficiency (related to the CALP model). Cummins (1984) notes that teachers often conflate conversational proficiency with academic literacy proficiency.

However, the ability to converse fluently in the language of instruction (English) is not a guarantee of excellent performance in academic tasks. Conversational proficiency can be attained to peer-appropriateness within two years of exposure, while a period of five years or more is required to acquire knowledge at the academic level (Montgomery, 2008). Even native speakers of English language, who are normally fluent at age five, come to school with adequate conversational skills, and have mastered all grammatical and sociolinguistic conventions upon entry to university still have to familiarise themselves with the basic linguistic repertoires that determine the discursive practices of their chosen disciplines (Cummins, Bismilla, Chow, Cohen, Giampapa, Leoni, Sandhu, & Sastri, 2005).

In other words, those who have no limited BICS proficiency might need a longer time to acquire the skills needed to write effectively in the different disciplines. Thus, as much as the BICS could be a fundamental capital, it might not be sufficient for postgraduate disciplinary writing if proficiency in CALP has not been attained. Cummins, Mirza and Stille (2012) aver that postgraduate academic writing is different from all other forms of writing. This is because the focus of non-academic writing is derived from traditional conversational language, while postgraduate writing is compounded by the unique nature of academic disciplines which require students to think in qualitatively different ways (Havenga, & Sengane, 2018). Thus, postgraduate academic writing does not feature in daily communication. 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 more experienced actors in a discourse community (see Lesaux & Geva, 2006 in Cummins et al., 2012). However, the BICS that students bring to the learning context cannot be underestimated, as it serves as a scaffold for the developmental of advanced literacy practices (Cummins, 2000 in Appalsamy, 2011).

The relevance of Cummins' theory to the present study is that students whose first language is different from the language of instruction need to be supported to develop CALP. Cummins (2000) further emphasises that to be 'literate' is not enough; one has to learn how to participate in the discourse of the language community. And this can only happen through overt teaching and engagement in authentic disciplinary activities (Olson, 1977 in Cummins, 2000). Competence of CALP in students enables them to switch between academic boundaries, identities, and discourses- academic literacies practices (Cummins, 2011; Street, 2010). Learning thus takes place through initiation rather than instruction (Street, 200, 2008).

Although the CALP/BICS distinction provides some insight into the challenges non-native speakers of a language face, it has been criticised by other scholars for providing an oversimplified view of academic literacy, which on the extreme has been referred to as an autonomous rather than an ideological model (Cummins, 2008; Scarcella, 2003). In response to these criticisms, Cummins (2008) has pointed out that language proficiency is not the goal in his theory; rather, it provides a "socio-political analysis of

how schools construct academic failure among subordinated groups". Thus, the theory should not be simply used to make distinctions between conversational and academic language, but also to challenge power relations that privilege a certain type of literacy which students on the periphery might not have access to. As Cummins (2008), puts it:

"...highlighting the social and contextually-specific dimensions of cognition does not invalidate a research focus on what may be happening inside the heads of individuals as they perform cognitive or linguistic tasks" (p. 78)

2.6 The need for pedagogy of academic literacy at the postgraduate level

The field of academic literacy, in particular, academic writing has grown tremendously over the past few decades. Noting how sophisticated university literacies and Discourses are, most notably at the postgraduate level, the introduction of academic writing programs in most parts of the world has been inevitable (Afful, 2007; Havenga, & Sengane, 2018; Schulze, & Lemmer, 2017). The most cogent reason for the institutionalisation of academic literacy programs, apart from the increasing role of English as an "academic lingua franca" is that writing at pre-university level is markedly different from the writing required at university level (Duszak, 1997, p. 21).

Research on academic writing at the undergraduate level is generally robust, and developments in literacy pedagogy at that level can be easily traced (i.e. Adagbonyin, Aluya, & Edem, 2016; Ayankogbe, 2015; Bodunde, & Sotiloye, 2013). However, the same cannot be said about the postgraduate level, which is the focus of this study. This is quite surprising, given that the challenges that postgraduate students face when it comes to writing are well documented. For instance, van der Merwe (2018) comments that often-postgraduate students receive comments, which show the inadequacies in their writing. Bengesai (2012) in her doctoral dissertation also chronicles the challenges she faced with academic writing at that level. She notes how she often felt inadequate, when the redundancies in [her] writing were pointed to, mainly because [she] was unaware of how redundant [her] writing was. Bengesai's experiences are not unique; as several postgraduate students have shared similar sentiments (see Sibomana, 2016).

Yet, the available literature suggests that when it comes to postgraduate writing, pedagogy has taken a lesser role, while supervision and the thesis as a product take centre stage (Chamberlain, 2016).

At the postgraduate level, students are expected to have advanced reading and writing 'skills', which enable them to read texts written by experts and also to produce texts like experts (Costa, & Lopes, 2016). However, this is not an all or nothing affair, given acquiring this knowledge is punctuated by the interrelationship between the personal, social and academic contexts of writing (Fadda, 2012). A growing body of literature has consistently shown that writing in the English language does not come easily for most non-native speakers (Sibomana, 2016; Lillis & Curry, 2010; Brown & Jonhson, 2009). While academic writing is essential at all levels, competence at the postgraduate level may be especially important as it is directly linked to timely completion (Sibomana, 2016). Consequently, there is growing awareness of the need for explicit pedagogy to support postgraduate students with writing. From an academic literacies perspective, this pedagogy must move beyond writing styles, to a "more complex, fluid conceptual and ontological practices that are implicit in academic contexts" (Badenhorst, 2018, p. 121).

Behar-Horenstein, Isaac, Charisse, Michael, Niu, Pratto, Roberts, Wingfield, Wolfgang, Zafar, (2016) and Schalkwyk (2008) asserts that academic literacy writing programs should introduce diverse groups of students to the discourse that equips them to undertake academic writing and allow them to participate in activities in the university, even if only in a peripheral sense. Therefore, institutionalising academic literacy pedagogy could be the missing link in empowering postgraduate to master how disciplines 'read and write' themselves (Jacobs, 2007). More generally, a pedagogy of postgraduate writing draws students' attention to indispensable issues such as organisational features, written genres utilisable in the university, conventions of usage, and familiarising students with the various modes of expression, such as description, analysis, synthesising, narration, exposition, comparison and argumentation that are unique to different disciplines (Jacobs, 2007).

Zhang (2011) also adds that that with constant contact, postgraduate students engaging with academic literacy courses, will “develop and challenge a variety of differing repertoires for writing as well as identities appropriate to diverse modes of discourse and relations” (Zhang, 2011, p. 41). This, he argues, will enhance and empower postgraduate students with the ‘voice’ required as professionals in the field of study.

It is important to note that while academic literacy pedagogy at the postgraduate level has traditionally taken a peripheral role in relation to traditional supervision, in recent years, there have been significant shifts mainly coming from universities in the West (Cennetkuşu, 2017; Lillis & Curry, 2010; Li, 2007). Supervisors are increasingly realising that postgraduate experience is not a transparent process of merely producing the thesis and that a pedagogy of training is required if universities are to produce graduates who are competitive in a global space (Chamberlain, 2016). Consequently, some universities have adopted pedagogical approaches such as group supervision, collaborative supervision between writing specialists and subject matter specialists as well as blended learning (Chamberlain, 2016). These models have been used together with the traditional supervision model. Group supervision involves two tiers of supervision and interaction between the student and the supervisor and peer-to-peer interaction.

In some countries, such as is the case in South Africa, a cohort model of postgraduate training is used. The cohort model supports intellectual development and knowledge production in postgraduate studies through a community of learning (De Lange, Pillay & Chikoko, 2011). This model provides space through which postgraduate students can interact with and within the discipline, besides the regular and traditional model of supervision. The model is instituted as a form of pedagogy that ‘enables scaffolding of learning and developmental process of research’- from the proposal, methodology and finalising the research write-ups (De Lange et al., 2011, p. 18; Govender, & Dhunpath, 2011). While all these models involve different forms of support, what remains clear is that there is the recognition that a more precise pedagogy of postgraduate academic writing is needed in higher education.

An argument that this study makes is that there is need to embed a communicated and observable instructional practice and assessment of academic writing into the curriculum, especially at the postgraduate level (see Chalmers et al., 2010; Mitchell, 2010; Mitchell & Evison, 2006; Skillen, 2006; Star & Hammer, 2008; Wingate, 2006; Young & Avery, 2006, cited in Chanock, et al, 2012). This can be through some of the models mentioned above, or through the explicit teaching of academic writing. In the context of Nigeria and hence, the present study, it is assumed that departmental heads and lecturers should empower students by introducing them to disciplinary academic writing pedagogy in the first year of their Master's degree. This assumption provides justification for the present study, which aims to examine students' experiences of academic writing at the postgraduate level, and the pedagogical context in which they acquire advanced academic writing skills.

2.7 The academic literacy context at the postgraduate level in Nigerian universities

Clearly, postgraduate writing is receiving growing attention internationally, especially in Western countries such as the United Kingdom (Cennetkuşu, 2017; Lillis & Curry, 2010; Li, 2007); and even South Africa (Clarence and McKenna, 2017; Wilmot & Lotz-Sitzika, 2015). In these contexts, the experiences of international students, or those who do not speak English as a first language have been articulated. However, the same cannot be said about Nigeria, where academic literacy in general and postgraduate specifically is quite unarticulated. Besides several issues affecting Nigeria's development as a whole, there are significant problems pertaining higher education funding and administration. Apart from the issues of overcrowded classrooms and stressful university admission, most students find academic matters and difficult literacy issues to navigate in Nigeria (Ayankogbe, 2015).

As much as the English language remains the official language, more than 500 different languages are spoken in Nigeria (Ndimele, 2016). This suggests that many university students come with different home language backgrounds or BICS as Cummins puts it, which has the potential to impact their academic writing experiences (Ariyo, 2010).

Despite the argument that language background does not necessarily guarantee exceptional academic achievement, as Cummins (2008) puts it, no student can learn in a vacuum of language given adequate knowledge of it can provide sustainable capital that can be used to scaffold learning (see Ayeomoni, 1999; Bamisaye, 2004, in Ariyo, 2010).

Apart from multilingualism, another challenge generally encountered in the Nigerian higher educational context is that most students are admitted into university with little or no opportunity to learn academic literacy. Although every student is encouraged to take a few 'use of English language' courses, the content of these courses is not sufficient to equip them with the necessary skills needed to participate in disciplinary discourses. This is worsened by the fact that the commitments of education in Nigeria are frequently targeted towards traditional literacy and not academic literacy (Akinyeye, 2015). The concepts of academic literacy, disciplinary writing and so forth are topics that receive inadequate attention. Emphasis is placed on literacy as a form of reading and writing, with particular focus on the primary and secondary school levels of education (Aduwa-Ogiegbaen, & Iyamu, 2010; Amadi, 2013). This is detrimental to the quality of education in Nigeria, especially at the tertiary and postgraduate levels of study (Ugwu, Ifeanyieze, and Agbo, 2015). According to Orim, Davies, Borg, and Glendinning, (2013), some postgraduate students in Nigeria cannot even write research proposals, let alone the required advanced research writing which postgraduate studies demand. This inability to write robust research is a setback to research and development in Nigeria (Agu, Omenyi, & Odimegwu, 2015). It is a well-documented fact that research not only enables nations to join the global knowledge economy but also to be competitive in these knowledge economies (Olagbaju, 2014). Put differently, if Nigeria is to reap from the research dividend, there is a need for concerted efforts to ensure postgraduate students are successful in their studies, in particular regarding the communication of their research.

A critical question that the Nigerian context raises is: if academic literacy remains quite challenging to students who speak the English language as a first language, how are students who speak English as a second or third language expected to 'crack the code'

(McKenna, 2012) without adequate academic writing support? As discussed earlier, there is research that has established that even mother-tongue English speaking students experience challenges in developing academic literacy. This implies that students with less English language competence would encounter even greater challenges in their academic writing, as they have to grapple with learning both the language (small d) and the ideological ways of using the language within their disciplines (e.g., Ugwu, et al, 2015).

It cannot be overstated that universities that Nigerian postgraduate students enroll in must provide them with adequate research writing support to enable them to make “unique contributions to the knowledge base of core disciplinary communities” (Sibomana, 2016, 127). Noting the vast language diversity that characterises Nigeria and the multifaceted language challenges faced by Nigerian students, discipline-specific instruction in academic literacies courses is hypothetically useful in developing adequate writing practices. This study, therefore, aims, not to condemn any system of teaching academic literacy in Nigeria, but to investigate how these students are socialised into academic Discourses.

2.8 Conclusion

The aim of this Chapter was to discuss some of the debates that exist in the literature regarding the nature of academic literacy, and in particular academic writing at the postgraduate level. The discussion revealed that the concept of academic literacy is fluid, as there are diverse definitions regarding what it constitutes. This diversity in definitions is also reflected in beliefs about literacy and in turn, influences pedagogical approaches to the teaching and learning of academic literacy. The discussion also highlighted that while academic literacy at the undergraduate level is a well-researched and understood area, the same cannot be said about postgraduate writing. Even though the challenges that students face with postgraduate writing are understood, the pedagogy of postgraduate academic writing has been peripheral in most higher education institutions. However, recent developments suggest that there is a growing interest in the pedagogy of training postgraduate students rather than a mere focus on the thesis as a product.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

Chapter 2 explored the literature on academic literacy. Although there are diverse definitions of the term academic literacy, this study aligns itself with the notion that it is a situated practice. The study also sees academic literacy as a Discourse and a medium through which another disciplinary Discourse is mediated (Fairclough, 1997; White & Ali-Khan, 2015). This chapter draws from the arguments made in Chapter 2 and presents the theoretical framework guiding this study. The discussion will begin with a brief discussion of how the theoretical framework was derived. This is followed by a discussion of Gee's theory of Discourses. Next, Lave and Wenger's (1994) conceptualisation of Discourses as Communities of practice is discussed, followed by Bourdieu's (1986, 1990) notion of cultural capital. The chapter ends with a discussion of the relevance of the theories to the present study.

3.2 The study theoretical framework

As discussed in the literature review above, academic literacy is necessary for success in university, and especially at the postgraduate level where writing is central to successful completion. Concerns that students are often underprepared for university writing have also led to a watershed of research informed by various theoretical perspectives. For instance, there are studies, which have emphasised proficiency in reading and writing skills (see Johns, 2005), understanding patterns of discourse or genres (Swales 1994) or ESL students' struggles with academic writing (Casanave 2003). In recent years, there has been a move towards a socio-cultural view that sees academic literacies as socially situated and classrooms as a space for contestation (Street, 2005; Lea & Street, 2006). In line with these developments in the literature, the presented study is also located within a socio-cultural perspective, and the acquisition of academic literacy occurs through shared knowledge and engagement with expert members of Discourse communities. Specifically, the study is informed by three

theoretical positions: Gee's notion of Discourse, Bourdieu's Cultural Capital, and as well as Lave and Wenger's Communities of Practice (CoP).

3.2.1 Gee's d/Discourses

Gee (1990; 1996) is credited for his conceptualisation of Discourses and how these influence the acquisition of literacy. His theories have been used extensively in studies on academic literacy (Sibomana, 2016; Bengesai, 2012). Among his many contributions to literacy theory, his understanding of d/Discourse has been especially influential. As discussed in Chapter 2, small discourses are 'what we say' while the big Discourses are our social practices (Gee, 2001; 1996). In his further theorisation, Gee argues that these d/Discourses entail an understanding of both primary and secondary Discourses, which are both developed in different spheres of life (Gee, 2001). Primary Discourses are developed during early life through 'apprenticeship and' socialising with the immediate members of their socio-cultural setting (Gee, 2007). That is, primary Discourses shape an individual's identity, and Gee describes this level of discourse as home, peer or childhood socialisation (in domestic or face-to-face peer group socialisation) (Knoester, 2009).

On the other hand, secondary Discourse 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. These are Discourses that one develops in "various local, state, and national groups and institutions outside the early home and peer group socialisation (Gee, 1996 p 137). Gee further argued that moving from primary to secondary Discourses requires mastery. In other words, one needs to be fluent in the primary Discourse in order to acquire a secondary Discourse. Put differently, gaining membership in a Discourse, requires one to master ways of "talking, acting, thinking, valuing and also [writing] which are valued in that Discourse. However, as Gee, (1996) notes, students from low socioeconomic backgrounds often face significant challenges in making a distinction between the two discourses. Unlike their counterparts from middle-class backgrounds, these individuals are often not exposed to the primary Discourses that enable the development of a secondary Discourse such as academic

literacy. Just like Cummins' BICS/CALP distinction, Gee (2008) argues, "Success in school requires children to comprehend the complex academic language found in the content areas" (p. 2). By implication, those individuals who have not developed the valued primary Discourse are at a disadvantage. However, as Gee (1996) acknowledges, newcomers can 'mushfake' their way into a Discourse by spending time with members of a Discourse community. That is, as students drink from the same bar with experts in their chosen discipline, they adapt the Discourse until they have gained enough knowledge to adopt it (Gee, 2000). In other words, Gee's conception of d/Discourse acquisition follows a Vygotskian model of apprenticeship, where the focus is on *immersion* as well as interaction with experienced people in the d/Discourse (Vygotsky, 1978).

If home literacy is considered a primary Discourse on which school literacy- a secondary Discourse can be acquired, an argument is made that at the postgraduate level, the undergraduate studies can also be considered a primary Discourse. This is because success at the postgraduate level depends on the amount and quality of the learning that takes place at that level. Therefore, postgraduate students who do not have the basic literacy that native speakers might have acquired as a primary Discourse are at a double disadvantage. Unfortunately, this is often the case for most non-native or ESL students, who are not initiated in academic literacy practices in their previous studies (Sibomana, 2016).

Gee (2000) also propounds four ways to view Discourse as identity. These are: The *Natural-identity* (N-identity) which is the biological identity that is formed and powered through genes and nature (p. 101). This identity is not regulated by society, tradition or culture, but by nature. An example is when an individual is being referred to as a man/male. The society did not label or name me as man/male, but it is an identity that was assigned by nature (Gee, 2000). The second identity is what Gee referred to as *Institutional-identity* (I-identity) (p. 102). This identity is obtainable through allegiance and membership of a particular institution. This identity is ascribed and controlled by the authority of that institution. An instance could be a male (as N-identity), with an I-identity of a student of a university. The third identity is Discursive-identity (D-identity)

(Masumeh & Davud, 2014). This identity unfolds through acts, traits, behaviour or use of language through which an individual demonstrates their discursive interactions with other social actors. The power of an individual's D-Identity is legitimated by the extent to which those within the Discourse recognise his acts or traits. (Gee, 2000). One is recruited into a D-identity based on how he/she consistently demonstrates these act(s) or trait(s), while others deal, interact and describe him/her in a way that reinforces those traits (Bamberg, De Fina, & Schiffrin, 2011). For instance, one could examine how a male (N-identity), student (I-identity) speaks/writes (discourse), (D-identity) in a department at the university. The last identity is the Affinity-identity (A-identity) (Gee, 2000). This identity is built on how much one affiliates him/herself with or participates in the discursive practices of a particular community and shares an affinity with this group (Marti, 2009), what Vignoles, (2017) also describes as the process of *integration*. I have used table3.1 below to illustrate Gee's four forms of identity as they apply to the present study. However, the N-identity might not be emphasised as the focus of this study is not on the natural/biological features of the study participants (students/supervisors). The "I"-identity has been identified as a university in Nigeria (see sampling section in Chapter 4). Nevertheless, relevant to this study, I found the concept of Discursive Identity and Affinity identity as more useful.

Table 3.1 Illustration of Gee's forms of identity

(N-identity)	(I-identity)	(D-identity)	(A-identity).
A male...	...student...	...who participates in the Chemistry Discourse Community...	...identifies as a Chemist

What is clear from Gee's theory is that literacy goes beyond mere reading and writing skills, but, rather, it is part of a larger political entity called "Discourse (Delpit, 1992, p. 297). It is "a sort of 'identity kit' which comes complete with the appropriate costume and

instructions on how to act, talk, and often write, so to take on a particular role that others will recognize” (Gee, 1990, p. 142). As a result, language in use (small ‘d’) is not enough to define someone’s identity. Rather, the social, cultural, political and institutional factors should be taken into consideration. Therefore, through both verbal, non-verbal presentation, and even visual representation, one can deduce and differentiate Discourses of certain Community of Practice from one another. For instance, we talk of the Discourses of medicine, Discourses of lawyers and even Discourses of academia etc.

3.2.2 Community of Practice (CoP)

Another theory that I found useful in understanding postgraduate students’ experiences of academic literacy is Lave and Wenger’s Community of Practice (CoP) (1991). As coined by Lave and Wenger (1991,) CoP is a term that describes a set of people who share collective learning, passion, and concern for something they continuously do and grow together in as they interact with it regularly. They share similar histories, experiences, knowledge, language and certain unifying discourses that represent ways of life/being and membership of a particular domain (Wenger, 1998, Wenger-Trayner, & Wenger-Trayner 2015). A CoP is not just about a group of people who have come together to accomplish a task or ‘joint enterprise’ or mere ‘teamwork’; but a CoP is concerned with learning partnerships and growing an innovative knowledge process (Farnsworth, Kleanthous, & Wenger-Trayner, 2016, p. 6).

There are important concepts that make CoP different from a mere community with our neighbours next door, or what could be misinformed as a joint task. These are what Wenger-Trayner refers to as *domain*, *community* and *practice* (Wenger-Trayner, & Wenger-Trayner 2015, p. 2). These are further described thus:

Domain: A social interest binds membership of the community. The memberships of the CoP are maintained in a shared and common content of knowledge, as such they (members) engage in a standardised body of knowledge, which distinctively defines

their boundaries and territories. Within this domain, certain ways of life and set of values guide the way the members deal with their domain.

Community: This denotes membership and relationships. In a community, members share joint activities that are enhanced by constant interaction and communication in a language (that could best describe) the domain of the community. However, having a constant conversation among a group of people does not mean they are of the same CoP; what distinguishes the sense of a 'community' in CoP is that all relationships, verbal and non-verbal communications, and joint activities are performed to learn together.

Practice: Being a member of a CoP goes beyond having shared interests. For instance, a group of people who like the same movie do not necessarily belong to a CoP. Rather; members of a CoP develop a shared repertoire of resources and are practitioners whose meetings and interactions are consciously or unconsciously geared towards developing a space for practicing and learning. As an illustration:

Nurses who meet regularly for lunch in a hospital cafeteria may not realize that their lunch discussions are one of their main sources of knowledge about how to care for patients. Still, in the course of all these conversations, they have developed a set of stories and cases that have become a shared repertoire for their practice (Wenger-Trayner & Wenger-Trayner 2015, p. 2).

These three elements as Wenger and Wenger-Trayner posit distinguish CoPs from other forms of group, joint, community task efforts (i.e. see: Buckley, 2014, Kersch, & Carnin, 2017, Spicer, 2016). A critical question that Lave and Wenger's framework also seeks to answer is how newcomers participate in a CoP. They argue that within this CoP, learning is situated in the interactions between the newcomers and expert members of the CoP. This occurs through a process of legitimate peripheral participation, as the newcomers "lack community-specific knowledge that would allow them to participate in a more central way" (Eberle, Stegmann & Fischer 2014 p.218). As they continue to interact with expert members, they undertake more complex activities that will eventually move them to full participation.

The key to this framework is the notion of participation. In particular, for this study, it raises the question of what “legitimizes newcomers’ participation” in a CoP (Erbele et al. 2014). For postgraduate students, registering for a particular degree program legitimizes their participation. If that is the case, then, they must be given legitimate, although peripheral activities that will enable them to gain full membership to the discourse community (Lave and Wenger, 1991). In other words, the writing that they are exposed to must mirror that expected of experts and the training they receive must enable this participation.

Although postgraduate students are expected to produce an independent study in the form of a thesis at the end of their studies, there is a substantive body of literature, which has shown that research has shown that writing the thesis is not an individual act (Oluwole et al, 2018; Sibamana, 2016). In fact, CoPs are increasingly being seen as favourable, as they have the potential to address some of the problems of postgraduate research “such as isolation and the need for longer-term maintenance of momentum” (Wisker et al., 2007 p. 306). For instance, while traditionally supervisors work with students on an individual basis (Wisker, Robinson & Shacham, 2007), students are increasingly working in CoPs made up of peers, cohort collaboration, writing groups, or in funded projects, etc. (Chamberlain, 2016; Delange et al. 2011; Govender, & Dhunpath, 2011). The pedagogies of CoPs can be designed in such a way that students participate in a range of joint academic and research activities characteristic of a particular discipline. In light of the above, offering a writing course (as much as this is a good idea) might not be sufficient for the high demands and standards of writing required in postgraduate studies. Students need to be exposed to other forms of participation which will enable them to gain full membership to the disciplinary community.

3.2.3 Bourdieu’s cultural capital

Bourdieu’s cultural capital also has considerable applicability to the present study. He defined cultural capital as the resources acquired through an upbringing that help to facilitate learning (Collins, 2000). It equips individuals with the knowledge and

resources, which dictate their social position and acquired power within a hierarchy of social order. Therefore, success is, in the first instance, attributable to the amount of cultural capital available to the person (Hutchings & Garraway, 2010). Bourdieu, like Gee (1991) also argued that class, language background, power relations and differences affect learning and literacy, and children from high socioeconomic status backgrounds always display an advantaged interaction associated with the dominant culture. These children are often exposed to reading for pleasure and have developed positive attitudes towards reading which are associated with educational success. Thus, for Bourdieu, educational achievement is socially constructed, and some people have life experiences that make them more successful than others. In the context of this study, the notion of cultural capital suggests that academic writing success is determined by the amount of cultural capital obtained from the habitus (e.g. family background, prior academic socialisation etc.) and is not a matter of ability and/or language proficiency alone.

Bourdieu (1990) also identifies three dimensions of cultural capital, namely embodied, objectified and institutionalised capital. Embodied capital is a non-genetic trait, that is, it is acquired consciously or unconsciously and not transmitted or hereditary, and it is 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 an economic value, which categorises someone as belonging to a specific advantaged or disadvantaged class (Bourdieu, 1990). Institutionalised capital is typically associated with institutions such as the university and consists of credentials or qualifications that serve as cultural assets or the experience and competencies required 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 a student navigates their way through their studies. Bourdieu thus establishes that students come into academia with different levels of cultural capital as foundational assets through which academic achievement (institutionalised cultural

capital) is developed and accommodated. Cummins (2012) concurs with this view when he suggests that the literacy and learning process is influenced across social and cultural classifications and power relations. This emphasises “the value of students’ home languages and culture as a constituent of the pedagogic process of social and cultural capital” (Cummins, 2012, p. 1986).

3.3 Applicability of the theories to the study

The three theories discussed in this chapter have considerable applicability in this study. First, all theories suggest that learning is socially situated. This view aligns with the conception of academic literacy as a social practice, which has also been adopted in this study (see Chapter 2). The implication is that academic literacy might take on a different meaning if the context changes. For instance, academic literacy in the field of Science might be understood differently from academic literacy in the field of Education. Moreover, writing at the undergraduate level might also differ from the expectations at the postgraduate level, although adequate preparation at the former is a useful resource for the learning that takes place at the latter. Second, Gee (1991) argues that learning and meaning-making are all tied to personal experiences. This aligns with Bourdieu’s cultural capital, which is developed through upbringing. Those who have mastered or possess primary Discourses/cultural capital as basic literacy are at an advantage as these are resources which facilitate success.

Given that most postgraduate students in Nigeria are not native speakers of English Language, which is the language of learning, it can be argued that they might lack the primary Discourses or cultural capital needed to be successful writers. In other words, Discourse might be closed to these newcomers, thus delimiting the quality of their learning experiences. Thus, Bourdieu’s cultural capital and Gee’s primary Discourses raise a critical concern about how higher education has the potential to either exclude some students if their prior experiences are not taken into consideration.

Third, Gee suggests that individuals can acquire a Secondary Discourse, such as postgraduate academic writing through a process of apprenticeship. This shares an

affinity with Lave and Wenger's (1991) CoP, where newcomers learn through legitimate peripheral participation in authentic discursive practices. Thus, learning is not entirely a cognitive aspect but is inherent in a variety of activities and ways of participation in the specific epistemic and social context (Gee, 1991; Lave and Wenger, 1991). As such, for a student to obtain an appropriate institutionalised capital, as evidence of expertise, it is important that he or she can participate in, represent and write in a way that typifies the Discourse of the academic CoP (discipline). Unfortunately and as already discussed earlier, most students arrive in the Discourse community unaware of how to write, act, think and value in ways that are accepted in the context of their disciplines (Mu'in, 2008). This results in students feeling alienated as if they do not belong to this elite community.

Fourth, level of study is a community on its own (Hyland, 2002), with its own set of practices that define membership. It represents the meeting point between the D-identity and the A-identity as used in this study. , A discursive identity is internalised through constant participation in the membership of an A-identity (Marti, 2009). Thus, evidence of the Discourse Community (CoP) one belongs to (as A-identity) could be demonstrated by the amount of the d/D-identity he/she has internalised as a result of participation in the joint activities of the group/community (Jordan, 2010).

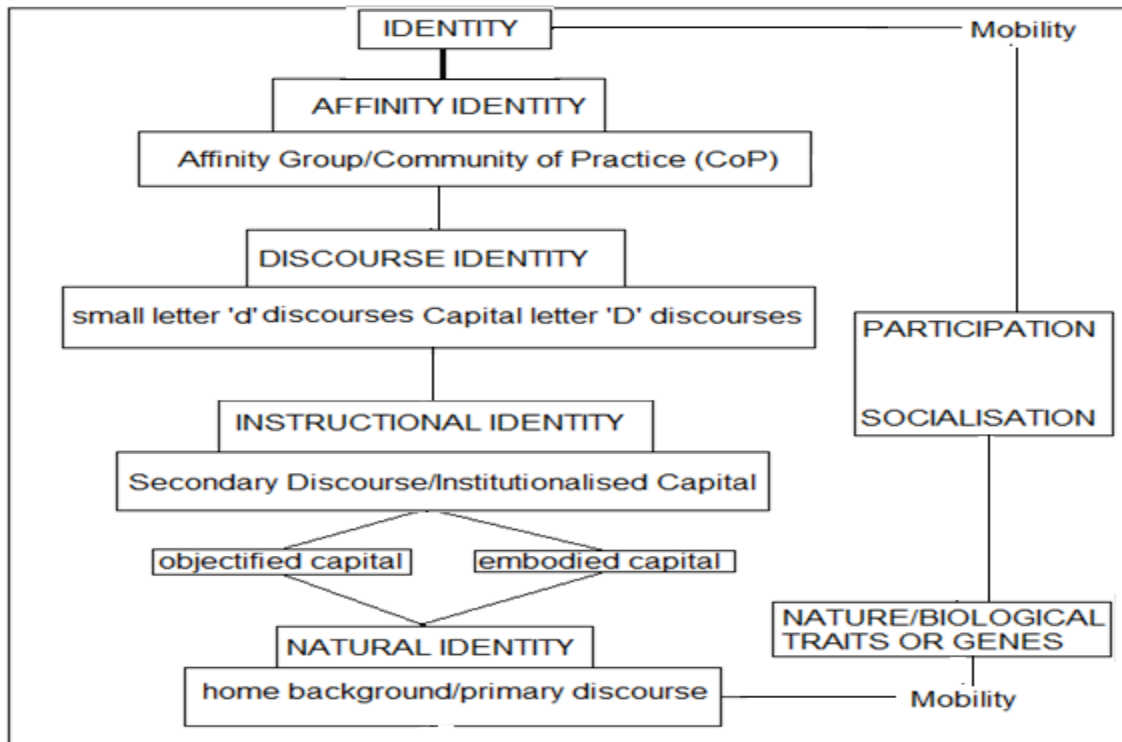
Key tenets arising from these theories, which will be used in this study, are as follows:

1. Newcomers such as postgraduate students come in with diverse personal experiences, which might hinder or increase their acquisition of advanced academic literacy.
2. Newcomers must interact with Discourse experts in their chosen CoPs. In other words, they must be actively involved in the learning process. However, participation in and of itself is not acquired, and neither should it be seen as contradictory to knowledge acquisition. Rather, the two are not mutually exclusive and complement each other to provide students with a holistic learning process (Moje, 2011).
3. Because they have not mastered the Discourse, newcomers must be supported through apprenticeship and mentorship.

4. Newcomers need to be given opportunities to practice using the Discourse of the CoP. Figure 3.1 below presents a visual representation of these theories and how they relate to the present study.

Figure 3.1 below presents the visual representation of the theories applied to this study.

Figure 3.1 Visual representation of the applicability of the theories to the study



(Diagram adapted from Gee [1996, 2004a, 2004b and 2007]; Gee, and Lankshear, [1997] and Bourdieu, [1986 and 1990])

3.4. Conclusion

The aim of this chapter was to present the theories that informed this study. Three theoretical frameworks were discussed, that is, Gee's conception of discourses, Lave and Wenger's Communities of practice and Bourdieu's cultural capital. These three frameworks are considered relevant to the present study because they highlight the socio-cultural nature and situatedness of academic writing. In other words, students

come to university with certain capital or primary Discourses, which can be empowering or marginalising. From this perspective, an individual's socio-cultural context and identity cannot be separated from the process of acquiring academic literacy. As Ivanic (1998) argues, the 'autobiographical self' is an integral part of one's identity because "all our writing is influenced by our life histories (Ivanic, 1998, p. 181).

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

The methodology chapter of a study provides information regarding the ‘how’ aspect of the study. It provides insight as to what methods the researcher has employed in collecting/generating data, from where and from whom (Poni, 2014). The methodology chapter also addresses issues of the quality, credibility, validity, rigour, and limitations of the study (Moriarty, 2011). This forms an overview of the issues to be discussed in the chapter to follow.

This study examines postgraduate students’ experiences of academic writing at a Nigerian University. Being empirical and experiential, the study deals with humans as participants within their natural contexts. On this account, the sampling, data collection and analysis revolved around students as well as their supervisors. I chose to focus on both students and their supervisors because i) the student’s voice is often silent in research on postgraduate writing and ii) supervisors are an important stakeholder in the postgraduate writing process (Lim, Sidhu, Chan, Lee & Jamian, 2015). Thus, the supervisors’ perceptions were used to promote a coherent and more fine-grained understanding of postgraduate students’ experiences.

4.2 Research paradigm

A paradigm is a conceptual tool that frames the interpretation and beliefs of a research study. It is important as it influences the researcher’s construction and interpretation of reality (Bhattacharjee, 2012; Poni, 2014). According to Yilmaz (2013), a paradigm is a philosophical lens that defines a researcher’s mindset and influences of participants’ responses in a particular setting, how they see the world (Poni, 2014).

Taylor and Medina (2013) also suggest that a paradigm is a simple worldview that orients and guides a researcher in their research study/investigation. That is, it is a

worldview or shared understanding of social reality, which Bhattacharjee (2012) refers to as “mental models or frames” used in organising the researchers’ reasoning and observations (p. 26). From these definitions, a paradigm can be defined as a basic assumption underpinning how a researcher positions the theory and methods informing the study, and the assumptions made about these and about the nature of reality. Simply, it is the perspective from which the researcher views the world or the research phenomenon.

There are different types of paradigms, such as positivist, post-positivist, interpretivist, and critical paradigms. However, for the purpose of this research study, only two of these paradigms, the interpretive and critical paradigms, will be defined and positioned as the worldviews that inform how the phenomenon under investigation was approached.

4.2.1 The Interpretive paradigm

The interpretive paradigm purports that humans have agency and that researchers should thus be interested in how humans make sense of their lived experiences and contexts (Poni, 2014). According to Walliman and Buckler (2008), the interpretivist paradigm believes that humans change from one context to another, thereby making human truths context-based. That is, an interpretivist researcher intends to understand the world or reality through human experience. Yilmaz (2013) notes that the interpretivist paradigm offers a world-view consonant with qualitative research which explores socially constructed phenomena and treats reality as dynamic, flexible, holistic and context-sensitive. As a result, Poni (2014) claims, researchers employing an interpretivist paradigm should rely on participants’ views of the study situation and context. As such, the research analysis depends significantly on a rich, deep and detailed description of the research phenomenon. Moreover, there are no correct or incorrect theories, and assumptions should be evaluated based on how interesting they are to the researcher as well as those involved in the same areas.

A central tenet of the interpretivist paradigm is the belief that reality consists of researchers' subjective experiences of the external world and that knowledge and meaning can be acquired through acts of interpretation (Kivunja, & Kuyini, 2017). For instance, researcher using an interpretivist paradigm might aim to understand certain educational issues and to build an interpretation of reality based on the experiences of students or teachers or participants within the case study framework (Anderson, 2013). The main methodological approaches used in an interpretivist research are interaction and interpretation (Bhattacharjee, 2012). In this paradigm, the researcher attempts to understand by observing certain phenomena and by interpreting the meaning ascribed and assigned to them by the participants.

4.2.2. The Critical paradigm

A critical paradigm also informed this study alongside the interpretivist paradigm. The critical paradigm, which emerged in the 1980s, aims at a transformative and reformative agenda (Mackenzie & Knipe, 2009). Basnet (2011) adds that the critical paradigm is a political movement with the agenda of proposing or bringing about social change by challenging existing interpretations and values that contribute to the marginalisation of certain group of people in a society. This implies that this paradigm promotes the idea of social justice in the quest for creating a world that is fair, more impartial as well as harmonious. Similarly, this paradigm addresses the issues of who is not empowered and why, with the aim of promoting a transformative influence of change (Taylor & Medina, 2013).

The tenets of the critical paradigm are that knowledge and reality are 'historically constituted' and that they are produced and reproduced by people over time and have now become a legacy (Myers, 2009 in Poni, 2012). The ability to challenge inequality and marginalisation resides in the people, but often this has been constrained due to various forms of social, cultural or political factors. Certain social groups' marginalised orientation limits their ability to strive for social transformation and emancipation. As a result, according to Poni (2012), a critical researcher designs his or her study with the intention to transcend taken-for-granted notions and to uncover dominant ideologies by

encouraging self-consciousness and emancipatory criticism in the social members of the study case.

In relation to education and academic practices, researchers employing a critical paradigm seek to deconstruct the hidden curriculum or text and search critically for the truth within the social context (Taylor & Medina, 2013). The goal of this is to displace and change the existing structures that limit social members such as students, to uncover opportunities, and to propose how they can interact with social change, particularly among people previously excluded or dominated. This change might also be to inculcate voice, skills and practices that may be excluded in the curriculum, and to inform certain groups, for example of teachers or lecturers, that encourage the empowerment and promotion of knowledge in others (Taylor, Taylor & Luitel, 2012).

4.2.3 The coalescing the research paradigms (multi-paradigmatic approach [MPA]/pragmatic paradigm [PP])

This study employs a multi-paradigmatic approach. Different tenets from the two paradigms, interpretivist and critical, were drawn upon and were aligned to inform the understanding of how social reality and the construction of knowledge is viewed in this study. By implication, this study is not committed to a single system or philosophy of reality or worldview. It employs a more pragmatic mode of inquiry or a pragmatic paradigm (this term will be used interchangeably with 'multi-paradigmatic approach'). According to Lewin (2005) in Mackenzie and Knipe (2009), the pragmatic paradigm is a worldview that "...provides the underlying philosophical framework for mixed-methods research" (p. 4). What is important in this paradigmatic framework is that the notion of viewing reality could be drawn from any paradigms. The pragmatic paradigm foregrounds the research problem and allows any relevant paradigmatic approach to inform how the problem is understood. Creswell (2003) proposes that the pragmatic paradigm centres on the research question without having any philosophical loyalty to a single paradigm. The focus of this approach is not to choose or apply any paradigm, single or mixed-paradigms, which is/are likely to provide deep insights into the question.

In addition, and drawing from Mackenzie and Knipe (2009), Taylor and Medina (2013) put forward the idea that researchers today should not be stereotypical or afraid of using more than one paradigm. They posit, “We (researchers) can design our research by combining methods and quality standards drawn from two or more of the newer paradigms” (Taylor & Medina, 2013, p. 8). Similarly, Poni (2012) suggests that previously ‘monolithic division’ between paradigms has confused novice researchers by stimulating in them a fear of mixed paradigms. Accordingly, Leech (2003) and Bryman (2004) in Poni (2011) claim that although there are advantages in using each paradigm independently, there are better reasons in favour of multi-paradigm or the pragmatic paradigm. One of the benefits of a mixed method-paradigm or pragmatic paradigm is that it can generate knowledge from diverse points of view.

This means that a researcher using this paradigm can work towards gaining knowledge of one ontological viewpoint, by using combinations of different paradigmatic approaches and insight in the course of the study in terms of epistemology and methodology. Taylor and Medina (2013) suggest that the process of using a multi-paradigmatic or mixed-paradigmatic method in research is more relevant as it will allow the researcher to draw from different genres, modes of thinking, standards of examining, angles of insight and multiple perceptions and, as such, will enrich the epistemology and methodology and create a more critical ethnography.

As stated above, the two paradigms that informed the worldview employed in the study and provided insight into how data was analysed and interpreted are the interpretivist and critical paradigms. This mixed-method paradigm allowed for a purposeful consolidation of the relevant tenets of these two paradigms. The tenets adopted from each paradigm will be identified, discussed and juxtaposed in the discussion to follow in order to frame how reality, epistemology, and ontology are construed in the study. However, it is important to highlight that only some elements from each of the critical paradigms were carefully selected while others were excluded, based on the focus of the research problem. .

4.2.4 The adopted tenets and their alignment

Several principles and conventions have emerged within each paradigm that distinctively structure and define how reality, knowledge and the world at large can be viewed. However, in the case of this study, of the two selected paradigms, the main one adopted to underpin the study's epistemology, and ontology is the interpretivist paradigm. This paradigm is viewed as the principal-paradigm. Hence, all the philosophical elements within this interpretivist paradigm will be adopted for this study. The other paradigm, the critical paradigm, will only be used to corroborate the former, and some tenets in the critical paradigm will be excluded. There are two major philosophical spheres of the critical researcher's aim: criticism and transformation. These are summarised below in Table 4.1.

Table 4.1: Tenets of the critical paradigm

Criticism	Transformation
<ul style="list-style-type: none">• To critique• To address the issue of inequalities• To opine marginalisation and the marginalised• To expose injustice• To explain what is wrong with the current situation• To provide clear norms for critique• To challenge any interpretation, ideologies or policies that marginalise or influence educational research.• To capture the unheard voices	<ul style="list-style-type: none">• To promote democracy• To encourage individuals to make changes injustice• To promote justice• To seek human emancipation• To liberate human beings from circumstances that enslave them• To identify actions for change• To make the world a fair place

(*I.e. in* Cohen, Manion & Morrison, 2007; Cupane, 2011; Taylor & Medina, 2013; Whitty, 2006)

The mixed-method research paradigmatic approach employed in this study is highlighted above, however, for the purpose and aim of this study, only the criticism tenet (see Table 4.1) of the critical paradigm will be used. The rationale for excluding the other aspect (transformation) of the critical paradigm and only adopting the criticism tenet of the critical paradigm is that:

- This study is not aimed at implementing any change; rather, it merely aims to identify what is effective or ineffective in terms of academic literacy and to open up possibilities for interventions to be established in subsequent studies.
- However, this study is opened to proposing possible way-out, if found out that students' academic literacy supports are not adequately preparing and promoting proficiencies in their postgraduate writing nurtures. This is an element of the critical paradigm.

Table 4.2 below presents the characteristics of the interpretive and critical paradigms as applied in the present study.

Table 4.2: Characteristics of the interpretive and critical paradigms

Characteristic	Purpose	
	Interpretive paradigm	Critical paradigm
Purpose	To understand postgraduate students experiences of academic writing	To critique students' experiences of academic writing
Ontology	Reality is multifaceted can only be understood through exploring human interactions	Students' experiences/ reality of academic writing are shaped by socio-cultural, political-economic factors
Epistemology	Students' experiences can only be understood through a process of interpretation	What counts as knowledge (of academic writing) is determined by "social and positional power of the advocates of that knowledge" (Cohen, 2009).
Methodology	Data collection through textual methods such as interviews	Interrogate values and assumptions underlying

From the above rationale, it can be deduced that part of the study's critical paradigm lens aims not to advocate a drastic change; nevertheless, the overall conclusion of the study could put forward certain recommendations that could improve academic literacy pedagogy as well as students' learning experiences.. By borrowing the 'criticism' tenet from the critical paradigm, the study moves beyond mere understanding of the phenomenon, to actually questioning methods and evaluating how literacy may contribute to unequal power relations and may inhibit some students' academic voice

(Cupane, 2011). The theoretical framing of the research contributes to an evaluation of how certain pedagogies may limit students' academic abilities.

4.3 Research question

As noted, most studies consist of three steps: pose a question, gather data to answer the question and provide the answers as a response to the question. This shows that most studies revolve around what the researcher is curious about. This question is referred to as a key question or precisely as a research question (Creswell, 2009). Garg (2016) defines a research question as what the researcher is inquisitive to explore. This study is guided by the following questions:

- How is postgraduate academic literacy conceptualised in a Nigerian university?
- How is postgraduate academic literacy operationalised in a Nigerian university?
- How do postgraduate students perceive their experiences of academic writing at a Nigerian University?
- How do supervisors perceive postgraduate students' experiences of academic writing at a Nigerian University?

4.4 Research approach

After identifying a research problem and formulating a question that can function as the study inquiry-framework, the next step was to determine how to approach the study phenomenon. According to Creswell and Clark, (2012), an approach in this sense is a conceptualised plan intended to address methods of retrieving, analysing and discussing answers to the research questions. The researcher needs to stipulate what methodological approach will constitute data collection process and how to analyse and generate answers to the research question (Creswell, 2009 and Creswell & Clark, 2012).

In this study, I adopted a qualitative research approach because it is inductively, empirically and contextually defined, which best suits the study of human phenomena in a particular context, as in the case of this study (Yilmaz, 2013). Hancock et al. (2009)

describe qualitative research as an approach that is concerned with generating explanations of a social phenomenon. That is, the research aims to understand the social aspect of the world and seeks answers to questions that help to examine how and why human beings react and behave in the ways in which they do in a particular social context (Creswell, 2012).

Russell and Gregory (2011) state that qualitative research, as adopted in this study, aims to make sense of massive data within a small unit of sampling. The emphasis is that the data collection in a qualitative study must be comprehensive (i.e. adequate in its breadth and depth) in its meaning and description (Russell & Gregory, 2011). The findings in a qualitative study are characterised by intensive and extensive elaboration and corroboration of data, its interpretation, and discussion. This approach focuses on a succinct, clear, and comprehensive discussion of the phenomenon, using various sources to generate specific information. In other words, and as Mason (2002) explains, this form of research produces, rich and in-depth data which can reveal a contextualized understanding as well as the complexities of the phenomenon under investigation (Creswell, 2012)..

A qualitative research approach uses a sample that targets a few participants but from whom most appropriate and unique information could be generated/ gathered. Remler and Van Ryzin (2011) and Bhattacharjee (2012) note that this is a major feature of qualitative research. However, transferability and generalisability of the findings in qualitative research is not possible (Hancock, et al., 2009; Harsoor & Bhaskar, 2016). Nevertheless, the peculiarity of qualitative research is that “it has an unrivaled capacity to constitute compelling arguments about how things work in particular contexts” (Mason, 2002, p. 1). Thus, even with its small sample choice, a qualitative approach may help to identify theoretically provocative ideas that merit further exploration. On this account, Russell and Gregory (2011) further posit that:

Smaller samples can more fully explore a broader range of participants' experiences, whereas studies with larger samples typically focus on a more narrow range of experiences. Qualitative researchers judge the adequacy of

a sample for a given study by how comprehensively and completely the research questions were answered (p. 7).

Thus, the main aim of a qualitative research study is not to generalise the case studied, as the focus of the results is not on the entire population, but to specifically pinpoint a particular circumstance within the larger population. It always provides and promotes research that will serve the purpose of being a precursor to further studies into the research phenomenon and context. All the same, Mason (2002) points out that qualitative research should at least, if not to a large extent, demonstrate comparable resonance within contextual proximity of the study. This does not, however, contradict the earlier assertion of qualitative research being non-generalisable. Instead, it suggests that qualitative findings/results should not be limited to the scope of idiosyncrasy or limited to the phenomenal parameter of the study (Creswell & Clark, 2012). Similarly, the issue of generalisation should be for the audience to decide, relate and compare with other similar contexts, as they will have been exposed to the raw evidence in a study that focuses on individuals' perceptions of the phenomenon under investigation (Lunenburg & Irby, 2008; Yilmaz, 2013).

With the focus of this study being on the human social context, the researcher made physical contact with the participants (students) in the real context of the phenomenon, that is, in the two departments at the selected university. Face-To-Face interaction with the research context and participants promotes the likelihood that the researcher's encounters will result in the collection of rich, detailed, complex, and comprehensive data that will reveal participants' lived experiences (Kumar, 2011). Moreover, since research guided by a qualitative approach is designed to deal with humans and their experiences (as a sub-unit or social unit in a larger community), the approach, as adopted within this study, consists of three elements as channels of the research investigations: participants (human); experience; and a specific phenomenon of a smaller unit as a representation of a larger group.

4.5 Research design

Of great importance in any research is a well-structured, well-planned and strategic investigation, which in obtaining answers to the research questions remains a matter of expediency. Having stipulated the objective, rationale and justification for a study, the 'how' matter needs to be well-conceptualised to unveil the researcher's adopted procedural plans, referred to as the research design in a study (Kumar, 2011). In this aspect of the research, the researcher communicates their decisions to others regarding the developmental procedures and the logical arrangements required in how information is to be collected, from whom (participants), the method of selecting the participants, and how the information generated will be analysed (Cohen et al., 2007 and Harsoor et al., 2016). The research design also highlights how data will be retrieved and how validity, accuracy, and objectivity will be guaranteed and provides an examination of the contextual relevance of findings and answers to the research questions.

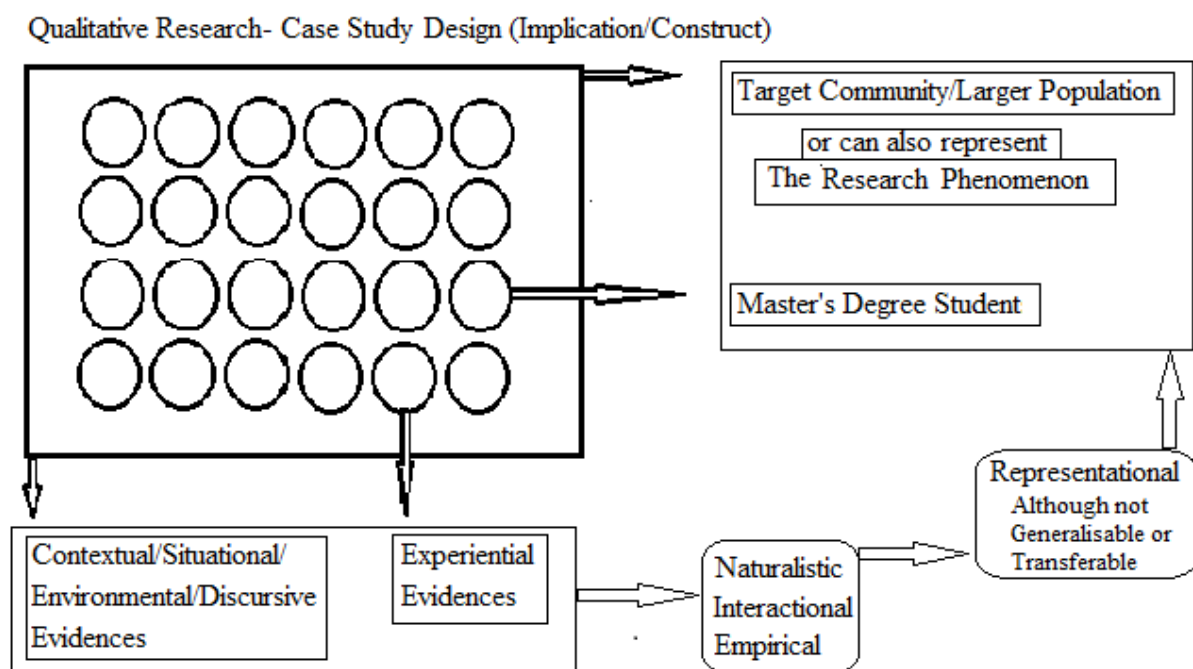
Amongst some of the commonly used research designs in a qualitative study is a case study. Guided by the research questions, this approach allows for the selection of an individual, group, community, etc. as an instance (unit) of the total study population whose experiences could be useful in answering the research questions (McInnes, & Hickman, 2011). Moriarty (2011) defines a case study in more simple terms: as a design that uses a part as an entity to represent the whole. As such, this approach holistically explores the 'case-phenomenon' that the research is all about (Bhattacharjee, 2012; Kumar, 2011). Moreover, Bhattacharjee, (2012) explains that this approach permits in-depth investigation and exploration of a problem "in a real-life setting", (p. 49).

A case study was adopted as the research design guiding this study. Hancock et al. (2009) claim that this methodological design has a background in anthropology. In this regard, Baxter and Jack (2008) state that case study design often deals with human behaviour and experience within a particular context. It is a "portrait of certain people, which grants insight into their cultural or social practices" (Hancock et al., 2009, p. 10). According to Moriarty (2011) and Pandey and Pandey (2015), the researcher physically socialises with the research participants and context during data collection. Interviewing individuals is a common process of generating data, supported by other research

instruments for the purpose of juxtaposition. Random selection of participants is not a viable choice in this research design, as the research focuses on a specific case. Hence, since much attention as in the case is idiosyncratically complex, the sampling technique must ensure the selection of participants who will be able to provide detailed information as much as possible (Mason, 2002; Russell & Gregory, 2011).

The diagram below represents how a case study design informs how data was collected and analysed in this study:

Figure 4.1 Qualitative research study



(Adapted from Baxter & Jack, 2008; Creswell & Clark, 2012; Creswell, 2012; Yilmaz, 2013; Pandey & Pandey, 2015)

Drawing on the diagram shown in Figure 4.1 above, a case study design aims to capture everyday knowledge, experiences, and perceptions of participants as a sub-unit of the larger population/community. The dimensions highlighted in the diagram outlining the characteristics of a qualitative case study are relevant to the nature and purpose of this study. These are: (a) deals with humans and human context; (b) certain individuals

(subgroup) are viewed as a representation of a larger unit; (c) captures the experiences and perceptions of these individuals; (d) examine their daily engagement with the phenomenon; (e) seeks in-depth and subjective evidence; (e) is interactional, empirical and socialistic with physical world context.

Informed by the notions of the case study research design discussed above, the current study examined the first-hand experiences of a select group of students registered for their Master's degree at a Nigerian university as well as their supervisors. The researcher interacted with these students and supervisors and also examined relevant documents.

As part of the multi-paradigmatic approach informing the study, and through the case study research design, the study gives privilege to the students' unheard voices and allows room to challenge any interpretations; ideologies or policies that marginalise or prevent students from fully participating in the discourse practices of their chosen disciplines.

4.6 Sampling techniques

Given that this study was concerned with academic writing at the postgraduate level, the population of this study was higher education institutions in Nigeria. However, a complete survey of all institutions in the country was not feasible. Thus, sampling was conducted.

According to Kumar, (2011, p. 177) selecting a sample is the "process of selecting a few" participants or phenomenon from a bigger group (the target population) to be a basis for estimating or extracting unknown pieces of information (the researcher's curiosity/quest) as the outcome perception of the situation representing a picture of the larger population. Sampling is advantageous as it saves time, human, material and financial resources. However, choosing a subgroup to represent the overall interest of the whole population is tantamount to subjectivities and biases. This necessitates the validity and reliability issues to be addressed in any research (Bhattacharjee, 2012; Yilmaz, 2013).

In the case of quantitative studies, the ideal sampling standard is random sampling. In contrast, most qualitative studies use purposeful (or purposive) sampling, which involves a conscious selection of a small number of data sources that meet particular criteria. This is popularly known as non-probability/judgmental sampling. Kumar (2011) defines purposive sampling as a technique whereby the “researcher makes judgments as to who can provide the best and most appropriate information’ that will address the objective and question of the study” (p. 190). The logic and power of purposeful sampling lie in selecting rich information (participants or settings) for in-depth study to illuminate the questions of interest (Russell & Gregory, 2011).

Purposive sampling was used in this study to select the research participants. Two departments in a state university in Nigeria were selected as the research sites for this study. From each department, four Master’s students were chosen to be interviewed in the Chemical Science department and three from the Geography and Planning Science department, making a total of seven students-participants across the two departments. The selection was based on which students seemed most likely to provide a great degree of understanding or insight, and who was willing to talk, was knowledgeable or best culturally affiliated to the circumstances and experiences most focused upon in the research project (McInnes & Hickman, 2011). Two supervisors within each of the departments selected were also interviewed, making a total of four supervisor participants. These supervisors were also responsible for the teaching of and introduction of students to the literacy requirements needed for their postgraduate writing.

The departments selected were one from the science disciplines (chemical science) and the other from social science (geography and planning science); however, no language department was selected. This was to ensure that an understanding was developed of how students in other departments, apart from language departments, are acculturated into language discourse. Table 4.3 below presents the characteristics of the sample

Table 4.3: Characteristics of the sample

Identifier	Designation	Department
NICA	Masters Student	Chemical Science
HOCA	Masters Student	Chemical Science

POCA	Masters Student	Chemical Science
TECA	Masters Student	Chemical Science
GAPA	Masters Student	Geography and Planning Science
GALA	Masters Student	Geography and Planning Science
KOGA	Masters Student	Geography and Planning Science
MEK	Supervisor	Chemical Science
SHO	Supervisor	Chemical Science
RIB	Supervisor	Geography and Planning Science
BOD	Supervisor	Geography and Planning Science

4.7 Data collection

Part of any qualitative research is the issue of the implementation of mixed research methods. One method for generating data in a qualitative research endeavour may be deemed inadequate. Preferably, qualitative research requires multiple sources of data (Center for New Design in Learning and Scholarship [CNDLS], 2012); so that data can be gathered via several research methods and instruments until, the analytic process reaches the saturation and redundant level (Russell & Gregory, 2011). Appropriately, the research method most applicable in qualitative case study research is mixed methods. Since data revolves around a small unit of a larger population, Kumar (2011) opines that the use of multiple instruments in generating data will enhance the collection of rich information (also see Bhattacharjee, 2012).

In line with the justification for the use of multiple research instruments presented above, the research methods used to gather data in this study were, firstly, semi-structured interviews (as the core instrument), and document analysis. The semi-structured interviews were an appropriate source of data collection instrument given my focus on students' experiences and in particular, the perceptions of these. Thus the face to face interviews helped to gain insight into the discursive constructions of academic writing and of students from both students and their supervisors. One of the advantages of interviews, especially semi-structured interviews, is their flexibility (Creswell, 2012; Kumar, 2011). While I had an interview schedule as a guide, I could also ask new questions or probe for clarity as the need arose. Semi-structured interviews allowed me to ask questions that are flexible and which can explore data that are topic-focused. The

notes and excerpts from the interview were documented electronically; after transcribed, they were saved onto the computer as a password-protected document with into for reference and safety purposes. The researcher of this study (me) was also the interviewer (Sutton & Austin, 2015).

Another method used in this study was document analysis, which is a research method that relies on the review of textual data. The documents reviewed comprised course readers from the two departments which were surveyed. However, despite being referred to as 'secondary', these sources of data should not be subordinated or underestimated: the purpose of document analysis is to extract additional information, which can be used to substantiate and validate the data collected from semi-structured interviews (Kumar, 2011).

These two methods (interviews and document analysis) were chosen for the purpose of triangulation of the data collected in the study. Silverman (2013) suggests that the combination of interviews and written texts, or texts representing different contexts of discussion, enhances, to some extent, the generalisability, plausibility, and trustworthiness of research results.

4.7.1 Semi-structured interviews

Interviews can play a significant role as data collection tools in any qualitative study. Kumar (2011) defines an interview as a verbal interchange, occurring mostly face-to-face or sometimes electronically, during which an interviewer extracts information from another person, referred to as an interviewee, respondent or participant. Qualitative researchers usually employ interviews to retrieve information from their participants as their research mostly explores human experiences. Three types of interviews can be used in an empirical study: (1) structured- where answers are restricted to the pattern of the questions; (2) semi-structured- where the researcher asks questions in a structural pattern/format, but also has the flexibility to pose additional questions as further questions emerge; and (3) unstructured- which are conversational, flexible and discussable. However, interviews in qualitative research are usually either semi-

structured or unstructured (free-flowing conversation) (Bergman, 2008; Creswell & Clark, 2012).

Given that qualitative research involves a smaller sample detailed information counts; therefore, interviews should be flexible enough to generate sufficient data (Kumar, 2011). Accordingly, Trainor and Graue (2013) point out that to obtain information about a certain phenomenon, the researcher has to interact with participants physically in the endeavour to obtain greater information from the small sample that characterises qualitative research. In doing so, qualitative researchers have ample opportunities to “probe the interviewee to elaborate on an original response or as a follow up on a line of inquiry” (Hancock et al., 2009, p. 16). Interviews allow the researcher to retrieve the day-to-day experiential evidence of the participants. In the case of this study, this involved the purposively selected Master’s degree students in their naturalistic atmosphere of the university setting. Despite the researcher aiming to gain flexible and in-depth information from the participants, which may allow leeway for them to speak about topics not necessarily relevant to the study, the researcher nevertheless during semi-structured interviews maintains a format that will guide the process of questioning. This justifies the choice of the semi-structured structured interview technique used in this study: it allowed participants to provide vast and detailed information while also allowing me to guide the interviews in a direction that would ensure that data relevant to the aims of the study was obtained from the participants.

The notes and excerpts from the interview were documented electronically. These were then transcribed, which enabled me to capture both the students and the supervisors’ responses verbatim. Thus, I managed to provide accurate quotations in my data presentation. ,

4.7.1.1 The study interview schedule template

The table template below summarises the interview questions of both the students and the lecturers sampled as participants for this study. These questions in the table below represent the key themes that define how questions are disseminated in the interviews.

Table 4.4 Interview schedule

Students	Lecturers/supervisors
<ul style="list-style-type: none"> • The academic level of study • Understanding the level of disciplinary/academic literacy and writing • Students' previous academic capital/knowledge (undergraduate knowledge) and its relevance to their postgraduate studies • What constitutes good academic writing? • What are the available academic literacy interventions and their efficacy? <ol style="list-style-type: none"> 1. How have these interventions empowered or marginalized students' academic literacy and writing development? • Supervisor's roles and other means of academic socialization • Challenges and way forward 	<ul style="list-style-type: none"> • Their specialisation • Knowledge of academic literacy and disciplinary writing • Supervision procedures, roles, expectations, and assessments/yardsticks • What are the other available interventions/pedagogies apart from supervision • If students are underperforming and the reason behind their • Challenges and way forward to promoting proper acculturation

4.7.2 Document analysis

As already mentioned, I also used document analysis as a secondary data collection instrument. According to Kumar (2011), document analysis is the written evidentiary part of a study and is essential in a qualitative study as it allows for the exploration of the philosophical representations of the research phenomenon. Mostly, document analysis can be used as a supportive backup to the claims retrieved in the interviews (Hancock et al., 2009).

As this method also relies on the review of textual data, the form of data selected for this study was the instructional material for the courses that the participants indicated were designed to support students with their thesis writing. Specifically, the course readers in each of the departments were retrieved and evaluated as textual evidence. These were used to verify, compare and contrast information gathered from the interviews.

Below is a template that was used to extract information from the course materials.

Table 4.5 Document analysis template

Discipline	Geography & Planning Science	Chemical Science
Course title		
Author		
Audience		
Purpose		
Theme		
Benchmark Knowledge		
Listed outcomes		
Structure/design of the document		
Pedagogic knowledge		
Disciplinary language		
Reference		

4.8 Data analysis

4.8.1. Critical Discourse Analysis (An Overview)

Critical Discourse Analysis (CDA) is an academic movement that sees language not just as a linguistic item, but one that conveys a way of life, ideology, social and cultural practices of a given society (Mulderriig, 2016; Wodak & Meyer, 2016; Stevens, 2014). The major aim of CDA is to address social problems and to critically analyse emerging discourses as a possible way of addressing a social problem (Fairclough, 2013; Fairclough, & Wodak, 1997). In other words, the approach moves beyond the linguistic analysis of a text (Ferrell, 2018) to consider how the discourse is socially embedded. This is in line with the socio-cultural approach adopted in this study, which gives import to the significance of power the member of the community, i.e. CoP (Fairclough, 2010).

4.8.2 The dialectical-relational approach of CDA

Given the focus on Discourse, the data collected in the study was analysed through a Critical Discourse Analysis approach. The rationale for choosing this approach is that it has the potential to unearth underlying assumptions, or —tacit theories in a discourse community (Bengesai, 2012). Given that the focus is on the context of the language, rather than on the actual language feature, the researcher using a CDA approach does not rely solely on the interview data for example, but rather, probes deeper to uncover hidden forms that influence the discursive repertoire. To illustrate, a might consider

using a tape recording, so they can analyse and re-analyse the text, thus avoiding selective attention which is likely to happen when one used handwritten notes. Essentially, the CDA approach can be used to “debunk words” and avoid being misled into embracing dominant ideologies (McGregor, 2003).

There are various approaches to CDA. Among these are: the Foucauldian approach which sees CDA as a dispositive analysis (Jager & Maier, 2009); CDA as a sociocognitive approach (Van Dijk, 2009); and CDA as a dialectical-relational approach (Fairclough, 2009). This study will make use of Fairclough’s dialectical-relational approach in the analysis of the data.

Fairclough (2013b; 2013c) believes that discourse is used to mean either: (a) meaning-making as an element of the social process; (b) language used and associated with and within a particular field (of study), or (c) a way of construing that typifies an aspect of the world. In his CDA, he expounds that there are several ‘semiotic modalities’, which include the language itself, but beyond language, it also extends to visual images, acts, and body language. By implication, CDA sees beyond language but also takes notes of and analyses other embodiments and social elements that surround the language context/semiosis (Fairclough, 2009). Furthermore, Fairclough presents CDA as being ‘critical’ in the sense that it addresses the social wrong within the context of empowerment or marginalisation. In other words, there basically are four key concepts which are central to a CDA approach. These include an analysis of power, identity, ideology and domination and how language is used as a tool to reflect these (Wodak & Meyer, 2016).

In the case of this study, the focus was on the extent to which academic writing approaches in a Nigerian university serve to marginalise or to empower students’ acquisition of academic discourses. This is done by analysing how pedagogical approaches may exclude students from proper academic discourse empowerment, through an examination of the sources and causes of this exclusion. Hence, this study will focus on data analysis as a process of considering the relationship between language and the social process, that is, how the data describes the social structure, practices, and events occurring in the discursive context. In doing this, data will be

analysed within Fairclough's dialectical-relational analysis which sees data as a unit of items that reveals how social self, social relationship, identity, knowledge, beliefs and other forms of Discourse and power are imbedded in the discourse of a social community (CoP).

4.8.3 Key terms in Fairclough's CDA

There are some key terms that are peculiar to Fairclough's CDA approach. These are: text, genre, discourse, discursive event and orders of discourse. Below I summarise these terms and how they were applied in this study.

Text: In his earlier work, Fairclough (1993, p.138) defined text as "the written or spoken language produced in a discursive event". Later, he built on this understanding to include other semiotic forms as textual representation, such as visual images and even sounds (Fairclough, 2009, 2013a). Thus, in this study, documentary evidence, as well as the interviews, fit the description of text as alluded to by Fairclough. However, my research did not use any visual images.

Genre: Fairclough (1993) claims that language represents and is associated to a particular social activity or context. This view aligns with Halliday's notion of genre. In my study, I see research as a genre, with its own language, rules and ways of being.

Discourse: I introduced the notion of discourse in Chapter 2, which I defined as social practice and a way of structuring knowledge (Fairclough, 1997, 2009, 2013c). This concept is central to my understanding of academic writing as a Discourse in its own right

Discursive practices: is in its simplest terms, an instance of language use, both in terms of Gee's small 'd' and big 'D'. For instance, the process of writing a dissertation is a discursive practice. At the same, students' linguistic expressions of their experiences, as well as their supervisors' are all discursive practices in which Discourses are enacted (Fairclough, 1993, Gee, 2007).

Orders of Discourse: According to Fairclough (2007), social practices constitute a social order. Therefore, if academic literacy is a social practice, the discursive practices which define this practice are what Fairclough refer to as orders of discourse. For instance, there are textual conventions which legitimise social and discursive practices. Similarly, some ways of these discursive practices are the mainstreams, while others are marginal. Therefore, a key aspect of orders of discourse is the notion of dominance.

4.8.4. A theoretical dialogue: CDA and the study theories

The concept of discourse is central to both Gee (2001; 1996) whose work has been pivotal in shaping my understanding of academic writing as well as Fairclough, whose approach has been adopted as an analytical approach. For instance, both scholars advocate for a discourse analysis approach- although Gee's work is informed by a socio-political theory, while Fairclough's work is influenced by a neo-marxist critical theory (Gee, 2007). Despite these differences, Gee (2007) argues that their work is not incompatible. To illustrate, Gee argues that a person cannot enact their identity by using language only (small d). Rather, people often integrate language this with 'other stuff' (big D) to enact a socially situated identity. Fairclough also saw discourse as a social practice which is enacted in a particular context, while also revealing the relationship between language and power (Fairclough & Wodak, 1997). In relation to the study theory, CDA is not just concerned with the language discourse, but how discourses identify or form a Discourse of a community. As such, this study is not only interested in what the participant say, and how they say it (discourse), but largely how what they say reveals the way they act and think (Discourse), in other words, their identity (Fairclough, 2015; Gee, 2010). Thus, while the two theories are different, they complement each other in as far as they see the power of both language and discourse in representation.

Fairclough's CDA shares similar considerations with Bourdieu's notion of habitus and cultural capital, in particular the view of the dialectical nature of the social world (1993; 2009). For instance, Fairclough saw language as having both the capacity to shape and to be shaped by social phenomena, while discourses as shared beliefs within a community (2009; 2013a) have the power to exclude those who do not subscribe to

them. For Bourdieu, every social actor is endowed with “a set of structuring dispositions” (i.e. habitus) which generate and organise practices as well as their representations of the same. This habitus mediates between structure and social practice, however, only those who have accumulated the relevant capital have the power to participate in any social practice. In other words, Bourdieu and Fairclough are concerned with the discursive struggles as well as the social position of actors in a social practice. This makes both theories compatible for a study which is framed within a socio-cultural perspective.

As mentioned earlier, CDA is not merely concerned with how texts are interpreted, but rather, how they are accepted and used within a discourse community, or community of practice, as Lave and Wenger (1991) put it. Through discourse analysis approaches such as CDA, researchers may unravel many of the implicit and mystified ways in which members of a discipline community function to achieve their and disciplinary goals as well as to justify their discursive practices. Hence, the use of both approaches allows me to understand how students participate in a community of practice as well as uncover the discourses that are used to frame these perspectives.

4.8.5. Implications for research design

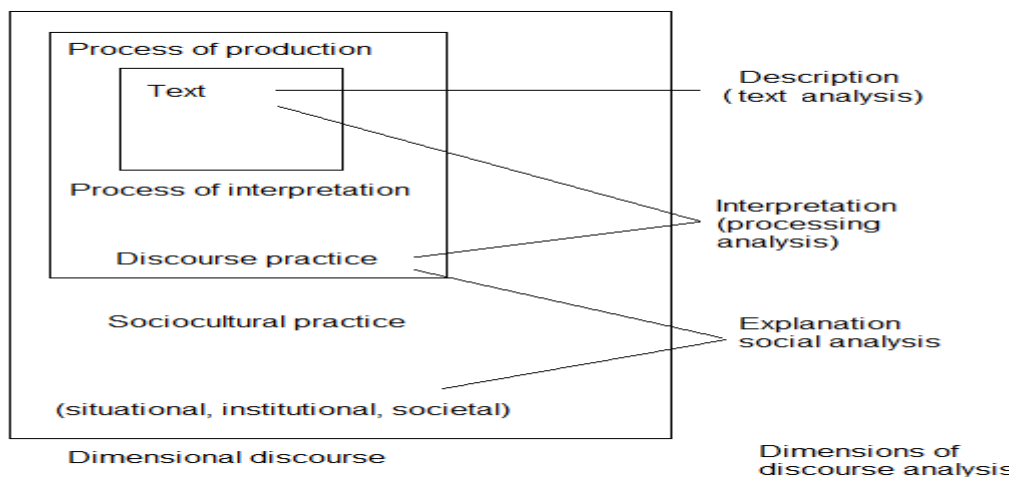
In the preceding sections, I have highlighted the central tenets of the CDA approach and how it aligns with my theoretical framework and study problem. In this section I detail the approach and how it was operationalised in my study. Thus, I provide the step by step approach that I undertook to the study id discourse.

As an analytical and methodological approach, CDA follows some steps to a systematic discourse analysis of a text. In this study, I incorporated Gee, Bourdieu and Wenger’s theoretical tools as they mapped well onto the CDA approach as discussed above, while following Fairclough’s stages of critical discourse analysis Fairclough, 2006; Hussein, 2017).

At the first level of my analysis, I worked from text to discourse (Janks, 1997). In other words, I started with textual description (the inner box in diagram??? below) and focused more on the “signifiers that make up the text, the specific linguistic selections, their juxtaposing, their sequencing, their layout” (Janks, 1997 p.329). Thus, I identified the small ‘d’ used to conceptualise academic writing by both postgraduate students and their supervisors. The second stage of the CDA approach involved the interpretation of the text, (the second box in diagram 4.2 below) - where meanings were attached to the text. In other words, the focus of this level of analysis was on the contextual factors that influenced the production of the text as well as the representations of reality that are being constructed in the text. The last stage of the CDA approach focuses on social analysis. At this stage, the focus shifts to problematising the text. Thus, this level of analysis considers the socio-historical processes influencing text production and reception. In other words, social analysis involves unpacking the discourses that are at work in the text (Fairclough, 1995, 1997; Janks, 1997).

These three steps are further illustrated in the diagram below:

Diagram 4.2. Fairclough’s analytical steps



(Diagram extracted from the illustration of Fairclough, 2013 in Hussein, 2017).

However, as Janks (1997 p. 330) puts it, “...words cannot be presented as gestalt” and “analysis is not always linear”. Hence, while the CDA approach clearly distinguishes the three stages, they are not mutually exclusive. As shown in diagram 4.2 above, each

level of analysis is embedded in another, suggesting that i) the analysis can happen simultaneously and ii) the stages of analysis are interdependent. However, the CDA approach does not prescribe how this should be done, for instance, text can be analysed simultaneously in the initial stages of working with the text, while the write up can be done separately (see Janks, 1997). In my analysis, I also attempted to work simultaneously with the three levels of the CDA analysis for each data collection method as follows. In the initial stages of analysis, I drew three boxes to present the three stages of CDA and then I wrote down my comments in each box according to the level of analysis. During the write up stage, I presented the textual description and interpretation concurrently in Chapters 5 and 6. However, given the similarities in some of the discourses emerging from the students and supervisor interviews, I opted to highlight these at the end of each textual and interpretative analysis- and took these up again in a detailed discussion in Chapter 7. This approach enabled me to avoid redundancy while satisfying the simultaneity aspect of the CDA approach.

From the above steps, the analysis of the research data revolved around the following questions:

- What discursive practices have students been exposed to, acquired or lack as evidenced in the documentary evidence as a pedagogic device defining a community of practice? This aligns with the first and second research questions which seek to understand how academic writing as a form of literacy is conceptualised and operationalised in a Nigerian university.
- What do postgraduate students and their supervisors say about their academic writing and what discourses frame the students' experiences? This question aligns with research questions 3 and 4 which aim to uncover postgraduate students as well as their supervisors' perceptions of the former's academic writing experiences.
- What issues emerge from the interview that are not present in the documentary evidence and vice versa? This question aligns with the third stage of the CDA analysis, which focuses on social analysis of the text.

- How do the emerging discourses link with the theoretical position adopted in this study? This is the final stage of the analysis- and presents a discussion of the emerging themes/discourses from the analysis.

The above questions also align with research paradigm adopted in this study. The issue of transformation and social change is however excluded based on the purpose of this study, as the aim of this study is to critically examine how students are socialised and, based on the tenets of the paradigms underpinning the study, to investigate whether they are excluded or empowered. This study, however, goes beyond just examining to proposing possible way forwards if discovered that the academic socialisation system is underperforming. The social transformation tenet of the critical paradigm remains covert, and this will be highlighted in the limitations of this study as this is going to be classified as a suggestion for further studies.

4.9 Ethical matters

Ethical issues are important parts of any research which must not be ignored (Beglar & Murray, 2009). With regard to studies conducted in the field of education, Tuckman and Harper (2012) affirm that the subjects of educational research are often children (students). Therefore, efforts must be made not to embarrass, hurt, frighten, or impose anything negative that may affect their lives. They claim that educational research must aim at improving lives and causing no damage, even in studies such as this one which focuses on young adult students. In addition, Kumar (2011) opines that all higher institutions are very particular about ethical issues guiding any research to be conducted by either academics or students. Hence, different academic institutions have their own policies relating to research ethics. As such, “a 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).

Based on the above, various ethical matters were taken into consideration in this study, and measures were put in place to ensure that all the necessary ethical procedures were followed. As it is considered unethical to retrieve information without due permission or knowledge from/of the research participants, willingness and informed consent is of utmost importance in any social research (Kumar, 2011). Therefore, in the case of this study, I first obtained ethical clearance from my university, the University of Kwa-Zulu Natal Ethical Clearance Department. Thereafter, necessary permission was obtained from the university where the study was located. A gatekeepers' permission was requested from the university registrar who sees to any interactions between the university and the external parties, such as researchers.

Further to this, consent was obtained from the Deans of the two faculties as well as the Heads of the department of Chemistry science and Geography and Planning Science. In addition to this, each participant was given an informed consent letter that specified the purpose of the study and also assured them of confidentiality and anonymity. Although this forms part of the ethical research procedure, informed consent also promoted adequate knowledge of the background to the study before participants are interviewed (Harsoor & Bhaskar, 2016; Russell & Gregory, 2011). This is because the letter did not only seek participants' consent but also highlighted the researcher's institution, setting, background, objective and relevance of the study (see Appendix 14 & 15). It was also clearly stated to the participants that they have the right to withdraw from participating in the research at any time. To respect the participants' privacy and confidentiality, the names of the participants and institutions where the study was conducted are withheld while pseudonyms were used in the reporting of the findings.

4.10. Validity, reliability and rigor

The issues of validity, reliability and rigour are considered essential components in any empirical research. These aspects relate to whether the researcher is studying what they think they are studying, and to know how consistent the research instruments are (Tuckman & Harper, 2012). However, most researchers claim that these research issues are more relevant to quantitative research studies. For instance, Golafshani

(2003) states that these terms are concepts that are used for testing or evaluating quantitative research. Stenbacka (2001, p. 552) states that “The concepts of reliability and validity are even misleading in qualitative research”.

The question then arises regarding how the efficiency of an instrument in measuring what it is expected to measure can be ascertained, and how credible the research findings and results can be considered to be in a qualitative study. In an attempt to define and establish the issues of validity and reliability in qualitative research, Kumar (2011) suggests different methods of measuring the authenticity of qualitative research. Also referring to Trochim and Donnelly (2007), Kumar (2011) points out that since qualitative research does not have procedures that are based on consistently testing variables and their validity, as quantitative research does, the authenticity of qualitative research should nevertheless not be undervalued. In keeping with the worldviews and paradigms from which qualitative research arises, validity, or whether the research reflects best standards of qualitative science, is described in terms of rigour, credibility, trustworthiness, and believability (Russell & Gregory, 2011).

Accordingly, Biddix (n.d.) suggests that establishing validity and reliability in qualitative research can be less precise because these two concepts are understood in terms of accuracy and consistency, which sound unachievable when dealing with humans as research participants (naturalistic research). This is because humans are not consistent, they have the ability to change based on different content and contexts. Therefore, Kumar (2011) indicates some related terms that can be used to evaluate and judge the quality of qualitative research. These are trustworthiness, credibility, transferability, dependability, and confirmability.

Hence, for the purpose of identifying how worthwhile this current research is, these two terms, validity and reliability, will be replaced with some naturalistic research terms: trustworthiness and credibility. These will summarily enfold all forms of authenticity as mentioned above.

4.10.1. Trustworthiness:

Apart from notes jotted down during the interviews, a tape recorder was also used, to ensure that the participants' responses were accurately recorded. This is to confirm the trustworthiness of the data collected. Trustworthiness can be measured if the researcher gives detailed records of all the methodological processes for others to replicate and ascertain the level of the study's dependability (Kumar, 2011).

4.10.2. Credibility: Proper re-reading of data

The data collected, the analysis thereof and results emanating from the study were exposed to further criticism from other researchers in the field of study. In addition, adequate detailing of claims, ideas, and findings from other researchers or writers has been conducted in the literature review. Furthermore, students' notes were retrieved and used to compare with what was said in the interviews. Lastly, the participants were assured of anonymity, and the research objectives and relevant ethical issues were fully explained to the participants before requesting information from them during the interviews. This was done to encourage them to give honest responses.

To ascertain further the issues of trustworthiness and credibility, this study, using a qualitative approach, has adopted mixed research instruments to retrieve and compare data. This is aimed at a comparison of the interpretation and discussion of the data (reports from the different instruments) to judge whether the researcher's findings are truthful and an accurate representation of the context of the phenomenon (e.g., see Russell and Gregory, 2011, CTRL, 2012).

4.11 Limitations of the study

There are some limitations that were encountered during the course of this study. Given that the study adopts a qualitative approach, the findings reported here cannot be generalized to other contexts. Thus, the findings should be interpreted within the context in which the data was collected. Despite the measures taken to ensure the trustworthiness and credibility of the data, since this study deals with humans as the

research participants, the information retrieved might not be absolutely accurate. This is because human beings are dynamic and may give certain responses simply to please the researcher or may deliberately withhold some vital information, which they deem personal to them. For these reasons, there may be elements of bias and subjectivity of the data collected. Furthermore, as a clear representation of a qualitative study as in the case of this research, the truth, credibility and trustworthiness of the research findings are only relevant and limited to the specific research context. Therefore, different results may be found if the phenomenon under investigation is studied in another context (see Russell & Gregory, 2011).

Lastly, the study only deliberately selected certain tenets of the critical paradigm while the social transformation tenet of the critical paradigm remains covert. This is because this study is not advocating for drastic transformative change but to unpack how and if academic literacy acculturation in Nigerian postgraduate studies (using a university as a case study) initiates students into appropriate writing discourses of their disciplines. However, certain parts of the study proposed way forwards when discovered that students are at the risk of underperforming in their academic writing practices.

4.12 Conclusion

In conclusion, this chapter outlined the methods that were used in the collection, analysis, and interpretation of findings that infer answers to the research questions. Forming the essence of the study, to peruse how Master's degree students are socialised and acculturated into academic literacy practices in their disciplines, and the impact of the form of socialisation used, the chapter highlights empirical system employed to conduct, investigate, process, approach and analyse the purpose of the study. Because of the purpose and the selected paradigmatic conceptualisation, the study maintains a qualitative- case study approach. These, in turn, influenced the selection of the research methodological instruments, namely semi-structured interviews, observation, and document analysis. The sampling, validity and reliability issues, ethical matters were designed to align with the epistemological understandings underpinning the study.

CHAPTER FIVE

POSTGRADUATE STUDENTS EXPERIENCES OF ACADEMIC WRITING AT A NIGERIAN UNIVERSITY

5.1 Introduction

This chapter presents, firstly, the evidence collected through the method of document analysis as well as semi-structured interviews conducted with Master's degree students at a Nigerian University. Owing to the CDA approach adopted in this study, I worked with the three levels of analysis simultaneously. Thus, while I began with the textual description, I interpreted the results along the way and identified emerging discourses (social analysis). However, a detailed discussion of the emerging discourses was done separately, for practical reasons. This is because my findings are presented according to the data collection methods; hence, some of the emerging themes cut across the different methods.

The documents reviewed in this chapter comprised of course packs for the research writing courses in the two university departments selected. The rationale for presenting the documentary evidence was derived from the notion that academic writing as a form of academic literacy is situated and that its role is to enable students to successfully participate in the discursive practices of their chosen disciplines (Gee, 1990, 2003, 2004a, 2007 and Street, 1997, 2001, 2003, etc.). Again, the course readers are considered representations of the orders of discourse (Fairclough, 2009; 2013a) informing academic writing and are an account of what the different disciplines consider worthwhile academic literacy practices.

An assumption was also made that these representations and meanings given to academic writing are also related to the cultural capital possessed by the actors. Specifically, the structure, aims, benchmark knowledge and the influence of each course reader on how students conceptualise academic literacy, academic writing and discourse are reported herein. These aspects are critically presented

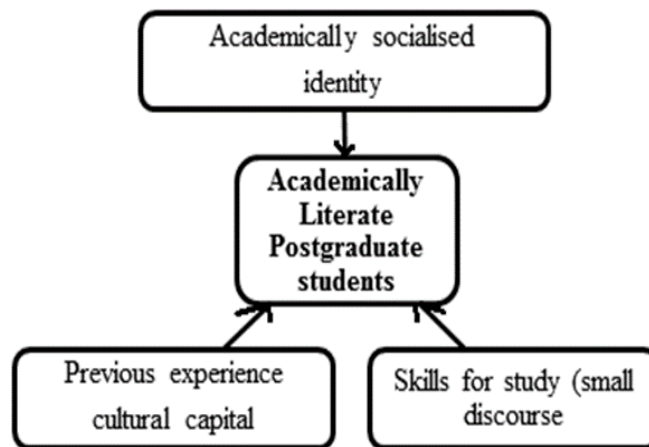
in relation to the different perspectives of students regarding how they have been socialised into academic discourses; or precisely, the available forms of socialisation students revealed using excerpts from the interviews. Interviews were used to examine how students make sense of academic literacy and disciplinary expectations.

This chapter addresses the following questions:

- How is postgraduate academic literacy conceptualised in a Nigerian university?
- How is postgraduate academic literacy operationalised in a Nigerian university?
- How do postgraduate students perceive their experiences of academic writing at a Nigerian University?

Based on Lea and Street's conceptualisation of academic literacies, Gee's small 'd' and big 'D' discourses, as well as Bourdieu's cultural capital, the study assumes that being academically literate is built upon the "foundations of skills and academic socialisation" while also being informed by previous experiences and socio-cultural context (Adams, Ivanic, 1998). In other words, the use of language (small 'd') and other soft skills such as grammar, sentence structure and referencing are seen as necessary components in building new knowledge (Wilmot & Lotz-Sitzika, 2015). These aspects of writing interface with what Ivanic (1998) calls the 'autobiographical self', an individual's identity all of which form part of students' academic experiences (Adams). Figure 5.1 below presents this operationalisation of the theoretical framework as derived from these scholars.

Figure 5.1 Framework for analysing course readers and students' perceptions of academic literacy socialisation



In essence, Figure 5.1 suggests that academic literacy, from an NLS perspective, subsumes academic skills and academic socialisation. It is an emancipatory approach to learning which places the student's experiences at the forefront.

The chapter begins with an overview of the documentary evidence as presented in the course readers. I first present the structure of the Master's degree programme at the university surveyed to provide the context in which the study was conducted. This is followed by the presentation of data from the Geography and Planning Science Discipline as well as Chemical Science course readers. Lastly, I present interview data from the students focusing on their i) their understanding of academic literacy, academic writing and academic discourse. Next, I focus on their experiences of both postgraduate and undergraduate courses and the extent to which these prepared them for the writing they are expected to do at the Masters Degree stage. Finally, the chapter ends with a brief discussion of the emerging discourses, which will be taken up in detail in Chapter 7.

5.2 Documentary evidence: context overview

A central tenet in the CDA approach is the understanding of a context. In fact, Fairclough (1992) argues that texts should be analysed in their context in which they are produced. Hence, this section is devoted to highlighting the context in

which postgraduate students experience the writing and produced the texts that were used in this analysis.

Nigerian universities offer degree programmes in the form of pre-degrees, Bachelor's degrees and many postgraduate degree programmes. Writing forms an integral part of these degree programmes, at the undergraduate level, but more so, at the postgraduate level. For instance, students are expected to write a research paper in the final semester of their undergraduate degrees and this is compulsory for all undergraduate degrees. This research that students are expected to engage in is usually discipline-specific, and different labels are attached dependent on the level of study. For example, at the undergraduate level, it is called a research project while at the postgraduate level it is, as in many universities, called a thesis or dissertation. In this study, the focus is on postgraduate level, specifically the Master's degree level and students' writing in the form of theses (Agu, Omenyi & Odimegwu, 2015).

At the beginning of the Master's degree studies, students are expected to undertake a set of courses as part of their course work. Successful completion of all the required courses, including all the course elements such as attendance, tests, assignments, term papers, seminar presentations, and exams leads to the next stage, which is research work. This stage of the Master's degree programme, research work, where students conduct disciplinary practical research or project work (mostly 3rd semester- year 2) is usually the last phase of the study. Successful completion of these two stages leads to the award of the degree and certification.

Figure 5.2: Structure of the Master's degree programme in Nigeria

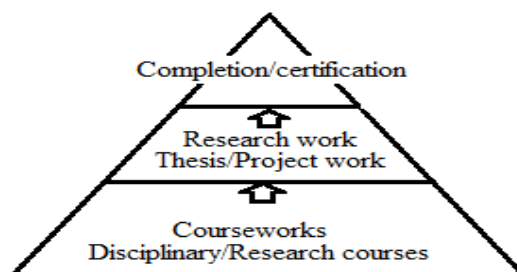


Figure 5.2 summarises the academic activities students are exposed to during the course of their postgraduate Master's degree studies in Nigeria using the selected institution as a case study. Although at the Master's degree level students do several courses, which serves as the basis for an initiation into academic activities and discourses (mostly 1st and 2nd semester- year 1), the research methods module is considered the core course that introduces students to the discursive practices of their disciplines. This was ascertained through interviews with both academics and students as indicated in the excerpts below:

...yes there is a course called research methods. ...we did it last semester. So, in research methods they give us materials, they explain how to write the paper (GAPA).

This research method course is where you are taught how to conduct research...how to solve a problem, how to develop (paused) an experimental procedure and how to report your result... (POCA).

Therefore, the documentary analysis will focus on the course readers for these research methods courses. Course readers for the following disciplines were sourced:

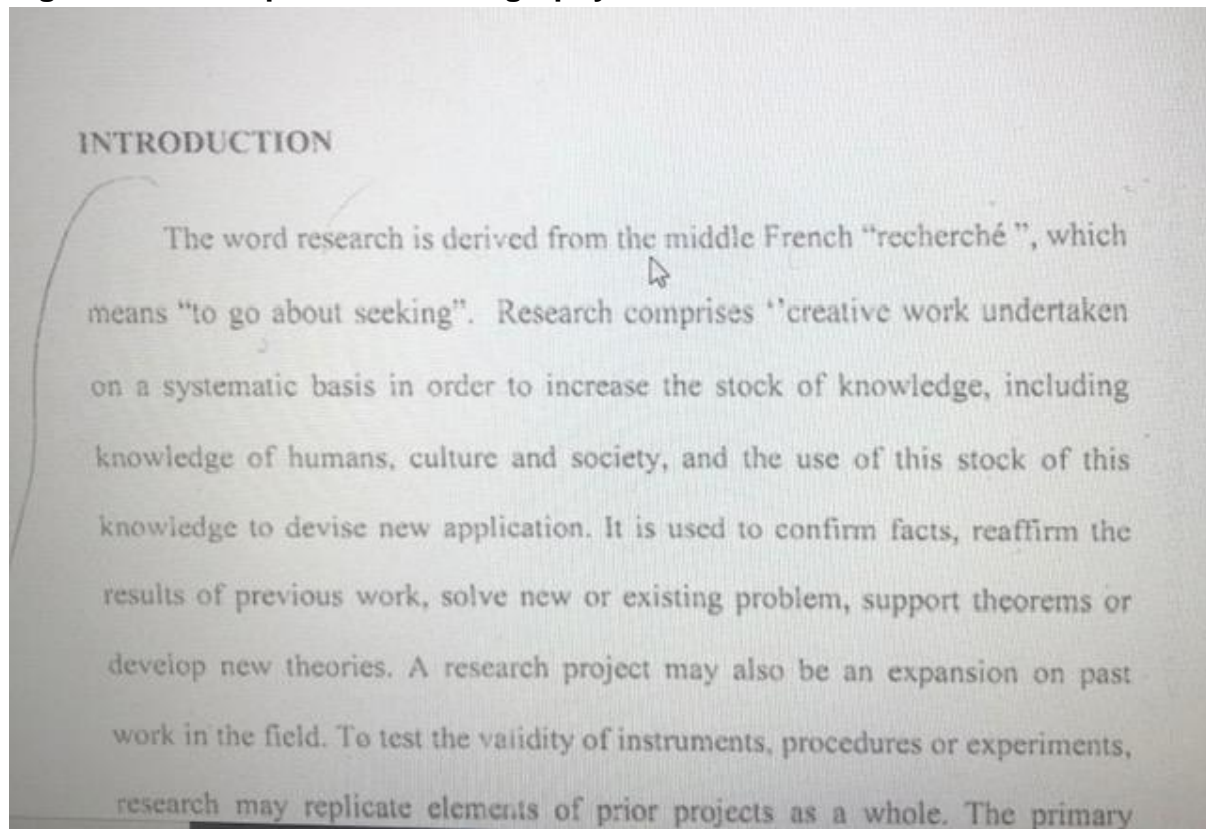
- Geography and Planning Sciences
- Chemical Science

5.2.1 Course readers: Geography and Planning Sciences

The Geography and Planning Science department refers to their research course as 'Research Methods', an indication that the purpose of the course is to facilitate students into the research methods prominently used in the discipline. The course has three readers, each focusing on different aspects of a thesis, and is also designed as a resource to help students write term papers. In the first reader, students are expected to produce a term paper that focuses on identifying and planning the research problem, while the second term paper students are required to discuss the elements of scientific writing, which is the structure of the research report. The third term paper focuses on hypothesis formulation and testing. The main aim of the course reader supplied is to help students identify research problems, formulate research questions and plan their research.

The introductory part of the first reader attempts to define what research is. However, although quotation marks are used to indicate that the work is cited from other sources, no references are included in the first paragraph as shown below.

Figure 5.3. Excerpt from the Geography Science reader



In the second paragraph, while authors are acknowledged, proper references (year and/or page numbers) are not given and this trend is consistent throughout the document.

For example: 'According to Creswell, Research is a process of steps used to collect and analyse information'.

The rest of the document outlines the steps in formulating the research problem and the scientific aspects of academic writing. Essentially, the document provides students with advice on how to formulate a research problem. It also gives examples of clear and unclear research problems, however, no explanation is provided as to what clarity means. Some references are also listed at the end of the document; though these are inconsistent in terms of style and formatting, see excerpts below:

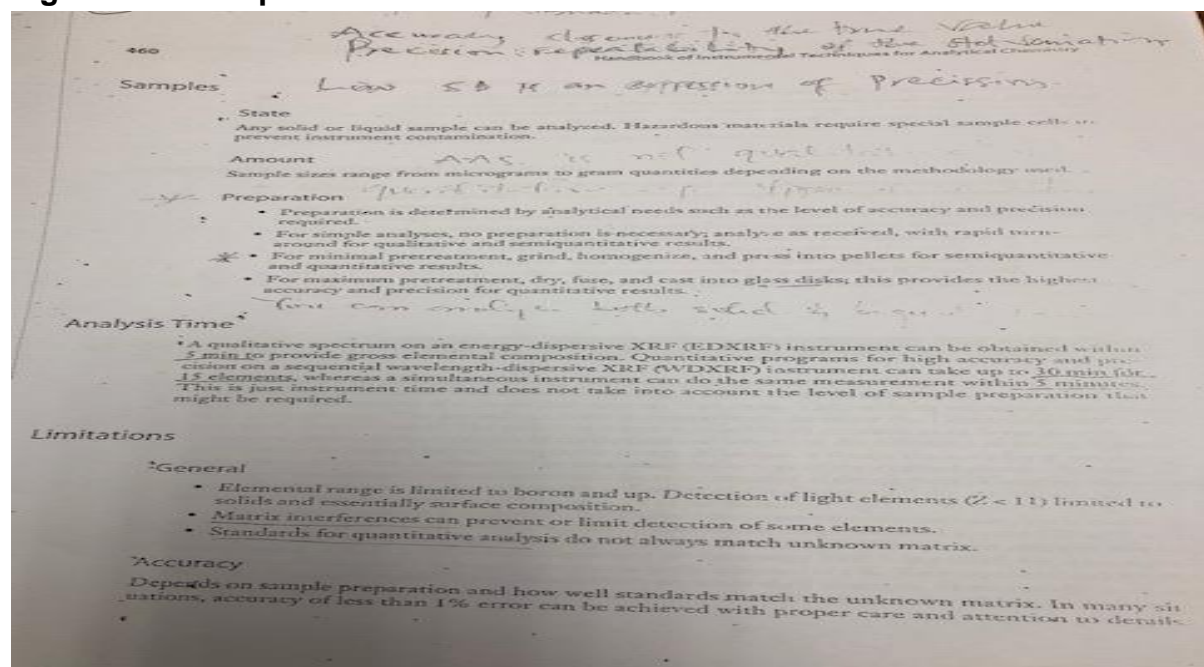
- Emerson L; Hampton,J Writing Guidelines for Science and applied science, students, 2nd Ed, Thompson/Dun more, press, south bank vic, 2005
- Khotari, C.R. (2014) Research Methodology: Methods and Techniques
- Frankfurt, Nachmais.C, 1992, 'Research method in the social science'

The second-course reader from the discipline of Geography and Planning Sciences that was reviewed is called 'Elements of Scientific Writing'. This course reader expands on the first reader and highlights the scientific writing process in detail, including the idea of drafting and redrafting. Also included in this reader is the structure of the research term paper. As in the first reader, the elements of scientific writing readers focus on formulaic advice regarding the information which should be included in each of the sections of a research report. In addition, different styles of referencing are mixed in the reference list. The third reader from this department focuses on hypothesis testing and explains in detail the basic concepts in hypothesis testing. It also uses the same approach as in the first two readers, where the focus is on giving advice on how to formulate a hypothesis.

5.2.2 Course readers: Chemical Science

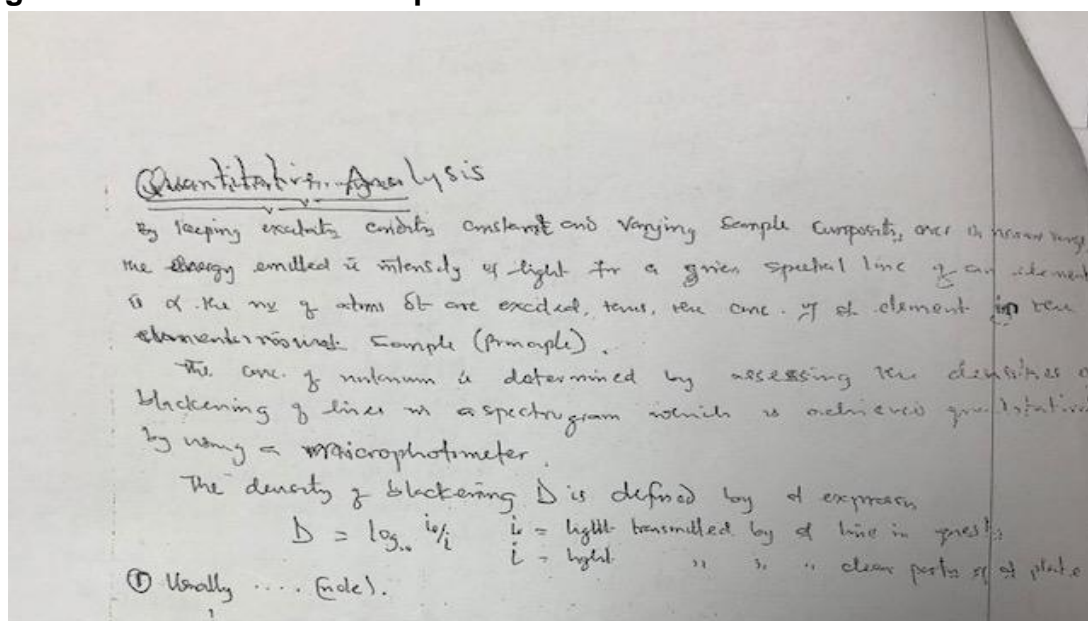
In the Department of Chemical Science, postgraduate students are required to take a compulsory module called 'Advanced Research Techniques and Methodology'. Although not specifically stated, the content included suggests that the aim of this course reader is to enable students to differentiate between analytical chemistry and chemical analysis and to prepare students for chemical science research. The reader comprises, firstly, two articles explaining what analytical chemistry is, by examining relevant perspectives, techniques, and problems. The second part consists of an article entitled 'X-ray Fluorescence Spectrometry', which also provides an example of the experimental process in analytical chemistry.

Figure 5.4 Excerpt from the Chemical Science reader



Thus, the reader uses authentic genre material, which has the potential of familiarising students with reading experimental reports as writers of similar reports themselves (Bengesai, 2012). The third part of the course reader is a handwritten document on the separation techniques used in the discipline of Chemistry.

Figure 5.5 Handwritten excerpt from the Chemical Science reader



This reader also specifies the differences between qualitative and quantitative analysis as applied in analytical chemistry. Other topics include the choice of research design and sampling, as well as validity, credibility, and research techniques. In addition, the reader highlights what is expected of a postgraduate student in terms of conducting and writing up research, focusing on the structure of the thesis. Issues such as referencing, language used in the discipline and the importance of reading are omitted.

What is clear from the reader is that the research process in the discipline is seen as embedded in what counts as worthwhile knowledge. This approach seems to align with Gee's (1990) notion of discursive identity in that it places emphasis on the acquisition of discipline-specific literacies. This suggests that Chemical Science discourse will involve ways of being and acting 'as a scientist'. As such, the discourse of being a chemical scientist will involve the practice of designing experimental procedures through other practices such as sampling, problem identification, conducting experiments on data related mostly to chemicals and chemical properties, analysing the experimental data and proposing a solution to the problem.

However, the course reader is silent on the role of language in the process, as well as other practices involved in academic literacy such as referencing or other research writing elements. The fact that the Chemical Science course reader did not provide any information on the issue of referencing could, for instance, imply to students that certain academic writing elements might not be necessary, that students should concentrate more on the chemical language ('D' discourse) without stressing the importance of other aspects of writing. It would seem that the assumption has been made that students registered for the Master's degree programme in the discipline have already mastered the writing process, and the pedagogical focus is solely on the content and the techniques used in conducting research in the discipline. Intrinsically, during the scaffolding process, the language and content focus on chemical, scientific, and experimental practices is

assumed to give these students no other option than to be participatory members of this field of study.

Table 5.1 below presents a comparative analysis of the course materials from the two disciplines at the Nigerian university considered in this study.

Table 5.1 Analysis of the course readers

Discipline	Geography & Planning Science	Chemical Science
Course title	Research Methods In Geography and Planning Sciences	Advanced Research Techniques and Methodology
Author	Students	Disciplinary expert
Audience	Master's degree students of the department	Master's degree students of the department
Purpose	Term papers from the students	A resource pack for Chemistry students
Theme	Identify, formulate, plan research	Conducting scientific research in chemistry
Benchmark Knowledge	(1) Self-development (2) Familiarising students with basic research elements while writing a scientific report in the discipline	(1) Differentiating between analytical chemistry and chemical analysis (2) Preparing students for chemical science research
Listed outcomes	Students should be able to produce an acceptable term-paper	Students will be able to conduct or produce a research project in the context of the discipline
Structure/ design of the document	The material is made up of three documents which focus on: <ul style="list-style-type: none"> • Research Problem • Formulating and Testing Hypothesis • Elements of a Scientific Report 	Consists of two different types of materials: (1) Discusses researching through analytical perspectives. (2) Focuses on X-Ray Fluorescence Spectrometry (a chapter extracted from an unknown source)
Pedagogic knowledge	(1) Identifying and formulating a research problem (2) Hypothesis as guessing or assumptions	(1) Qualitative and quantitative research designs (2) Common analytical problems (3) Preparing solutions by

	(3) Constructing a scientific report	dilution (4) Determination and measurement (5) X-Ray Fluorescence [XRF]- Constructing academic research using XRF
Reference	No proper referencing style. i.e. incomplete references	No in-text references, bibliography, or reference list

5.3 The discourse of academic socialisation

Overall, the data presented in the chapter thus far points to the dominance of the discourse of academic socialization (Lea, 2017; Lea & Street., 2000) of students into the disciplinary discourses of Chemical Science, Geography, and Planning Science largely in terms of familiarisation with the research process. However, the relevance of the academic skills (Wilmot & Lotz-Sitzika, 2015), which are necessary for writing up the research was less well defined, as if it was assumed that it is not necessary for these aspects to be taught. Where these were presented, it was done so carelessly as if to show that these aspects were of little significance. For instance, in all three documents from the Geography and Planning Science department, it is not clear whether the use of different referencing styles was an indication that the students are given free rein to use whichever style of referencing they so wish or whether, perhaps, issues such as referencing are not considered a core practice in the discursive practices of the discipline. Whichever way one looks at it, what is clear from these findings is that considerable attention was given to the research process, (Gee's big letter 'D'), and the thesis as the product of the literacy event while superficial attention was given to the small letter 'd' or the technical aspects of writing. Put differently, the research product is promoted solely through the process of familiarisation with the research process without a proper link being made to developing competence in academic language and literacy.

By implication, the discursive practices (Fairclough, 1991) constituting both the disciplines, as represented in the course reader, suggest that students are

encouraged to produce written work in line with the research practices of the disciplines. The supervisors in the selected disciplines were solely concerned with training students who can produce theses or term papers with adequate and relevant disciplinary content, however, the language as the tool of conveying the message is not given equal attention (Wilmot & Lotz -Sisitka, 2015). This is rather concerning in light of the evidence which has shown that the process of writing, especially the literature review, is a complicated task for most students, and hence they require a “pedagogy incorporating [its] conceptual and ontological nature (Badenhorst, 2018, p. 121).

It is also important to note that the course readers used in the two disciplines are also silent on the need to ‘read to write’. Again, it is possible that assumptions are made within the disciplines that by being subject specialists, students can automatically make a logical analysis of subject matter through making mental connections (Jansen, 2017).

In essence, while both disciplines were similar in as far as the focus on the literacy product was concerned; however, differences in the content of what counted as worthwhile knowledge were also observed. While the Geography and Planning Science department focused more on structural aspects of the thesis and the ‘how to’ of academic writing, the focus in the Chemical Science department was on the disciplinary content. These differences in the pedagogical focus from the surveyed institution are an indication that depending on which field students are studying in, postgraduate students may graduate with varying understandings of the writing process.

5.4 Interview data

From a Faircloughian perspective (Fairclough, 1991), texts can either be written as in the documentary evidence presented in the preceding section, or they can be spoken as in the case of interview data presented in this section. In this study, I conducted interviews with both students and academics selected to

participate in the study. A total of seven Master's degree students from the two disciplines were interviewed, while two supervisors were chosen from each of the disciplines as well, making four academics in total. Although there were a number of question items on the interview schedule, they can all be categorised under three broad themes:

- Students' perceptions of academic literacy at the postgraduate level;
- Students' perceptions of disciplinary writing; and
- Writing issues (Students' perceptions of their own writing and academics' perceptions of students' writing)

The discussion in the section to follow focuses on these broad themes rather than the specific interview questions that were asked during the interview process.

5.4.1 Students' perceptions of academic literacy

Researchers working within a CDA approach make the assumption that language does not merely represent a phenomenon, but also constructs textual personas (Hussein, 2017; Jager, & Maier, 2009; Janks, 1997; Mulderrig, 2016). Hence, I sought to uncover students' representation of academic literacy in order to uncover how they positioned themselves as academic writers.

When asked about their understanding of academic literacy in general, students gave different responses, which were related to research as a product of academic literacy, their personal experiences of academic literacy, as well as an understanding of literacy as the ability to understand written text. Some of the students also conflated academic literacy with general literacy. Presented in Table 5.2 below is a tabular summative report that reveals students' understanding of academic literacy.

Table 5.2 Students' perceptions of academic literacy

NICA	...informing others about what is done in academia, it is also useful for informing industry about research and literacy can also make research accessible to common people
HOCA	Communicating experiments and sharing knowledge

	with others. The audience for this type of writing is not limited to academia, but also industry and the public.
POCA	To pass knowledge and to contribute to Science, including communication new and novel findings.
TECA	It's about following the rules and format prescribed by the department. It is also about identifying gaps in the literature and writing reports for other scholars.
GAPA	Defined academic literacy in terms of the structure of the thesis
GALA	Academic writing is different from everyday writing; there are procedures and rules governing academic literacy writing
KOGA	Defines in terms of proposal and thesis writing.

It can be deduced from Table 5.2 that students' perceptions of academic literacy were informed by a number of factors. NICA, a Master's degree student in Chemical Science saw academic literacy as a process of informing 'others' about what 'we' do as academics.

...it is just like letting other people...how do I say it...letting others...inform about what you do in academics. It is not just for personal usage alone, but useful industrially, academically, socially... people should be able to have access to it and it should be helpful to them... (NICA)

HOCA, also from the Chemical Science discipline, shared a similar perspective to NICA's. He saw academic literacy as a way of *sharing new knowledge with the general public as well as with industry*. Consequently, both NICA and HOCA perceived that academic literacy was a language for all purposes, which is meant to make complex scientific concepts also accessible to the general and non-scientific public

Additionally, and perhaps by virtue of participating in the discursive practices of the discipline, NICA saw himself as a member of the Chemical Science discourse community and those who were not members were seen as 'others'. In other words, by using the term 'we', NICA was showing his affinity with both the

discipline and academia, which is in line with Gee's views that students come to view themselves as members of a discourse community once they are inducted into and participate in discursive practices (Rawlinson & Pillay, 2014). This aligns with what Lave and Wenger (1991) state when they say "learning and a sense of identity are inseparable; they are aspects of the same phenomenon" (p. 115).

In the context of this study, this affinity suggests that students are socialised through their involvement in the Discourse of the group/community. This unconsciously shapes their individual identity, which according to Gee's (1996) metaphor of the bar, is perhaps the first step in developing a Discourse. Referring to non-chemical science members as 'others' unconsciously also reveals that these students are trained to assume and absorb certain 'habitus' (Bourdieu, 1990).

In contrast, POCA and TECA, who are also students in the Chemical Science discipline, had different perspectives. They defined academic literacy from the perspective of departmental requirements and structure. POCA indicated that academic literacy is different from conventional writing in that it seeks to *contribute to science* and to *expose people to new things*, while it must be presented in a concise report. TECA, on the other hand, saw academic literacy as a process of following rules related to the structure of the report, and communicating findings that other researchers could build on.

GAPA and KOGA, students from Geography and Planning Science, defined academic literacy in terms of thesis structure (GAPA) or proposal structure (KOGA). For instance;

You have to talk about the summary of your work. From there you have to talk about the introduction. In the introduction, you have to talk about a lot of things. You talk about the methods you want to use, the aims and the objectives and all that.

Thus according to these two students, the ability to master these structural aspects and present research findings accordingly was a measure of being

academically literate. GALA, also from the same department, acknowledged that academic writing was different from conventional writing in the sense that there are specific procedures and processes that one must follow.

....academic writing, it is different from ordinary writing. Like people in Accounting, or people in the banks, the way they write is different from the way the professors and academics write, because they have procedures in their writing, maybe in the thesis.

Three conceptions of academic literacy emerge from these findings. First, academic literacy is seen as a way of communicating and making research findings available to multiple audiences. Thus, some students from Chemical Science saw academic literacy as a mode through which scientific knowledge could be made accessible to the non-scientific public. It is also clear that some of the postgraduate students perceived academic literacy as general literacy which must be communicated with non-experts. This is not surprising and as it has been mentioned in Chapter 2, there is a limited explicit focus on the concept of academic literacy at university level, although there is robust literature on literacy in high school (i.e. Aduwa-Ogiegbaen, & Iyamu, 2010; Amadi 2013). I have also mentioned in the introductory part that I only came to know of the concept of academic literacy when I enrolled for my postgraduate studies at a South African University. Therefore, there is a possibility that these students might never have heard of academic literacy or perhaps, they have a partial understanding. This limitation notwithstanding, it is clear from the interview excerpts that most of the students are aware of Gee's Discourse, as way of acting, being and valuing in a discourse community as revealed in the ensuing section.

Second, academic literacy is seen as a specific form of writing which follows certain procedures and processes, while also having a specific structure. All three students from the Geography and Planning Science department expressed this conception. It can be argued that this conception was influenced by the pedagogical arrangement of the research methods course material presented in

the course pack. Third, mastery and the production of a thesis or a proposal were considered a measure of academic literacy.

5.4.2 Students' perceptions of disciplinary expectations of academic writing

Given that I embarked on this research with the assumption that academic literacy, as a concept was unarticulated in Nigerian universities, the next step in the research was to ask students about their perceptions of disciplinary expectations of academic writing. My assumption was while academic literacy might not be a common concept in Nigeria; each discipline would have its own expectations of academic writing, and by extension academic literacy. This is in line with the socio-cultural view that academic literacy is situated and contextual (Barton & Hamilton, 2000; Butler, 2013; Weideman, 2007).

The table below provides a summary of students' comments relating to their perceptions of what constitutes good academic literacy across their various disciplines.

Table 5.3 Students' perceptions of disciplinary academic writing

NICA	Disciplinary writing is about conveying novel and new result from experiments
HOCA	Communicating new knowledge or discoveries using appropriate terminology and language.
POCA	Defines in terms of grammar, plagiarism; no repetitions; and other aspects of writing such as no repetition or use laymen language.
TECA	Use of appropriate language, which is acceptable in Chemical Science.
GAPA	writing which aligns with what other experts in the field have written
GALA	Following prescribed rules and formats
KOGA	Good language use and following approach used by

expert writers.

Again, students' perceptions of disciplinary expectations were as varied as their perceptions of what constitutes academic literacy in general. For instance, students from the Chemical Science discipline acknowledged the role of disciplinary knowledge, while those from the Geography and Planning Department suggested that in their discipline the topic and purpose determined the content and choice of language. For instance, these were GALA's views of disciplinary writing expectations in his field of study:

...every course has its own concept. In Geography and Planning Science, they have their unique concepts... maybe if you are writing on population; there are some concepts and words that deal with a population that you must use. So there won't be problems. Those are concepts that must appear in our dissertations (GALA)

GALA also added that while he did not think there were specific linguistic differences, *the way you write, talk or describe etc. will differentiate you from other disciplines.*

Thus, as much as GALA acknowledged that certain writing practices are required for participation in Geography Discourses, he could not pinpoint how language choice distinguishes Geography and Planning Science from other fields of study.

GAPA also shared a similar point of view:

Yeah, Geography and Planning... I don't know about other departments, I don't think there is a particular vocabulary or...you must use in your academic writing or in your paper. But when you are a Geographer you must write as a Geographer... you must not be writing as a philosopher or as a psychologist (GAPA)

Related to this, another discursive theme that emerged from the data gathered from the interviews was the role of both Gee's discourse and Discourse in disciplinary writing. For instance, this excerpt taken from NICA's interview:

NICA: There are languages of course from different disciplines that are different from one another...as a Chemist, now you...hmm... if am actually outside [the classroom] and actually probably talking about...hmm...let me just say, the 'removal of water', I may not just say 'removal' but say dehydration. Dehydration means water has been removed...Someone that is from a different discipline may not understand...

From the above excerpt, it can be seen that NICA understood that to gain membership in the Chemical Science discourse community, one is supposed to adopt ways of talking and valuing that are acceptable in that discipline. This includes using disciplinary-specific language or terms common to the study of chemistry.

Similar views were also expressed by both POCA and TECA, who suggested that membership in the Chemical Science discourse community entailed mastery of disciplinary Discourse, without neglecting the linguistic features that characterise the discipline. TECA and POCA attempted to represent this understanding through an equation as follows:

Good/simple language + chemical language = membership
discursive linguistic code

(POCA and TECA)

Thus, in essence, these students from Chemical Science were pointing to the role of Discourse acquisition and saw it as a gate through which they must pass to be considered members of the discourse community (Duff, 2010). Hence, Chemical Science as a Discourse was seen as a “carrier for something other than itself” (Bernstein, 2000, p. 4). In other words, it became the mode through which students represented knowledge and shared an affinity with the discipline (Bengesai, 2012).

It is important to note that NICA's perspective of the role of language in disciplinary discourse differed from his perception of what constitutes academic literacy in general. While he perceived academic literacy as generic, and the language used for communication with diverse audiences, his view of disciplinary writing resonated more with the view adopted in this study. This view supports the suggestion made earlier that perhaps students' understanding of the term academic literacy or lack of it is influenced by the fact that it is not a common term in their context.

Apart from the role of language in disciplinary discourses, another theme that emerged from the interviews with students was the notion that producing new and novel knowledge as the benchmark of Chemical Science discourse. These views were expressed by NICA and HOCA who had the following to say:

"...you know it should be a scientific breakthroughIt should be a breakthrough. People...someone will just pick it up and say wow! They never actually thought about it this way or they never saw it this way or they never actually thought it could be done like this...you know...it should be different from every other writing it should be different" (NICA)

"...I think a good academic paper should tell us something new. It should discover something new no matter how minor it is or why is this thing happening or relevant why do we need to take you seriously...so it should answer a peculiar question which has not been given the proper answer to..." (HOCA)

NICA's standpoint was that good academic literacy in science must be novel and the results must be innovative. In other words, acceptable discourse in Chemical Science must generate and validate uncommon inventions, scientific interventions or conceptions. This is not surprising, given that science disciplines are generally involved in solving real-world problems while the success of any research programme is measured by the scientific output more than the scientific

report. It is for these reasons that some scholars are concerned that there is a neglect of discourse in scientific writing (Bengesai, 2012; Windsor, 1990; Bal-Gezegin, 2016; Khadije & Reza 2017)

The three students from Geography and Planning Sciences, GAPA, GALA and KOGA also provided different views of what constitutes acceptable disciplinary writing in their discipline. According to GAPA, good disciplinary writing is measured based on the extent to which it aligns with supervisors' views and textual structure as well as published work in the discipline:

"...well number one is you have to meet with people... you have to widen your knowledge about some things... you cannot just do things on your own. So in the process of writing, you have to meet people, you have to do some research, and see how people are writing their work. You can then see this is the right thing to do and the wrong things not to do" (GAPA)

Thus, good academic literacy from his perspective is not about simply conveying an individual understanding of phenomena, but rather implies the potential *fallibility of knowledge* (Bengesai, 2012). In other words, there are usually other people who have already researched a phenomenon, and therefore, their perceptions and findings become some of the windows through which the present reality can be understood (Miller, 2011). GALA considers the structural elements of the literacy product to be the measure of good disciplinary writing, while KOGA viewed acceptable writing within the discipline as that which shows evidence of understanding *the concept* and *additional research*, which add on to the readings provided by the lecturers. She also indicated that the use of language is essential. As such, students in Geography and Planning Science did not perceive academic literacy as the production of innovative work as the Chemical Science students but rather saw it has a way of building upon and previously researched work.

Overall, the students interviewed attach different meanings to what counts as appropriate writing in their disciplines. Students from the sciences focused more on the scientific discoveries and the communication of new knowledge, while those from Geography were more concerned with issues of structure and language. These findings also indicate that the way knowledge is organised in the course packs influenced students' views of academic literacy, as well as what constitutes acceptable disciplinary writing in each of the disciplines (Bengesai, 2012).

It can be inferred that some of the students' views of academic literacy are influenced by the knowledge emphasised in the course readers and the pedagogy introduced to these students, for instance in the research methods courses offered in the disciplines. As was observed in the course readers, students in Geography and Planning Science are exposed to academic literacy knowledge that aims at producing a term paper. The benchmark of knowledge as highlighted in the course reader of the research methodology module in Geography and Planning is mainly to familiarise students with basic research elements, as indicated in Table 5.1 above) Their counterparts in the Chemistry Department focused more on chemical science research with all activities focusing on producing innovative scientific research in the laboratories.

5.4.3 Students' perceptions of the postgraduate courses in promoting knowledge of research writing in different disciplines

Given that research-based courses are offered in Nigerian tertiary institutions as ways of acculturating students into disciplinary discourses, it was also important to understand students' views of the efficacy of these courses in promoting their postgraduate academic writing practices within the context of research. Butler (2009) states that the validity of academic literacy impact can be largely determined by how much students construct their academic literacy knowledge and disciplinary writing. Angove (2015) supports this notion in stating that often, the suitability and viability of the process of students' socialisation into academic

literacy discourses influences students' mastery of disciplinary discourses. Table 5.4 below provides a summary of students' views of the value of the research courses in promoting their mastery of disciplinary discourses.

Table 5.4 Students' perceptions of research courses in their disciplines

NICA	The course taught the what and how of conducting research
HOCA	In addition to research methods, HOCA identified another course environmental toxicology, which helped shape his research focus.
POCA	He reasoned academic writing was not limited to research methods courses, but that all the courses in the curriculum contributed to literacy acquisition.
TECA	No response to this question
GAPA	Presentation in each course and all our courses either on research or not, lecturers do highlight mistakes in students' writing for example referencing.
GALA	Other courses in addition to Research methods, for instance, Techniques in Geo and Computer Application, where they taught the use of the computer to analyse data
KOGA	All our courses are tailored to introduce students to disciplinary writing

The adequacy of the research courses in initiating postgraduate students into the disciplinary discourses was another theme that emerged from the data. The responses from students were again mixed. Some felt that the courses were achieving their purposes, given their ability to produce the valued knowledge (in the form of a thesis or proposal), while some felt otherwise. Those who felt the courses were not achieving their purposes focused on the requirements for the degree as a whole.

For instance, NICA, who took the 'Advanced Research Methodology and Techniques' course saw this module as a medium through which writing ability is promoted in his discipline (science). NICA said the following during his interview:

NICA: Advanced Research Technique and Methodology...like methodology and technique...in that course... the portion of the course...parts of the course talk about writing, it introduced to us how

we could write publications, hmm...expressing our findings in our research and how we could actually put it down to writing...in our discipline.

He also felt that;

This course doesn't really go all the way to that extent but at least some of all these things, our supervisors, our lecturer they actually...in our course of writing and meeting with them in our various courses, they give us something like personal writing technique and writing advice. You know they actually...whatever it is that we write they go through it...they will say...ok put it this way, not this way or not the other way (NICA)

This excerpt suggests that students were supported in their writing through multiple modalities that include the course as well as contact sessions with their supervisors/lecturers in the discipline. In other words, initiation into academic discourse in the Chemical Science Discipline is not just limited to the research methodology course alone; there are several ways through which the students are socialised into their disciplinary discourses. Still, as NICA revealed, this socialisation with supervisor/lecturers does not discount the role and place of the research methodology module in introducing students into academic literacy and writing.

HOCA viewed a module called Environmental Toxicology as the one which scaffold his writing ability. It is interesting to note that this module was not designed as a research scaffolding module. HOCA's argument was that the module exposed him to different terminology, which was useful in his independent research.

In a similar vein, POCA and TECA felt that their socialisation into the disciplinary discourses could not be attributed to a single module. Both students felt that all the courses they had undertaken in their postgraduate studies had exposed them to aspects useful to their own research and disciplinary discourses. For instance,

POCA specifically indicated that some of the courses promoted exposition, implementation, methods, development, etc., apart from the research method course, which NICA mentioned above. In this regard, POCA stated:

“...all the courses are tailored in making you a master in your field, making you proficient in your field. Therefore, every course I have done so far, and the ones I’m doing right now contributed immensely in different ways. Some have contributed to the knowledge of implementation, which I put in my writing; some have contributed in methods...methods development, research development that is also part of my write-ups. Some of them have talked about uhmm... general course like uhmm...undergraduate I mean...that’s where we do ‘Use of English’. These are also what has helped in my write-up, the use of English, during my hmmm...my thesis. So most of the courses are tailored in making me proficient in my field and also, directly or indirectly contribute to my write-up, my writing skills in reporting, in terms peculiar to my field” (POCA)

Again, GAPA and KOGA from the department of Geography and Planning Science similarly confirmed that all their courses were tailored towards initiating them into specific disciplinary issues. In particular, GAPA recounted that oral presentations, which are a requirement in each of the courses he had undertaken, established a forum through which lecturers could draw attention to mistakes made by students.

But in our presentations...like I said we do present on... topics, and they [lecturers] use that medium to teach us how to write papers

GALA, also in the discipline of Geography, named *Techniques in Geography and Computer Application* as one of the courses that acculturated him into disciplinary writing- specifically, using computer programmes to analyse data and information in Geography. According to him, in this module, students are taught

computer techniques to analyse data in Geography and how to write up this analysis.

From the above, it is clear that all postgraduate students saw their initiation into the disciplinary discourses as something that could not be packaged into a single course. Instead, all postgraduate courses were designed to provide students with content and practices that they could use in the writing up of their theses. Thus, it can be deduced that in addition to the research methods courses, all other postgraduate courses are tools used by the university or lecturers in socialising students into academic discourses in their disciplines.

5.4.4 Students' perceptions of undergraduate and postgraduate writing practices

In this study, prior academic experiences are considered integral to the acquisition of academic literacies. For this study, the undergraduate level of study is therefore seen as the foundation on which students develop academic literacies necessary for postgraduate studies. Although the undergraduate level of study consists of various and diverse courses, these courses should prepare students for the future, be it postgraduate studies or the field of work (Adedokun, 2010; Nwangwa, Yonlonfoun & Omotere, 2014). Students' perceptions of the extent to which their undergraduate studies provided them with the cultural capital needed for postgraduate studies are presented below.

Table 5.5 below offers a summary of postgraduate students' experiences of academic literacy during their undergraduate and postgraduate studies.

Table 5.5 Students' experiences of academic literacy during undergraduate and postgraduate studies

	Undergraduate
NICA	Wrote assignments just to pass, and had zero understanding of academic writing
HOCA	Writing was just a routine activity, poor writing;
POCA	Less attention was placed on writing for publication and you could write anyhow
TECA	The focus was on surface writing
GAPA	Had significant problems with referencing; no proper presentations and corrections
GALA	Had limited knowledge of the requirements of academic writing and struggled mainly with referencing
KOGA	Lecturers tolerated my mistakes and I could get away with plagiarism

Overall, the seven students interviewed in this study suggested that their undergraduate studies had not adequately prepared them for postgraduate studies. Different reasons were given for this view. For instance, most of the students indicated that their main motivation for doing the written assessments at the undergraduate level was to pass, rather than to master academic literacy and disciplinary discourses. For example, NICA states that his writing at the undergraduate stage required '*zero understanding*' of academic literacy. He also indicated that his writing was poor and not rigorous, and merely provided a superficial, surface understanding of the topic. Again, the students indicated that there was academic practices such referencing, or editing own work were not cultivated and neither were they stressed (e.g. GAPA, GALA and KOGA's comments in Table 5.5 above).

"Before when we were still doing our undergraduate, we did not even consider the introduction or conclusion. We didn't even mind our

references. But now as a postgraduate student, you should know what you are doing” (GAPA)

Other students also admitted to plagiarising.

“In undergraduate, you can write anyhow...you can go and get a project from another person and copy. They may not do a thorough check...and mostly you can get away with it in undergraduate. But as a Master’s degree or postgraduate students it will be very difficult for you because you don’t know where your external examiner is coming from” (GALA).

You know in undergraduate, you can just decide to pick another person’s project and you start writing it. That is what is called plagiarism. But now there is a maximum of other people’s work that you should put in your work (KOGA).

GALA also shared his view on the difference between his undergraduate and postgraduate academic literacy ability as follows:

“...during the undergraduate level, we concentrate on reading to pass. You can cram just to pass the exams” (GALA)

POCA added that as an improvement on his undergraduate writing ability, he now writes in a more *professional manner* while KOGA also revealed that her undergraduate level of academic literacy did not portray much (or any) evidence of academic literacy competence.

I can say undergraduate work is minor, while postgraduate is major work...The difference in the writing is that in undergraduate the lecturers tolerate... But in Master’s, they believe that Master’s is an advanced level. So, they treat you as matured that can face the reality of life (KOGA).

Thus, these students framed their undergraduate studies as a period during which they were unfamiliar with academic writing conventions and that plagiarism was a common phenomenon with a light penalty because the level of tolerance from lecturers was high. All the students concurred that academic writing at postgraduate level required a more complex degree engaging with texts, as well as advanced writing abilities; hence, the transition to postgraduate writing was not easy. However, the students felt that undertaking the course work Master's degrees had helped them to improve their writing while the Master's degree level of study had changed their perspective of writing from something, which can be considered an individual activity whose audience was only the lecturer, to a practice that involved sharing knowledge with a wider audience (i.e., Jansen, et al, 2017; Jacobs, 2005). For instance, the excerpt below is taken from NICA's interview to support this notion:

"...as undergraduate students then we actually don't have the knowledge of writing. ...we just write...let's just write this thing submit ... here but as a postgraduate student, after writing they publish, sell ideas to the world and as a matter of fact you are... if you are publishing if you are writing you are actually representing your institution, you are representing your department you are standing for your department so you don't just write"

Hence, the idea of publishing academic work and sharing this writing with a wider audience was a significant discursive theme framing postgraduate students' academic writing. Thus, student writing had ceased from being a mere academic activity leading to certification, but involved taking on a different person whose mastery of discourses could be validated by a global audience.

There was also a comment that the writing activity in postgraduate study should represent a high degree of mastery of both subject matter and writing skills. POCA commented:

I think more attention is now (in his postgraduate studies) given to the way you arrange your write up. I mean before (at undergraduate level) you can just report your findings anyhow... But now I think there is more emphasis placed on the arrangement. Meaning abstracts, your topic, your introduction, materials and methods, your results, your discussion, your references... these are the knowledge that I did not have in my undergraduate days. And also I now tend to be aware of plagiarism, I want to avoid repetitions, I want to avoid grammatical errors, I want to be more careful with the references so I don't mix it up (POCA).

From the preceding discussion, it can be deduced that there is a gap between the academic writing context and expectations at the undergraduate and postgraduate levels. All the students confirmed that their undergraduate pieces of writing were unstructured and that there was a limited focus on academic literacy development as compared to postgraduate writing practices. Yet, there was an expectation or requirement *to write using the right terminologies*, (HOCA) or *correct grammar* (POCA), and without plagiarising. In other words, they should have developed independent ability, which TECA referred to as a level where students are exposed to real world academic writing.

In the preceding sections of this chapter, evidence was presented, which was obtained from the interviews conducted with students. This evidence highlights, among other things, how students perceive academic literacy, the acceptable writing practices in their disciplines, as well as the adequacy of the undergraduate level of study in preparing them for postgraduate studies. Whole all the students seemed to share an affinity when regarding disciplinary expectations; it was also evident that students' understanding of what is acceptable in their disciplines was derived from the research courses they undertook as well as the forms of disciplinary participation they had been exposed to.

Based on these broad findings, the following discourses were identified:

5.5 Emerging discourses from interviews with students

- Disciplinary discourse as entry to the profession
- The thesis or proposal as the product
- The gap between undergraduate writing and postgraduate writing requirements

While the discussion of the emerging discourses is done in Chapter 7, in this Chapter, I present the initial data presented in this Chapter has shown that students generally saw mastery of the disciplinary discourse as evidence of being academically literate. Students had internalised the expectation that they were to use language and structure their writing in ways that demonstrated their both their competence and affinity with the discipline". Thus, the content, together with the linguistic characteristics of the Chemical Science discipline was seen as integral in acquiring academic writing competence. Students from the Geography and Planning Science discipline, whose research methodology module was focused more on structural aspects of the research, saw the thesis or the proposal as evidence of mastery of the discursive practices of the discipline. The students also shared an affinity with their respective disciplines and with regards to the writing expectations of the same disciplines. This aligns with the academic socialisation approach (Lea and Street, 2006), as well as Gee's identity framework (Gee, 2000) and also points to the epistemological distinctions between the two disciplines- and perhaps suggesting that academic writing is socially situated (Lea & Street, 2006). Moreover, this finding aligns with the view that, disciplinary based learning is pivotal in developing academic literacy, as well as in developing disciplinary identities (Gee, 2001; Lave, 1996).

The second of the discourses relate to the focus on the thesis as the product of the learning experience, rather than the process of acquiring writing knowledge. While on the surface, the difference is clear, in practice, as evidenced in this study, the students seemed to confuse the two. This is chiefly because of they were initiated into the writing process through course readers which focused on the product and exemplars of already published work. Hence, students never got

to understand how writing occurred in these exemplars, and were left to figure it out for themselves. I refer to this discourse as the invisibility of postgraduate academic writing.

The last emerging discourse points to the gap between undergraduate academic writing and postgraduate writing, which from the students' responses can be understood as quite considerable. Students' experiences of their prior academic literacy experiences fell into two categories, that is, lack of understanding and plagiarism. These experiences were not mutually exclusive, but the latter was a result of the former- suggesting that there was a disjuncture between expectations, students' needs and practice. These issues are critical when one considers the study focus, which deals with how students' experiences of academic writing have the potential to be alienating. These themes will be discussed in more detail in the discussion to follow in Chapter 7.

5. 6 Conclusion

This chapter has examined the efficacy of the research methodology courses through which the seven students who participated in the study were socialised into postgraduate academic writing. A consideration of the data obtained revealed that students' academic socialisation was not limited to the research methodology courses as the sole medium through which students were initiated into their disciplinary discourses, but that the entire postgraduate experience was integral in enabling them to participate in the writing practices. The students from each of the two disciplines selected, Chemical Science and Geography and Planning Science, reportedly viewed academic discourse and writing in different ways, which could be interpreted in light of different theoretical perceptions and ideologies about academic writing which underpin this study. Some saw academic writing as constituting the elements of 'd' discourse, some saw it as constituting elements of 'D' discourse, while some others viewed it as a combination of the two. In addition, most of the students did not acknowledge their undergraduate activities as providing much scaffolding and cultural capital in supporting their academic literacy development. Most students claimed that their

academic writing knowledge at the undergraduate level had been very minimal and peripheral and that nonchalance towards various aspects of academic writing conventions had characterised their writing.

CHAPTER SIX

SUPERVISORS' PERCEPTIONS OF THEIR STUDENTS' ACADEMIC LITERACY ACCULTURATION IN NIGERIA UNIVERSITY

6.1 Introduction

Chapter 5 presented the documentary evidence of the available academic literacy interventions in a Nigerian University as well as students' perceptions of their experiences of postgraduate academic writing. The findings reveal that although academic writing was situated in the disciplines, the pedagogical approach focused more on grounding students on technical aspects of research writing, or the production of scientific artefacts more than on pedagogy of writing. In addition, it also emerged that the traditional supervision model was an integral part of postgraduate students' initiation into disciplinary discourses. This chapter shifts the focus from the students to their supervisors. It presents the findings on the supervisors' perceptions of academic writing at the postgraduate level as well as of students as writers. The inclusion of supervisors in this study was motivated by the argument that it is difficult to fully understand postgraduate students' experiences of academic writing without an understanding of the nature of the supervision that they go through. Moreover, the supervisors' narratives are also evaluative schemas through which they communicate their ideological stances in as far as academic writing is concerned (Fairclough, 1992). Thus, their representations have the potential to perpetuate dominant discourses about academic writing and students' experiences.

Hence, this chapter addresses the following questions:

- How is postgraduate academic literacy conceptualised in a Nigerian university?
- How is postgraduate academic literacy operationalised in a Nigerian university?
- How do supervisors perceive postgraduate students' experiences of academic writing at the postgraduate level at a Nigerian University?

6.2 Supervisor's perspective of academic/disciplinary writing

It is considered a good trait for teachers to demonstrate adequate knowledge and competence of the subject matter they intend to impart to students. Supervisors are role models, and as such, their ability to demonstrate disciplinary knowledge and practices is essential for students who are newcomers to the discipline (Lave and Wenger, 1991; CNDLS, 2017; Ferlic, 2007). To establish the level at which students construe the concepts of academic literacy and disciplinary writing in the context of a discipline, it was important therefore to identify how their supervisors themselves define these concepts. Therefore, four departmental lecturers were interviewed in this study.

Table 6.1 below reveals lecturers/supervisors' perceptions of what counts as academic/disciplinary writing in their disciplines, as revealed during the semi-structured interviews conducted in this study.

Table 6.1 Academic writing in the discipline- lecturers /supervisors' perspectives

MEK	There is all purposes-writing meant for newspapers, letters, and politics and there is disciplinary writing, for instance, when a scientist writes for journals, also referred to as scientific writing etc., which has its own ways presenting knowledge.
SHO	Different disciplines use language differently, which distinguishes them from other disciplines. In Scientific writing, there are certain terminologies, which those outside of the field might not understand.
BOD	There is writing which is specific to each discipline, and postgraduate students have several opportunities to learn and demonstrate mastery of acceptable academic writing practices
RIB	There are rules governing the approaches and styles of writing in the Geography and Planning Science discipline, and students are expected demonstrate mastery of these rules.

From the table above, it can be seen that all the supervisors interviewed acknowledged that there are rhetorical differences between writing in their

disciplines and in other contexts. MEK, a professor in the Chemical Science discipline distinguished between two forms of writing. He believed that there is writing for all purposes, such as, letter writing, essay writing or writing for newspapers while he referred to disciplinary writing as ‘specialist writing’, and in the context of his discipline as scientific writing. MEK further stated that students must be able to negotiate from one audience and context of the writing to another. To expand on this, he said:

“...For instance, I am a scientist when I want to write for my journals ... journal articles or scientific writing, there is a specific way you write things. And when you are now writing things on politics, etc., there is another way you write, but the transition depends on your ability to grasp your subject matter ...you should be able to know how to transition from one boundary to another...” (MEK)

SHO, a lecturer and supervisor in the same discipline as MEK also shared a similar perspective of what academic writing entails in Chemistry Science discipline and what counts as mastery of this Discourse in this discipline. He also distinguished writing by the way language is used as either (i) generic or (ii) specialist language. In this regard, he said:

“Apart from this general concept of you being able to have a good understanding from the undergraduate days, hmmm... because during the starting point... undergraduate days...hmmm... they have to do some courses in the English language and all that. In addition, as they graduate they have areas of specialization. And hmm each area has their specialization and of course each area got its own terminology and this makes them different from department... actually if you are not in that discipline or particular field, you might not have a very good understanding...” (SHO)

To demonstrate how scientific writing differs from other forms of writing, MEK noted that when reporting in the sciences, one has to use ‘third-person narrative

technique'- for example, '*the measurement was conducted*', '*the experiment was carried out*', etc. instead of using 'first-person narrative technique' e.g. '*I measured*', '*I did*', as commonly used in the social sciences. MEK stated:

"...we in sciences we always use the third person, this experience was carried out, was conducted, measurements were made; but in social sciences, that is where we see 'I did this, we did this' etc... but in sciences, no, we don't do that, that's a rule" (MEK)

Thus, for these academics in the Chemical Science discipline, academic writing occurs within a discursive community with a certain 'identity' (Gee, 2004a). For instance, MEK's use of the phrase '*We in science*' manifests how he associated himself with the science community of practice in which certain rules guide the textual representations of knowledge. In addition, these are certain discursive norms, which differentiate academic writing in the sciences from writing in other contexts. One such norm as identified by MEK is the downplaying of the personal role to highlight the phenomena under study (Hyland, 2008b). In other words, the student as a writer is made invisible while Discourse restricts other ways of talking about or constructing knowledge about a topic (Hall in Semali, 2017 p. 44). Thus, to fully participate in this Discourse, students must know the codes and norms guiding how knowledge is constructed and communicated (Jamani, 2011).

Cast in this way, the discursive practices of the Chemical Science discipline as a community of practice imposes conformity on its members to use language and other rhetorical aspects in a particular manner. While this is common in many academic disciplines, it attests to the presence of *orders of discourse* (Fairclough, 1993; Mohamed, 2006; 2014) in this discipline which controls how one engages in a discipline.

BOD and RIB, lecturers in the Geography and Planning Science department also concur with the views shared by MEK and SHO when defining disciplinary writing. They stated that disciplinary writing encompasses how writing is

construed within a particular discipline. According to BOD, even within the same faculty, *“the way [they] write in the social sciences is quite different from the way they write in [for example] social and management sciences”*. He further stated that disciplinary writing is a way of writing which shows students’ ‘vast [understanding] of their social and cultural practices of the discipline. In his discipline, students are also given many opportunities to demonstrate this understanding through, for instance, assignments, term papers and to a certain extent reading research articles from the library or the internet. RIB succinctly defines academic writing in his discipline as the ‘...*approach and style of writing in our discipline*’. He also mentioned that mastery of this kind of writing is demonstrated by one’s ability to follow established rules that influence how language is used in the discipline. RIB stated:

“It has to do with the approach and style of writing in our discipline. I think hmmm... under social sciences subjects, there are rules to follow. When you ask people questions, you are expecting them to discuss, not just to lose their mouths... and this is the kind of things we teach them, we bring it to their knowledge in class so that they know what is expected of them in their various forms of examinations”

What is clear in the interviews with both the supervisors from the Geography and Planning Science discipline is that the text and how it is constructed is the privileged knowledge. The interview excerpts also reveal that the ability to follow set rules was another distinguishing feature of their disciplinary academic writing practices. Thus, drawing on Bourdieu’s understanding, the habitus in this discipline is characterised by following a set of social structures and rules of the community (Welther, 2014). However, there is research, which has argued that formulaic writing oversimplifies the composing process while at the same time providing a false sense of security to the students (Martins, 2011). This is because when given a formula, students might not critically engage with the rhetorical elements of the text. Rather, emerging research has argued for a

pedagogical focus on threshold concepts (Kiley & Wisker, 2009). Threshold concepts are the core concepts, which “once grasped, leads to a qualitatively different view of the subject matter and/or learning experience and of oneself as a learner” (Kiley & Wisker, 2009 p. 432). However, and while the literature on threshold concepts in research writing is still emerging, it does highlight the fact that a pedagogical focus on postgraduate research writing is fundamental. For instance, rather than grounding students in rules governing dissertation or proposal writing, there should be a deliberate and overt focus on teaching students how to write. This could be done through situated writing pedagogies where the conceptual aspects of writing are demystified and made explicit to the students (Wilmot & Lotz-Sistika, 2015).

Another emerging theme is that all four supervisors interviewed in this study acknowledged that each discipline reads and writes itself in a particular manner (Jacobs, 2007). In addition, the lecturers also indicated their expectations of how students should write, do, and be (Gee, 2003a; Flowerdew & Ho Wang, 2015) within these disciplines. However, the framework within which they define disciplinary writing is influenced by what is considered worthwhile knowledge in their respective disciplines. In the Sciences, the scientific work to be reported and the communication of scientific ideas consistent with the scientific community is considered worthwhile, while in the Geography and Planning Science, the ability to follow rules become “some of the windows through which students display grasp of academic writing within their discipline” (Miller and Tsang, 2010, p. 144).

6.3 Postgraduate students’ experiences of disciplinary/academic writing practices

As a follow up to the previous section, where supervisors’ perceptions of what disciplinary writing entails and what counts as appropriate writing in their discipline were examined, this section provides an account of these lecturers’ perceptions of how students participate in the disciplinary writing practices. An assumption informed by the Faicloughian CDA approach is made that the way

text producers use language to shape a particular narrative of discourse may change depending on context and the identity of the text producer. Hence, it was imperative to also get the views of supervisors on students' experiences in order to contrast them with those of the students reported in Chapter 5. Table 6.2 below presents a summary of the supervisors' perceptions.

Table 6.2 Postgraduate students' experiences of academic writing within the disciplines

MEK	Through one-on-one interaction with the supervisor, in addition to classroom instruction. The supervisor is able to identify and point out students' academic writing challenges' errors', as well as strengths through one-on-one interactions.
SHO	The process begins as early as the primary level of education and by the time students come to the postgraduate level, they must have acquired adequate academic literacy skills to enable them to participate effectively at this level. He also interacts with students during their lab work, providing guidance and modeling.
BOD	By grooming students in successive research defense stages, which include pre-defense, open defense and closed defense. This is in addition to classroom instruction, seminars and oral presentations of their term papers.
RIB	Grounding students in the formulaic rules of research writing as well as through classroom instruction and assignments.

The lecturers interviewed revealed the different ways through which postgraduate students participate in the academic writing practices of their respective disciplines. According to MEK, students are initiated through one-on-one contact sessions with experts in that field of study:

"...its one on one, most of the time, it's one on one thing...particularly at Master's because at Master's degree level you have a supervisor. Besides the general class, if you have ten, twenty Master's degree students in the class, that is a general one, but when you talk to the supervisor each time ...it is just you and your supervisor; you write a report, he sits down with you, tells you all your mistakes, your errors and your strengths because it's not about criticism alone..."

Thus, besides attending the research methods classes, students also learn academic writing practices through direct encounters with their supervisors. During these interactions, MEK gives his students feedback highlighting their 'errors' as well as their 'strengths'. MEK also indicated that he spends more time on correcting grammatical and linguistic errors, although he also corrected conceptual aspects.

SHO, who is also a lecturer in the Chemical Science discipline, had a similar illustration of how students are or should participate in disciplinary discourses. He noted that the process of acquiring disciplinary discourses begins as early as the primary school education level and progresses to the postgraduate level where students are expected to demonstrate advanced academic literacy skills.

"...Look at this, when you were in primary school, you studied atom, in secondary school, you studied atom, in undergraduate you studied atom, Master's, you also did, in Ph.D., you also did, but the fact is that there is an increase in the quality of what you study..." (SHO)

In addition to these prior literacy experiences, SHO indicated that the supervisory role was a central aspect of the postgraduate experience of research writing. He had the following to say:

I am always in the lab...look at this, this is my laptop, I go into the lab to tell them what to do, and when they run into problems, they will give me a call and I will be there. Sometimes, I do the work for them, then I give them another sample and say do your own. I give them like a model to follow and work on their own..." (SHO)

Thus, according to SHO, postgraduate students' academic writing practices are reinforced at the postgraduate level through one-on-one contact sessions with supervisors in authentic literacy events such as laboratory work. His supervisory role encompassed "lending expertise in the research area... and, supporting the student" (Sophie, & Ron, 2016, p. 53), as well as "guiding, advising and ensuring scientific quality" (Mouton, 2001, p. 17).

In essence, while MEK emphasised providing students with feedback mainly in the form of correction of linguistic and grammatical errors as one of the main focus of the supervisory role, and interaction with students, SHO indicated that his support largely focused on students' laboratory work, although he also *corrected a lot of grammar*. This finding that supervisors spend a significant amount of time on correcting grammar is, however, echoed in a number of studies (Butler, 2011; Chamberlain, 2016; Badenhorst, 2018). This suggests that even at the postgraduate level, students need to be supported in their writing. Therefore, a pedagogy of academic writing which pays scant attention to language in use (small 'd') does not adequately support students given that 'language is a key resource in the construction of knowledge (Wilmot and Lotz-Sistika, 2015). It is a necessary tool, which can help scholars succeed and effectively represent their knowledge. This does not suggest, however, that language should be the overarching focus of academic writing interventions, but neither should it be neglected.

In addition to classroom and supervision, MEK also indicated that students' experiences of academic writing at the postgraduate level could be enriched through:

"...ICT-based learning platform... where you can go either as lecturer is there or not... look for information, search for information, submit assignments do all manners of things and then contribute to discussion because the lecturer can put a challenge and ask you to start to contribute monitoring the contribution is strict" (MEK)

To him, ICT-based learning platforms are a potential resource for supporting students and helping them develop advanced academic writing practices. This platform may promote healthy interaction with other students, as knowledge is shared, and Discourses are engaged with. The lecturer (as the mentor/leader/expert) could also participate by guiding, correcting, contributing, monitoring and mentoring on the online learning platform. MEK, drawing on his own experiences at an overseas university, indicated how an online platform was

useful to him as lecturers could pose questions, post assignments, and engage in academic discourses with students. *“...if you have a problem you can put it there. Every other person can see and make contributions. Like the chat platform”* (MEK). MEK stated that ICT-based learning platforms have not been instituted in the university surveyed in this study even though these technological platforms could allow knowledge to easily be shared.

In the same vein, SHO stated that to enhance students' academic and disciplinary writing, it is important for the university to pay for and provide access to scientific journal sites. This is also another platform through which students can prepare themselves for academic writing by interacting with diverse literature sources from different scholars.

“...there are scientific sites where journals in our areas are published. Our students should be able to have access to them so that they have access to recent journals, articles, and scientific materials. The university can pay for these sites, so they can give us codes for us to download them... you can download materials, recent ones, maybe for about the last 5 years that will assist you in a literature review.” (SHO)

The supervisors from the Geography and Planning Science also confirmed the role of the supervisors in postgraduate students' academic literacy experiences. BOD, in simple terms, said, *‘we groom them’...* (BOD) However, while in the Chemical Science department one-on-one supervision was highlighted BOD indicated a different model. He said postgraduate students are groomed through:

“...stages of defence, pre-defence and post-field defence and then the Pre-field final defence. All these stages, we involved postgraduate students. Attendance at seminars is important for all our postgraduate students. That is another stage in which we groom postgraduate students. Then in terms of when we give the term paper when they

present term paper in classes, we also correct them....open defence is if you are presenting, if you are doing your final defence they call all the other students, the students can listen but cannot contribute. In such an instance, your postgraduates are part of those audiences that are needed at the final defence. So, the students, they will listen to how the external examiner will be asking questions and how the student will be responding and so on just to have an idea of what it takes...”(BOD)

Thus, besides classroom instruction, students in the Geography and Planning Science disciplines have several other opportunities to acquire advanced academic literacy. These include seminars, the writing of term papers and the different stages of defenses where they get to observe how other students present their research and learn from the feedback the presenting students get from the panel of supervisors or examiners. As part of the assessment of the term papers, students are required to do oral presentations with their peers and the lecturer as a critical audience.

RIB who is BOD's counterpart in Geography, states that apart from classroom activities, he deploys a 'petty' pedagogy where he ensures his students take handwritten notes. In addition, his students submit handwritten assignments and term papers.

*I insist they take handwritten notes and look at the notes just to encourage them... because the innovation of computers these days is making them **lazy**. Some of them **can speak but they cannot write**. So most of the time in my class I insist they write notes and do their assignments, which they have to write down [by hand] themselves*

These measurements, according to RIB, discourage them from copying and pasting work from the internet, copying from other students, that is plagiarism. RIB also indicated that he believed that if students handwrite, they will be forced

to familiarise themselves with the subject matter. However, while there is emerging research, which has shown that students who write by hand are likely to learn more, Boughey (2010), the association with plagiarism is yet to be established. Moreover, there is no guarantee that handwritten assignments are devoid of plagiarism. Thus, there is a need for pedagogical interventions, which move beyond advising students to avoid plagiarism, to a focus on the discursive practices implicit in the production of the literature review as a genre (Badenhorst, 2018). Nonetheless, this finding indicates that plagiarism is a major issue at the postgraduate level and supervisors are concerned with it.

It is interesting to note how RIB framed students as *lazy*, students who also cannot *write*. His utterance suggests that student writing is treated as a deficit without paying much attention to the root of the problem. As the interviews with students presented in Chapter 5 have shown, students are not adequately prepared for postgraduate writing. Moreover, the teaching that they receive at the postgraduate level as evidenced in the course readers does not give them ample opportunities to learn about the process of writing as the focus is more on the product.

Apart from this practice, RIB also indicated that students in his discipline are grounded in formulaic rules governing research writing. Thus, a significant focus is given to the different sections of the research proposal or thesis and descriptions of what each section should entail. He had the following to say regarding this:

“Oh well, like I mentioned earlier on there are processes we normally use... by giving them materials, when we teach we tell them what they are going to do and we give them the format...”(RIB)

He further explained that it is expected of the students to follow these formats as evidence of mastery of Discourse.

“We have a format... there are necessary things we expect them to put into the proposal...” (RIB)

More so, RIB identified the teaching and learning centre instituted by the university to assist all students and even lecturers in their academic writing. Through the centre, students get to interact with language experts who assist them with the technical aspects of writing. RIB stated:

“...The university has gone a step forward to introduce a Teaching and Learning Center, where people are taught, even lecturers, on teaching methodology and language...to improve their language...” (RIB)

Seemingly, students in the Geography and Planning Science discipline were exposed to different modes of academic socialization, however, it would seem that all these approaches did not have an overt focus on the research writing process. There was an assumption that these covert approaches to writing, such as oral defenses, interactions with supervisors and handwriting notes would in turn result in discourse acquisition.

6.4 Supervisors’/lecturers’ awareness of and expectations of postgraduate students’ academic literacy

The fact that postgraduate students generally struggle with academic writing is well documented (Badenhorst, 2018; Bair, & Mader, 2013; Li, 2007). For instance, Badenhorst (2018) argues that the literature review is one of the most complicated tasks faced by postgraduate students. Other scholars have identified the notion of voice, and the general use of language (Wilmot and Lotz-Sistika, 2015), as well as the methodology as some of the aspects that postgraduate students struggle with. Guided by this research, the supervisors interviewed in this study were also asked questions regarding their awareness and expectations of postgraduate students’ academic writing. Their responses are summarised in Table 6.3 below.

Table 6.3 Lectures' expectations of Master's degree students' academic writing

MEK	Good use of the English language as well as a good grasp of the subject matter and use of appropriate discourses
SHO	Evidence of good knowledge of the subject, including the use of appropriate disciplinary rhetoric.
BOD	A well-articulated research methodology- from problem statement to data analysis -
RIB	A well-constructed literature review and adherence to laid formats.

6.4.1 Good usage of English ('d' discourse)

One of the themes that emerged mainly from the Chemical Science academics was the importance of proficiency in and good use of the English Language in postgraduate students' academic writing. MEK stated that being in a science department did not necessarily justify '*bad*' use of the English language. Instead, to him, both students and lecturers must demonstrate expertise in the use of the English language. As already highlighted in section 6.3 above, MEK held the view that postgraduate students must bring sufficient 'd' discourse or capital obtained during prior educational experiences. Thus, at the postgraduate level, there was an expectation that students should be highly proficient not only in the language of communication but also in the discursive practices of the discipline. He also said:

"...Number one, I don't believe that a scientist must not write good English. Though me, I am a scientist and therefore my English may not be correct; some people say it's common... but it's an escaping attitude, it is a lazy attitude. So, the fact that you are a scientist doesn't make you a bad user of language. If you cannot communicate, then how do you get across the information?" (MEK)

Good use of the English language was also identified by SHO as a key aspect of academic writing. He stated that '*The first thing is the high quality of flowing English*' (SHO). Hence, to these two Chemical Science lecturers, what counts as knowledge was not limited to subject content or the use of correct terminology,

but they also acknowledged that language plays a specific role in academic writing (Wilmot and Lotz-Sistika (2015)). They highlighted the important role of written discourse in the construction of scientific knowledge (Brown, Reveles and Kelly, 2009). This is contrary to views expressed by other scholars who suggest that there is often neglect of discourse in scientific writing (Archer, 2006; Bengesai, 2012). These scholars argue that science disciplines are generally content or knowledge-based and therefore, pay little attention to how students represent this knowledge. In addition, the scholars maintain that students of science, as well as their lecturers, negate the role of discourse or language in their practices (Bengesai, 2012; Perelman, 1999; Winsor, 1996).

It is important to note that while both academics recognised the importance of language in use in the Chemical Science discipline, these utterances were made in frustration highlighting students' limitations in this aspect. Hence MEK described the justification that language was unimportant as an *escaping ad lazy attitude*. Unsurprisingly, both supervisors spent more time correcting language issues, instead of teaching students how to use language or rather developing a programme that would assist students in acquiring these skills.

6.4.2 Writing as professionalism

In addition to the role of language in the construction of scientific knowledge in the Chemical Science discipline, the supervisors interviewed also framed their expectations by evoking a discourse of professionalism. Phrases such as '*writing as a consultant*' or '*professional in the discipline*' were evoked by both MEK and SHO. For instance, MEK's remarks on one of his students' work confirm this.

"...the work was not detailed enough but the worst she did was that she came up with facts and figures and she didn't give me a synthesis, NO PROOF. It is one thing to have data and one thing to have an idea on how to utilise facts and figures because I told her

that you should be writing as a consultant. I have given you this and said go and look at this problem in Nigeria and bring me a report. If work is not focused it does not look like a consultant report, then I will throw it back, because, at MSc level, you are trained to be a consultant in your field" (MEK)

Central to CDA is the idea that word choice has the potential to encode ideological information and reveal one's ideological stance (Fairclough, 2015; Mulderrig, 2016). Thus, words are not trivial, but they have a performative effect which needs to be interrogated. For instance, when MEK insisted that his students were expected to write as consultants in the field and not merely as postgraduate students, he was making the point that their reports were supposed to represent the quality of professional writing, and that they were being trained to be consultants. In other words, MEK was making a discursive claim not only about students' membership in the privileged community of practice (Lave & Wenger, 1991), but also about their possession or lack of attributes that are valued in the same community.

Several scholars have noted the presence of a professional Discourse in most domain-specific disciplines such as Chemical Science (Couture, 1992; Bengesai, 2012; Windsor 1992; Simpson and van Ryneveld, 2010). This is because, within these disciplines, there is often interconnectedness between the profession and the scientific inquiry, which in turn influences the communicative purpose (Weideman, 2014). For instance, Couture (1992) notes that scientific writing also responds to corporate interests, hence it must be constructed in a way that is considered worthwhile in the corporate as well as in academia.

Bhatia (2004) argues that professional discourse is not only characterised by the socio-cultural context, but also the intentions of the profession. One of the intentions of science research is corroboration. That is, scientific research progresses when findings from one researcher or group are advanced by others. Unsurprisingly SHO also identified that what counts as good academic writing is the reproducibility of findings. SHO stated:

“The use of the appropriate technical words or terminology in the field...and another thing is the reproducibility...” (SHO)

6.4.3 The literature review, plagiarism and the methodology

Apart from the language and Discourse acquisition, the supervisors indicated other expectations they had of students that they also felt were problematic in their writing. These included:

- The literature review
- Plagiarism
- The methodology

BOD indicated that the literature review was one of the areas he was concerned with.

We also look at the literature review; we ensure that the literature reviews are current. It's not that there are those literature reviews that are not current are not important. But, we believe them to for them to understand the intricacies and the gaps that are evoked they need current literature. By so doing, we give preference and mark to hmmm... project that has recent publications

Thus, since most Master's degree students are to some extent academically mature, the disciplines encourage individual development by encouraging them to read recent literature other scholarly works. SHO expected a high standard of written work. He indicated that *there is no point in graduating students who cannot actually come out with a good write up.*

It is well recognised that the literature review is a complex and demanding genre to write, even for experienced writers (Badenhorst, 2018). Therefore, it was not surprising that this came up as one of the main areas that students struggle with, yet it is also one area that supervisors expect to be well written as evidence of one's understanding of the subject field. Thus, in as much as carrying out

experiments and producing new knowledge was privileged in the Chemical Science discipline, the ability to write a comprehensive literature review was not viewed as a subordinate skill, but rather as an essential component of postgraduate academic literacy.

It is interesting, however; that the course reader for the research methodology course was silent on the process of writing a literature review, although an example of an experimental report was included, perhaps as an exemplar of how to write a literature review. This silence poses a number of challenges. Badenhorst (2018) argues that constructing a literature review requires a set of cognitively challenging tasks where writers must demonstrate mastery of existing research, analytical, rhetorical and academic writing skills as well as identify gaps as well as any contradictions. These tasks, however, cannot be learned covertly, thus, there is need for writing support for this genre too. In other words, there is need for pedagogic interventions that make explicit the complex and fluid discursive practices embedded in academic texts (Badenhorst, 2018). Secondly, this limited focus might lead students to believe that certain literacy practices, such as writing a literature review are not as important.

It also emerged that the academics interviewed were concerned about plagiarism. This was mentioned by academics from both Chemical Science and Geography and Planning Science disciplines. MEK described plagiarism as ‘the greatest offense’ an academic can make.

“...you must let your students know that the greatest offense...Plagiarism in academics is like you have committed murder...” (MEK)

To deal with the issue of plagiarism, the supervisors used a number of strategies. For instance; talking about references or making students submit handwritten assignments (BOD); simply telling them that plagiarism was an offense (MEK). BOD had the following to say:

We talk to our students about all the referencing. We talk about references, we talk about bibliography, and some students don't know the difference between the two and there are differences (BOD)

However, it is not clear how this was taught, as the course reader for Geography and Planning Science discipline was also silent on this aspect. In addition, interviews with both academics and students seem to suggest a “focus on citations as a stylistic convention or as a way of avoiding plagiarism” (Badenhorst, 2018).

The students interviewed (and the findings presented in Chapter 5) also indicated that their supervisors used strategies such as seminars (TECA); or topics for presentation covering some of these problematic areas (GAPA).

...we also have a seminar that was specially organized on educating people on this particular issue (TECA)

...Let me say generally now in geography and planning science now, as a postgraduate student we will be given a topic each from the course outline and you have to do something on it. Like some people, they gave them research ethics, which is where you talk about plagiarism, rule, and regulation that guides how to conduct research. Some people, they gave them referencing (GAPA)

All these strategies indicate that indeed the supervisors are concerned about plagiarism. However and while all these strategies used by the supervisors are plausible, they might not adequately address students' challenges with plagiarism. For instance, there is research, which has shown that despite having a conceptual understanding of plagiarism, students often find themselves committing this 'crime' (Selemani, Chawinga, Dube. 2018). This is because students' challenges often go beyond citation, as they also struggle with paraphrasing and summarising literature among other things.

For BOD the major problem for students is the methodology. He also mentioned that

...The major area is the methodology...How you will want to carry out your studies, so if you don't have a statement of the problem that is robust, and aims and objectives and probably research questions that are robust, you don't have a very good methodology

Thus, BOD believed that students in Geography must demonstrate mastery of Discourse by identifying research problems relevant to their field as well as producing a do-able and succinct methodological and analytical process and technique.

He maintained that what he would like to see in his students' work, in particular, is a convincing and feasible methodological approach to their research:

"We want to see the students the timing whether the correct analytical techniques match the measurement entered if not scientifically proved so all these are of interest. At the end of the day, we will also look forward to seeing a very a robust analysis technique that will make you achieve your aims and objectives" (BOD)

Similar views were also expressed by RIB who stated that:

"...especially in Geography and Planning Sciences, since we deal with space, we emphasise methodology a lot. So we want to see how they go about their studies and we expect them to have our package in the department" (RIB)

The importance of the methodology in postgraduate dissertation writing can never be overemphasised. It is perhaps the most important aspect of the research that students must have a deep understanding before embarking on the research. This is because the methodology determines whether or not the research questions can be answered (Nyika, 2013). Thus, there is a need to

increase research methodology knowledge amongst postgraduate students to enable them to produce sound research.

6.5 Strategies used by supervisors to support postgraduate students

Given that success at the postgraduate level relies more on students' level of academic literacy competence, the involvement of, and support from supervisors in nurturing students is profoundly necessary (Butler, 2011). Supervisors in Nigeria oversee students doing their Master's degree and doctoral degrees, mostly during their research work and the write up of their theses or dissertations. This process ideally involves the intensive application of disciplinary and academic literacy both in writing and in practices. In addition, the success of students at these levels is closely associated with the level of competence and ability to write in accordance with the discursive practices of their chosen disciplines. During the course of this research, the issue of how supervisors initiated their students into academic research and writing activities was investigated. A summary of their responses is presented in Table 6.4 below:

Table 6.4: Strategies used by supervisors to support postgraduate students

MEK	He gives students his own journal and other research articles which as serve as exemplars of what students are expected to produce. There is also close interaction with students, which allows for constant and perhaps timeous feedback.
SHO	Spends time in the laboratory with the students, demonstrating/modelling how they should conduct the experiments, and providing them with feedback.
BOD	'Mentoring' them through field study, monitoring their progress, correcting errors and providing them with material. them, this is to prepare them for 400level thesis; correct their project; refer them to useful materials- sometime I loan them my book
RIB	Guiding and correcting them along the way

6.5.1 Modelling

Some of the supervisors indicated that they used modeling or observational learning as a strategy to support their postgraduate students. Observational learning occurs via imitation, that is, required behaviors, attitudes or ways writing are first demonstrated by an expert and students are expected to reproduce similar behaviours (Wendy, & Pillay, 2014). This occurred in different ways, mostly influenced by the individual supervisor or the discipline. For instance, MEK claimed that he modeled learning by giving them his own academic materials:

First of all, you can't give somebody something you don't have. I must when my students come to me; first of all, I give them my papers that I have written so that whatever I preach need to have (MEK)

In a similar vein, SHO also reported that he gave his students his own published materials, which would guide them in constructing similar scientific ideas and arguments (Brown et al. 2004). SHO stated:

"...you give them write-ups, your own work, personal work too SRL, and works that are written by other authors in that same area of specialisation...to assist them, to get them intimated into it, RL and of course you personally have to after getting the results, they have to write and analyse and this you have to read and correct..." (SHO)

In addition to giving students this own published work, SHO has already indicated also spent time with the students in the laboratory, first *[doing] the work for them, then [giving] them* to do on their own. (SHO)

This approach is akin to Bandura's (1977) social learning theory where learning occurs in a social context through observing the behaviours of others. Thus, the constant modeling and socialising with experts, as in the case of these supervisors, could foster a practical representation that could promote students' academic competence. Gee (1990) describes this as inducting novices into appropriate discourse through close affinity with experts. In line with the thought

of Duff (2010), SHO believed that students should adopt a new social order, in terms of acts and practices which might be effective if applied in a more practical situation where learning is made feasible:

You don't stay in your office and make noise. You go to the lab and make inputs (SHO)

Thus, SHO felt that interacting with students in their research spaces would makes literacy visible and feasible, and ultimately help students to locate themselves in the schematic structure which facilitates the acceptable academic practices of the discipline. This would then have transformative implications for students as their academic literacy knowledge will be improved and they will have a better understanding of what is expected of them (Lave and Wenger, 1991; Kim, 2018). Theoretically, this might promote the development of secondary Discourse where Bourdieu's habitus is instituted, and students are shaped into certain social practices of a set habitus. This new habitus is thereafter reproduced within a constant socialisation 'blend' with the inherent identity over a period of time, choosing modeling as an approach (Bourdieu, 1990; Welther, 2014).

6.5.2 Constant interaction

Social field (also referred to as an intellectual field) is seen as a community where the agents are socialised and integrated through constant interaction with one another in accordance with the rules, culture and social practices of the community (Welther, 2014). As such, to demonstrate appropriate practices and strategies, agents need to be endowed with certain social capital, which cannot occur without interaction with or as Gee (1990) puts it, drinking from the same bar as the experts

Within the context of this study, the four supervisors indicated that they interact with their students through different strategies, i.e. either in the class, in the lab,

during supervision and in contact sessions. For instance, MEK described how interaction fosters appropriate disciplinary nurturing:

...more importantly just like I said before, there is this interaction...this constant interaction you see something wrong, you point out and you ask them to correct and come back again (MEK)

Thus, this close interaction is essential in providing students with timeous feedback. He also added that he organises free classes where there were no formal assessments. During these class sessions, he takes them through the different aspects of research and explains what is expected in each section

“...I try to initiate a class, which no one will mark and not compulsory, where you will learn how to write research...I normally pack them into this office, they might be more than 20, I teach them all these. Even at the Master’s degree level, I still teach them. And I am happy that some of my Masters students can write works that are sensible to some extents” (SHO)

In the Geography and Planning Science discipline, the interaction was characterised by ‘telling’ and ‘giving instructions’ as well as evidenced in the excerpts below:

“...we teach our students...we talk about references, we talk about bibliography...We tell them at that point...we ask them questions...what we do is that we give a printout, as format, tell them how to write their projects following this format...we mentor them...tell them how to write...” (BOD)

I mentioned earlier on there are processes we normally use... we teach we tell them what they are going to do and we give them the format... and we also ensure that they write... we give them assignments, we give them term papers when we give them

assignments we come to the class to discuss...before they go the field I tell them what to do (BOD).

Thus while there was close interaction between supervisors and postgraduate students in both disciplines, the manner in which this was done differed from supervisor to supervisor. Even, within the same disciplines supervisors interacted differently with their students. Students can reach disciplinary competence if they are able to interact with experts within the contextual discourses of the disciplines.

6.5.3 Mentorship

Globally, postgraduate education has witnessed tremendous change over time, with the emphasis now being placed on individual ability to conduct meaningful research as evidence of mastery of subject knowledge. One of the pedagogical models used in postgraduate education is mentoring (Agu, et al, 2015). In this study, aspects of mentorship also emerged as another way in which supervisors support postgraduate students. MEK stated that right from the proposal stage he observes the academic ability, competence, and progress of his students. To him, this provides the opportunity to identify how much knowledge and discourse the students have obtained and allowed him to determine how and where he could assist the student to grow. In this regard, he said:

“...starting from proposal stage that’s when you start to mentor, you start to tell them I notice that you are lazy in this area I notice whatever it is, because the proposal is the first stage when you see a student who is brilliant it starts from the proposal stage. You don’t have to criticise too much to know that this person has done a lot of work” (MEK).

Besides observation and monitoring, another excerpt reveals how MEK mentored his students in the laboratory:

So I don't do the work for the students, I just go there, I do the work I display it, they see the result, then they now know how to start from on their own (SHO)

BOD also mentioned that his supervision approach involved mentorship. He stated:

to mentor them... tell them how to write, hmmm...correct their projects and then refer them to material that will be of immense use and that will enable them to... sometimes I loan them some of my books (BOD)

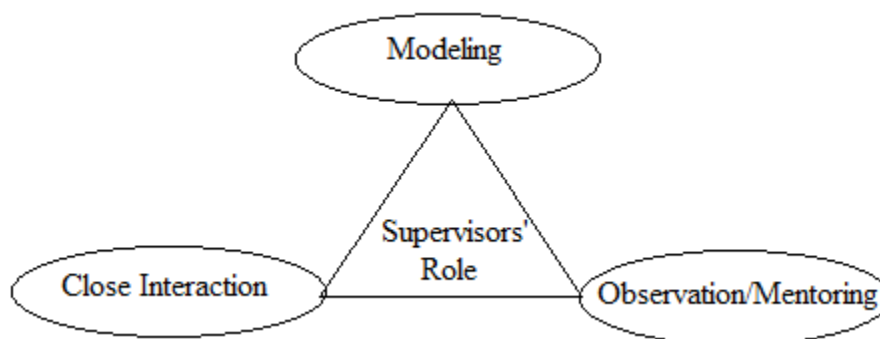
RIB monitors and observes the level of competence of his students' right from the proposal stage:

But in my own case, I will say go and bring a topic, we will look at it together, then I will ask you to go and do a proposal. So in that proposal we will be able to look at the feasibility or viability of the topic... if it is researchable, or whether it will be adequate at that Master's or Ph.D. level (RIB)

Thereafter, he takes a 'mentorship' role, where he guides, corrects, assists and clarifies some academic concepts that might be obscured. RIB stated:

Usually, my role is to guide them, correct mistakes... and where they have challenges I assist them by clarifying what I need to clarify. Where they need to construct, get more information, I guide them or connect them to where help can be got (RIB)

Figure 6.1: Strategies used by supervisors to support postgraduate students.



From the excerpts discussed in the preceding sections, the themes indicated in Figure 6.1 above were identified as strategies that supervisors use to support postgraduate students in their disciplines. While in both disciplines the supervisors claimed that they mentored their postgraduates' students or maintained close interaction, the notion of modelling only emerged from the Chemical Science academics. The supervisors also claimed they mentored their students, through mainly monitoring and observation. In this study, an argument is made that mentorship is a collaborative process where mentees are seen as co-creators of knowledge and not merely recipients. This argument is further discussed in Chapter 7, where the findings are discussed.

6.6 Emerging Discourses from interviews with Supervisors

This Chapter has presented themes emerging from the interviews with the postgraduate supervisors. While a detailed discussion of the emerging discourses is provided in Chapter 7, this section highlights them in line with the simultaneity tenet of the CDA approach.

First, the evidence provided in this Chapter highlights that among other things, that the supervisors were concerned with the construction of academic or discursive identity. They saw discursive identity as an "an 'essential,' cognitive, socialised" process (Gee, 2003) which was necessary for both success and full participation in the discipline. This identity was developed through textual production (Gee, 2003) and interactive relationships between and among the different members of the discourse community (Lave and Wenger, 1991).

However, it was not clear how students were socialised into the rhetorical aspects of textual production as discussed below, although the supervisors took on different roles, which were influenced by the disciplinary discursive practices as well as their personal experiences of academic writing.

From a theoretical perspective, this emerging discourse points to the “the tacit nature of knowing a disciplinary discourse” (Jacobs, 2007, p. 872). In other words, the supervisors had “internalised the discourse which operated at an unconscious level [making] it difficult to articulate and make explicit” (ibid). Unfortunately, this has an implication for the manner as well as the extent to which students acquire disciplinary discourses.

The second discourse emerging from this study relates to the multiplicity of academic socialisation modes. It was clear from the interviews with the lectures and corroborated by the data from the student interviews (Chapter 5), that initiation into the disciplinary discourses as something that could not be packaged into a single course. Instead, all postgraduate courses were designed to provide students with content and practices that they could use in the writing up of their theses. Thus, it can be deduced that in addition to the research methods modules, all other postgraduate modules are tools used by the university or lecturers in socialising students into academic discourses in their disciplines. This raises the question of whether academic literacy should be packaged into a module, or rather should be the focus of every course that students undertake (Bengesai, 2012).

Similar to the student interviews in Chapter 5, another discourse that emerged relates to the academic writing pedagogy. Hence, I refer to this discourse as the invisibility of academic writing pedagogy as well. The supervisors interviewed in this study were clear that they focussed more on the domain content (Geisler, 1994), while an assumption was made that, students would master the rhetorical process merely by participating in the disciplinary activities. Thus, knowledge of

the rhetorical process seems to take a back seat. However, while participation is central to learning, and indeed the concept informs this study, I am of the view that in and of itself, participation is not acquired (Ivanic 1998). Rather, I see the process of acquiring academic literacy as taking a holistic approach with an explicit focus on the disciplinary discourse community, the semiotic domain as well as the 'internal and external design grammars' (Gee, 2003; Jacobs, 2007). Hence, academic writing pedagogy needs to address participation in terms of these foci, and specifically considering how each student is affected by such participation and the resources they 'takes away' from this process (Moje, et al, 2000).

6.7 Conclusion

This Chapter has presented the findings from the interviews with the supervisors in the two departments at the Nigerian University surveyed. The findings suggest that there is an acknowledgment of the situated nature of academic writing even at the postgraduate level. Thus, each discipline has its own research methodology writing courses that are meant to provide overt instruction of research writing as a form of academic literacy. In addition, the discussion in this chapter also indicated that there are multiple ways through which postgraduate students participate in the disciplinary discourses. These include one on one interaction with their supervisors, seminars, group supervision oral presentations.

However, and while it is acknowledged that postgraduate students experience a number of challenges related to academic writing, there is no ***pedagogy of writing*** in both disciplines. It would seem that students are expected to master this through covert means such as imitating previously published works or bring told how and information goes into the different sections of the proposal or the dissertation.

CHAPTER SEVEN

Discussion

7.1. Introduction

This chapter draws on the findings presented in the previous two chapters regarding postgraduate students' experiences of academic writing at a Nigerian University. The following questions informed the study:

- How is postgraduate academic literacy conceptualised in a Nigerian university?
- How is postgraduate academic literacy operationalised in a Nigerian university?
- How do postgraduate students perceive their experiences of academic writing at a Nigerian University?
- How do supervisors perceive postgraduate students' experiences of academic writing at the postgraduate level at a Nigerian University?

To answer these questions, I adopted a socio-cultural perspective that sees academic writing as socially situated within disciplinary Discourses, in line with the thought of Lea and Street (2006). In particular, I drew on Gee's understanding of d/Discourse, Bourdieu's cultural capital and Lave and Wenger's communities of practice as theoretical and conceptual tools. Drawing from these perspectives, research is seen as a practice of writing and a tool for both knowledge production and exchange (Wilmot & Lotz-Sistika, 2015; Kamler & Thomson, 2007). This is because writing documents communicates and disseminates research (Wilmot & Lotz-Sistika, 2015). The socio-cultural perspective also makes a distinction between small discourse (language in use) and big Discourse (socially mediated ways of using language, values, beliefs, and actions) which are both necessary for one to be academically literate. Thus, within a socio-cultural perspective, academic language is seen as an important resource that cannot be acquired outside of the discipline or context in which it is used (Lea and Street, 2006).

Taking this position, therefore, requires one to problematise how writing pedagogy "occurs within a complex social system that incorporates issues of epistemology, power,

and identity” (Lillis & Scott, 2009, p. 27). It is important to also note that given that this research is based in Nigeria, in a context where most students do not speak the English language, the language of instruction, as a first language, the issue of language proficiency cannot be ignored. My argument is that academic language, by extension academic writing, is both cognitively demanding, and context reduced (Cummins, 2011). Therefore, it must be made more explicit. There is robust literature, which has shown that many non-native speakers of English often fail due to their cognitive language proficiency, which might not be well developed (Bodunde, & Sotiloye, 2013; Cummins, 2012; Sebolai, 2016). Thus, emphasising the importance of the situatedness of academic literacy does not in any way invalidate a consideration of the cognitive or linguistic processes that influence academic writing.

From a methodological point of view, this Chapter denotes the last stage of the CDA analytical approach. The CDA approach consists of three processes. These include:

- The object of analysis- where the focus is on the textual description.
- Interpretation of the text- where meanings are attached to the text. The focus of this level of analysis was on the representations of reality that are being constructed in the text
- Social analysis – at this stage, the focus shifts to problematising the text. Thus, this level of analysis considers the socio-historical processes influencing text production and reception. In other words, social analysis involves unpacking the discourses that are at work in the text (Fairclough, 1995, 1997; Janks, 1997).

However, the identification of the three stages does not necessarily mean that analysis must be done in a linear process (Janks, 1997). Rather, it must be done simultaneously. Hence, in my analysis, I worked with the three levels concurrently. As I read the text to identify the linguistic structure, I also provided my interpretations and identified the emerging discourses. However, given that I opted to present my findings according to data collection methods, I decided to do a detailed discussion of the emerging themes separately. This was done to avoid redundancy were similar discourses emerged from the different data collection tools.

The data drawn from the different sources and presented in Chapters Five and Six indicate that both the students and academics perceived postgraduate academic writing from diverse perspectives by suggesting its situatedness. For instance, it was clear that students and academics from the Chemical Science discipline had different notions about what constitutes knowledge in postgraduate writing as compared to their counterparts from the Geography and Planning Science discipline. The findings can be summarised in the following discursive features:

- The invisibility of a pedagogy of postgraduate research writing
- The situatedness of the research methods training
- Multiple ways of academic socialisation at the postgraduate level
 - Dominant approaches to supervision
- Disciplinary identity

7.2 Invisibility of a pedagogy postgraduate academic writing

There is increasing recognition that postgraduate students often struggle with academic writing and research literacies (Butler, 2011; Badenhorst and Guerin, 2015). Yet, postgraduate research writing remains an under theorised area (Chamberlain, 2016; Bair & Mader, 2013; Aitchison & Lee, 2006). This is especially so in Africa, where the focus of the research has been on undergraduate writing. In Nigeria *per se*, academic literacy in general, is highly unarticulated, although the academics often lament the difficulties that students experience with writing in general and research writing in particular (Ekpor, 2016; Orim, Davies, Borg & Glendinning, 2013). Cast in this way, there is a dissonance between the perceived need and the pedagogical focus in most universities.

One of the findings emerging from this study is that there was no deliberate focus on academic writing at the postgraduate level in the Nigerian University surveyed. The pedagogical focus in both disciplines surveyed was on the subject matter, disciplinary identity and the research process while research writing was peripheral. It was also clear from both interview data and documentary evidence that the focus of postgraduate research in both departments was on teaching students research skills with the assumption that this will enable them to become competent writers in their disciplines

(Kendall & Richards, 2018; Lea & Street, 2000). In Chemical Science, the research methods reader placed much emphasis on experimental processes and reporting results from these experiments. Thus, conducting meaningful research in the laboratory and generating results to be reported was considered worthwhile knowledge.

In a similar vein, the Geography department's course reader-focused more on how to structure the dissertation. . However, both readers were silent on the process of academic writing or the "internal and external design grammars' which refer to the principles and patterns through which the disciplinary content communicates complex meanings" (Jacobs, 2007 p. 872). When writing was presented, the focus was on mechanical aspects such as referencing, plagiarism, structure, or it was relegated to the Teaching and Learning Centre. However, Aitchson & Lee (2006 p. 265) argues "whatever the discipline, these mechanics are inadequate to account for the complexities of writing faced by [postgraduate] students.

Although the focus on mechanics addresses the first level of the academic literacies model adopted in this study, a few problems were identified. For instance, in Chapter 5, I indicated that the exemplars that were given to students to model referencing were inconsistent in terms of style and formatting. In other words, there was no systematic way of teaching some of these skills. Several scholars have argued that the textbook or course reader is expected to introduce the novice writer to what can be considered worthwhile disciplinary knowledge (Bengesai, 2012; Agu et al. 2015). This is because what counts as knowledge is embedded in the course reader. In other words, the course reader is designed to provide students with the research tools that characterise the discipline. Thus, one can make the argument that these inconsistencies do not only create confusion among students regarding the mechanics of referencing but they also potentially contribute to their struggles with referencing.

There is research that has shown that while referencing is an integral part of the research writing process, it is often overlooked "in favour of 'front-loaded' information on when and how to reference sources" (Neville 2007; Angelil-Carter, 2000). This resonates with the findings from this study, where although referencing was acknowledged as important, it was not given central attention. There was more concern about plagiarism

than equipping students with the skills needed to help them realise that referencing was more than a reflection of others' ideas, but also a way of tracing the origin of and build a web of ideas (Neville, 2007).

In essence, the findings in Chapters 5 and 6 suggest that while writing was seen as important, the two departments investigated did not see it as their role to teach these practices. In fact, one of the supervisors interviewed indicated that he expected that students would have mastered the small 'd' through the different socialisation stages, i.e. from primary education all the way to undergraduate education. There was an expectation that students would have '**a good understanding from the undergraduate days since they have to do some courses in English language (SHO)**'. Thus, one can conclude that the postgraduate students at this university are forced to learn the often hidden literacies with limited support (Badenhorst and Guerin, 2015). Despite the robust research which has highlighted the need to demystify literacy practices, it would seem that the dominant ideological perspective which sees writing as an autonomous skill remains prevalent (Aitchson and Lee, 2006; Lea and Street, 2006). When the pedagogical codes guiding research literacy are not made visible to the students, postgraduate students are disadvantaged and excluded from learning the Discourse, even if they are exposed to authentic exemplars (Balfour, 2000; Behar-Horenstein, 2016; Lave and Wenger, 1991).

Perhaps the question that needs to be asked is why was there only a marginal focus on research writing in the two departments that were surveyed. Research on postgraduate writing has consistently shown that in most postgraduate programmes, the focus is often on the final product – the thesis (Chamberlain, 2016; Aitchson & Lee, 2006). Thus, academic writing at postgraduate level is seen as something that occurs at the end, when the postgraduate student has mastered the 'real' research work, which focuses on methodology and data analytic strategies as well as the structure of the thesis (Aitchson & Lee, 2006). Thus, while writing is at the centre of postgraduate research, it is often invisible and taken for granted labour of the studies (Kamler & Thomson, 2007). Consequently, phrases such as '*write good English*', '*write as a consultant*', or '*cannot write*' as emerged in this study, are thrown around as if writing is a transparent,

straightforward and natural task (Lea & Street, 2000; 2006; Walzer & Gross, 1994). In fact, from a Faircloughian perspective, such utterances can be viewed as dominant orders of discourse which unproblematically places the responsibility of acquiring writing competence solely on the student.

Thus, due to the alienation of research writing from the pedagogies of supervision and research learning”, often students’ problems with writing are seen as individualised deficits requiring a technical intervention (Aitchson & Lee, 2006 p. 266). Unsurprisingly an ideological or skills approach is often adopted where producing the thesis is seen as a formulaic and linear process that starts with identifying a topic, formulating a problem statement, and so forth. Unfortunately, most postgraduate students are often shocked when they discover that the process is not as linear, but rather involves multiple and iterative steps (Kiley & Wisker, 2010). Meyer (2012, p. 8) argues that academic writing requires a “pedagogy which leads to the discovery of transformational concepts that occasion epistemic and ontological shifts in students”.

Thompson (2008) criticise an approach to postgraduate academic writing which neglects overt writing pedagogy as part of research literacy as a ‘wrongheaded approach. Expectedly, some of the students interviewed saw research writing as following steps and writing in accordance with rules and structure given. Thus, producing a good thesis for these students was based on how much they align with the basic rules and procedures as given by their instructors. Sun and Feng (2009) see a writing approach that focuses on rules as implying that students’ intelligence is built on how much they can follow the instructions (steps) rather than their individual creative or critical contributions.

There are several challenges with a pedagogical approach that sees writing as ancillary to the research process. First, as highlighted above, it conceals the challenges that students face in academic writing and when these are brought to the fore, they are presented as deficiencies in the student (Aitchson & Lee, 2006). Research on academic literacies emerging in South Africa has shown, for instance, that the deficit construction of students also serves as a form of exclusion from the academe (Bengesai, 2012; Boughey, 2012; McKenna, 2010). It constructs students as outsiders to the Discourse,

and in the context of this study is seen as a limiting factor in developing a discursive identity (Flowerdew & Ho Wang, 2015).). In other words, the reality that students are not adequately prepared is manipulated through the choice of words that *pathologises* their experiences, for instance by calling them *lazy* or *unable to write*. Thus instead of being empowering, postgraduate students' experiences of research writing at the Nigerian university selected for this study has the potential to disempowering them and is characterised by a curriculum that is crammed with content, involves rote learning and is quickly forgotten (Thomson, 2008).

There is also ample evidence that has implicated academic writing in poor postgraduate completion rates (Jeyaraj, 2018; De Lange, 2011; Hoffman, 2012; Aitchson & Lee, 2006). Often supervisors are concerned that students fail to write at an appropriate level, and even when corrected, "...students keep coming back to them apparently having learned nothing from a previous set of corrections" (Lee & Murray, 2013 p. 559). In other words, research writing can often cause anxiety for both postgraduate students and their supervisors (Du Plessis, 2016). Similarly, the supervisors interviewed in this study also indicated the importance of writing and the fact that students also faced challenges. It is, therefore, disheartening that writing remains ancillary to the postgraduate research process at this Nigerian university given there is no systematic instruction in writing.

In this study, the position taken is that the research thesis is shaped through writing (Kamler & Thomson, 2007); therefore equipping students with adequate academic writing practices in the university is a way of empowering them to participate in the discourses of their discipline. Thus, this study challenges supervisors to move away from seeing postgraduate studies, especially at the Masters level, as a process of producing the thesis (product) towards training postgraduate students in all research processes including writing. Chamberlain (2016) calls this a movement from scholarship to training, where the focus is on an explicit pedagogy of academic writing.

7.3 Discipline-specific research writing

The field of academic literacy has been replete with calls for discipline-specific academic writing. These calls have not been limited to undergraduate writing but have over the years been extended to postgraduate academic literacy practices as well (Mckenna & Clarence-Fincham, 2017; Morton et al. 2014; Aitchson & Lee, 2006). This growing body of scholarship has, among other things, called upon practitioners to interrogate the context in which academic writing occurs so as to gain an understanding of the way in which it produces and reaffirms discursive identities. Thus, Jacobs (2013) suggests that the acquisition and communication of disciplinary knowledge are also about having a shared ontology with other members of the discourse community.

This ontology asks questions about what it means to be academically literate in a specific discipline and is aligned to the academic literacies' perspective, where disciplinary knowledge goes beyond mere content, but also involves all the ways of being, acting and doing in a discipline (Crème & Lea, 2008; Gee, 1990, 1997; Giridharan, & Robson, 2011). Chapters Five and Six revealed that research writing is located within the two disciplines that were investigated. Although all the postgraduate courses meant to scaffold research writing were commonly referred to as 'research methods', the content was packaged in a way that reflected disciplinary culture and practices, regardless of whether these practices were adequate. This suggests that both departments were cognisant of the need for situated academic writing and had designed their courses in a way that defines how literacy is understood and informs the 'ways of being' (Gee's Discourse) in the disciplinary community (Gee, 1990). While the manner in which writing was approached might be debated, it is commendable that this Nigerian University does not offer generic research courses at the postgraduate level, as is the practice at the undergraduate level.

Discipline-specific research writing is seen as empowering students to participate in the disciplinary discourses. Simpson & van Ryneveld (2009), in their study of academic literacy within an engineering discipline, used the metaphor of the literacy gate to show the importance of discipline-specific academic writing. They argued that the acquisition of discipline-specific literacy served as a gate or entrée to the membership in a discourse

community. Those who have access to the codes and practices that are highly valued in their discipline are able to participate in this discourse community, while those who do not remain as outsiders. Thus, discourse becomes a “carrier for something other than itself” (Bernstein, 2000, p. 4). This idea is at the core of the philosophy of discursive identity as espoused by Gee (2001) as well as participation as theorised by Lave and Wenger (1991). This is also in line with the ‘activity system’ (Engestrom, 1987 in Gee, 2010) of the NLS theoretical framework (Bæck, 2017) where knowledge is a community issue and literacy practice is a cultural practice of the discipline. While principles such as critical reading and writing lie at the core of the research writing process, it is also true that different disciplines use different research methods and techniques.

Moreover, different disciplines also communicate their research differently; including using formats as well as referencing styles that are diverse, what Hyland (2009) calls specificity. This concept of specificity, suggests that writing, including research writing, can only be effective “when writers use conventions that other members of their community find familiar and convincing” (Hyland, 2009). Therefore, in theory the institutionalisation of discipline-specific research methods courses at this University is somewhat a move away from the autonomous model where academic Discourse is seen as generic, although both departments still need to understand the importance of aligning the semiotic domain and the rhetorical process (Jacobs, 2007).

From an academic literacies theoretical point of view, the findings suggest that to some extent, the pedagogic approaches used in this Nigerian university also align with the academic socialisation model, which recognises that there are certain genres and discourses for different subject specialisations/disciplines (Hyland, 2008c; 2011). By implication, the interventions that are available in both disciplines were meant to socialise and scaffold learning with the primary intention of helping students produce texts that reflect disciplinary identity.

At the same time, while academic skills were considered central to the writing process, there was a superficial focus characterised by telling students’ how to’ rather than training them to use these to bridge the gap between genre requirements and embodied knowledge practices (Wilmot and Lotz-Sistika, 2015). Moreover, the socio-cultural and

historical context in which students engaged in postgraduate writing was glossed over. For instance, while it was acknowledged that students struggled with writing, this was never problematized but was seen as a 'technology of the intellect' and a deficit residing in the student (Prinsloo, 2000). The position taken in this study is that to be fully academically literate, requires an understanding of all three approaches that is, skills, academic socialisation, and academic literacies, while the latter is considered the all-encompassing. Thus, one model must not be used in place of another, but rather, they should all complement each other.

7.4 Discourse as Identity

According to Fairclough & Wodak, (1997), all social practices involve the construction of identities. This view is also shared by socio-cultural scholars. For instance Kamler and Thomson (2006), like Gee (2010), argue that writing not only shapes the thesis but the writer as well. This view is also supported by Ivanic who has argued that academic writing is in fact an identity. According to Kamler and Thomson (2011), the individual, the writer, is judged through the text, yet the relationship between the writing and identity is often overlooked. For instance, they argue that when research students interact with texts to identify gaps and their research focus, they are not merely mapping a field of knowledge but are locating themselves within a particular space. What makes this space even more complex and a site of identity conflict is the fact that students enter it as novices, yet they are expected to critique the experts, who are by default the occupants of this space (Li, 2007). In this study, both the supervisors and the students interviewed in this study attested that within their disciplines, there are certain expectations that characterise how knowledge is constructed, and the expectation is that students will master these. For instance in the Sciences, they ***don't like speculating*** and students writing in this discipline must avoid biases.

Gee (2010) talks of an affinity identity, which is built on how much one affiliates with the discursive practices of particular community (Marti, 2009). Similarly, the students from this study also portrayed an affinity identity with their disciplines in various ways. For instance, some of the students addressed those outside their discipline those outside

their discipline as '*layman*', or '*other*', to claim their space in the discourse community. From a Discourse as an analytic lens perspective, these findings suggest that were able to differentiate between themselves and others as a way to navigate between uniqueness and a communal sense of belonging to a particular discipline. In fact, in the discipline of Chemical Science, discursive practice transcended beyond the written aspect of literacy to incorporate non-verbal representations of affinity, for example, mode of dressing required in the laboratory. This finding, also confirms the academic literacies perspective advanced by Lea and Street (2006) as they show that academic literacy practices are not limited to textual representations, but are a set of contextually bound social practices (Wilmot and Lotz-Sistika, 2015).

Likewise, in the Geography and Planning Science discipline the findings point to the presence of disciplinary identity, although this was not as well articulated as it was in the Chemistry Science discipline. In fact, disciplinary identity was seen as highly textual (Hyland, 2002; Ivanic, 2001) and that prior texts have a shaping influence on communicative purposes (Hyland, 2016).

Essentially, the evidences presented in Chapters 5 and 6 suggest that in both disciplines, there was an expectation for students to use language and structure their writing in a certain way as a way to demonstrate "community-based competence and valued identity," (Hyland, 2015). However, supervisors dominated the Discourse and determined what counts as worthwhile practices. In addition to the disciplinary expectations, each supervisor had his own epistemic relation with the research process and this influenced how they supported students. By extension, the sense of identity that students had was informed by the *habitus acquired in their respective fields*. Bourdieu (1994) argued that identity is influenced by habitus that shares tastes, beliefs, and dispositions. In his conceptualisation of genre, Hyland (2015) argues that disciplines, texts, and identity are inseparable and that these "typified acts of communication" position writers in a certain way. In other words, identities are constructed from proximity to a community of practice as well as the linguistic choices used in construction of the text. Hyland (2015, p. 3) argues that:

“While proximity highlights shared social representations, which provide broad templates for recognising ‘the ways things are done’, positioning emphasises how writers appropriate these discourses to make a name for themselves and stand out from the crowd.”

Similarly, in this study, students’ proximity to their respective disciplines and interaction with the literature made them position themselves as insiders to the Discourse. Cast in this way, Discourse as identity involves both “taking on and shaping the discourses and practices of our communities to construct a self both distinctive from and similar to those of its members” (Hyland, 2015, p. 10).

The literature on academic writing has long made connections between the act of writing and identity formation (Hyland, 2010; Ivanic, 2005; 1998). Ivanic (2004, p. 224) argues, “Academic writing is influenced by a constellation of beliefs and ways of talking about writing associated with these beliefs.” Hyland (2015) also contends that that these identities are formed from the texts writers engage with and by extension produce. Dressen-Hammoud (2014) expands on this and suggests that apart from the textual aspects, there are certain indexes, or practices, which although not visible in the genres, help shape the genre. She notes that in the field of Geology, field competence is a non-textual index of the rhetoric; hence, arguments made by a geologist who has never been in the field are likely to be diminished. In a similar fashion, the notion of space emerged as an index of the Geography and Planning Science while in the Chemistry Discipline this was characterised by a discourse of professionalism. Dressen-Hammoud (2014) further argues that the development of disciplinary identity and Discourse mastery requires an understanding of these indexes in addition to the overt discursal and linguistic aspects. In this study, this is exemplified in the following two excerpts from interview data:

*....especially in Geography and Planning Sciences, **since we deal with space, we emphasise methodology a lot** (RIB).*

*I told her that you should be **writing as a consultant** (MEK)*

...we deal with facts on the ground, and not with your own biases
(MEK)

Jones and Gomez (2010) state that as a spatial science, geography is concerned with both physical and human space and the methods they used to explain them. Thus, for one to produce research which is which conforms to discipline requirements, they must understand the concept of space and how it influences the methodologies used. Writing as a consultant supposes that professionalism is an index of scientific Discourse. Therefore, demonstrating competence within this context requires identifying oneself not only as a postgraduate student but also as a consultant. In other words, both the students and supervisors highlight the significance of social relationships and disciplinary differences “underlie production, and reception of different academic genres while influencing the ways meta-discourse is shaped in academic communication” Kuhl & Benham, 2011 p. 97).

However, and while the understanding of academic writing as a site of identity formation has been useful in the literature that has sought to understand literacy practices as socially situated, the issue of disciplinary identity has also been problematised. Some scholars argue that individual agency is ignored in favour of conformity. These scholars argue that the idea of disciplinary identity assumes an unchanging self-while also seeing identity as performance (Ivanic, 1998; Hyland, 2010; Hyland, 2015). There are also scholars who have argued that “identity as the product of dominant discourses tied to institutional practices (Foucault, in Hyland, 2015). Thus, seemingly innocuous and common phrases such as ‘*not biased*’ or ‘*distinct*’ are seen as transparent to the students, yet they are governed by discourses which are often entrenched in institutional cultures, which themselves are often mystified (see Lillis & McKinney, 1999).

7.5 Multiple ways of participating in disciplinary Discourses

At the beginning of this study, an assumption was made that postgraduate students at the university were socialised into academic literacy and writing through the research methods course (RMM). However, an in-depth analysis of the data revealed that in

reality, their experiences of postgraduate research writing were not limited to the research methods course alone. There were other ways of being and doing that occurred outside the classroom and were modelled by the supervisors and influenced by the disciplinary identity. These included '***all the courses are tailored in making you a master in your field*** (POCA) or '*some of all these things our supervisors, our lecturers [do]... and meetings with them*' (NICA) for example.

The findings presented in Chapters 5 and 6 also show that the support that supervisors gave ranged from assisting students with planning, correcting, modelling, giving exemplars, and, guiding students in the research process. Apart from classroom instruction, students also had one-on-one interactions with their supervisors and peer-to-peer interactions during presentations and defence sessions. In the Chemical Science department, both supervisors facilitated learning through the method of support of a senior faculty member, also referred to as a community expert (Gee, 2010), while Geography and Planning Science discipline used peer-based methods or seminars, which also encouraged peer participation. The aim of both approaches was to familiarise students with the requirements of the oral defence as well as to promote peer discussion.

Olibie, Agu & Uzuechina (2015) note that oral defence is an integral part of postgraduate programmes in Nigeria, and it contributes largely to part of students' assessment. Assignment writing is seen as a way of initiating students into research writing. The supervisors also indicated that they provided students with additional resources and readings to guide their research writing. Assessments were also another mode used in this department, thus, the term papers and assignments that students wrote were seen as opportunities for developing advanced academic literacies.

In the Chemical Science department, modelling the research process through laboratory work; modelling research writing by giving students' exemplars and constant interaction were some of the methods that were used to support postgraduate students. This suggests that within these disciplines, knowledge shifted from a course as a 'monopolistic and pedagogy as autonomous' (Barton & Hamilton, 1998; Mgqwashu, 2014; Pahl & Rowsell, 2010; 2012; Street, 1985; 1995). The findings also show that the

traditional role of the supervisor as an ‘expert who provides guidance to the novice researcher’ was dominant (Morton, Storch and Thompson, 2014, p. 24). The supervisors supported students through mimicry and perhaps a form of Vygotsky’s Zone of Proximal Development (ZPD). An assumption was made that through mimicking their supervisors or other scholars’ works as experts, students would be able to internalise research practices that are dominant in their field of study. Thus, through interaction with supervisor as a knowledgeable other or expert, postgraduate students internalise and develop the literacy practices.

But perhaps, it is important to unpack the supervisors’ choice of words in describing the support they gave to their students. For instance, some supervisors in the Geography and Planning discipline used the term grooming, while those in the Chemical Sciences felt their support took on a mentorship role. These words should not be trivialised, as they are laden with both ideology and power, and also produce and reproduce certain representations (Fairclough, 1991; Gee, 2003) of students and academic writing which should be problematised. Grooming generally focuses more on skills acquisition while mentoring is about supporting a less experienced individual (in this case, the postgraduate student) leveraging on the experience and expertise of the more experienced supervisor. These different views about academic writing were also evident in the evident in the course readers, where the Geography and planning Science focused on structure of academic writing while the Chemical Engineering provided exemplars of accepted academic writing practices in the discipline. Essentially, these findings suggest that the different ideological stances taken by the different supervisors have an implication for how prepared students from the different disciplines are for academic writing (Ivanic, 2004).

However, it is also important to note that all of these activities were situated in the disciplines, and indeed supervisors provided some form of support to their students with some even referring to this support as ‘mentorship’. In the context of this study an argument is made that these activities took the form of ‘coaching’. Nonetheless, each supervisor’s method of coaching was different and perhaps focused on what they considered worthwhile knowledge. These findings also corroborate previous research

which has also shown that different disciplines have different research cultures which are also evident in their supervision practices (Deem and Brehony, 2000). Nonetheless, coaching as a model of supervision has been criticised for a number of reasons. First, an argument is made that coaching, also referred to as apprenticeship assumes that the “supervisor as an expert can unproblematically communicate disciplinary norms” through feedback and error correction (Morton et al., 2014; East, Bitchener & Basturkmen, 2012). Second, the construction of the supervisor as an expert may lead to an uncritical acceptance of feedback (ibid). Hence, while supervision is without a doubt an integral aspect of the postgraduate research processes, it has come into sharp focus in recent times. Research emanating from studies on postgraduate research is increasingly showing the importance of a ‘mentorship’ approach to supervision, in place of the traditional coaching approach (Wilmot, & Lotz-Sisitka, 2016). Within this approach, both the student and the supervisor co-construct learning. Learning is seen as “a reciprocal, dynamic relationship between mentor (or mentoring team) and mentee that promotes the satisfaction and development of both” (McGee, 2016, p. 18). Wood and Louw (2018, p. 284) concur with this view when they advocate for a more participatory approach to supervision which creates a “relational and reflective space for dialogical conversations”. Thus, a mentorship approach is collaborative in nature, and mentees are not seen as *tabula rasa* or passive recipients but as co-creators of knowledge. This critique notwithstanding, the findings in this study are in line with previous research on postgraduate writing as well as the socio-cultural approach, which shows that the environment and the multifaceted human interactions shape learning. Thus, learning takes place when students interact with other people (e.g. supervisors) or artefacts such as textbooks or processes (such as courses).

7.6 Gap between undergraduate writing and postgraduate writing

This section examines how students’ undergraduate education prepared them for their postgraduate education. In Chapter 5, section 5.4.4, I extracted data that showed a comparative analysis of students’ undergraduate academic experiences in relation to their present postgraduate academic activities. The findings show that there was a

disjuncture between students' perceptions of the role of the undergraduate curriculum in preparing them for postgraduate studies and those of their supervisors. Generally speaking, the students indicated that their undergraduate academic experiences were at the worst superficial and did not adequately prepare them for the writing that was expected of them at the postgraduate level. Students' experiences of their prior academic literacy experiences fell into two categories: lack of understanding and plagiarism. For example, NICA claimed: '*...Our understanding of writing then was almost zero...*' Similarly, HOCA narrated that his writing was so poor that his supervisor refused to read his work.

These comments from students raise a number of significant questions. For instance, was the student's 'zero understanding of academic writing' due to lack of or insufficient pedagogical support? Alternatively, could it be just students did not care given the lecturers' tolerance of 'bad' academic writing? Whatever the reasons, the comments from these students suggest that undergraduate experiences of academic writing did not assist them to "learn to value and care about what they are writing" (CMU, 2019).

Research has shown that often undergraduate students have misconceptions about what constitutes academic writing, with most students leaving it to the last minute (Halim, et al., 2018). Consequently, like the students in this study, they "*just write this thing [and] submit*, without re-reading, rethinking and revising their drafts. Even for those who might start early, research suggests that they only revise their texts at the sentence level (CMU, 2019; Halim et al, 2019). This is even worsened when there is no deliberate and systematic approach to academic writing pedagogy or the principles underpinning academic writing are less defined (Sibomana, 2016).

The students also alluded to the fact that lecturers do not do a thorough check of the students' work. While it was not clear whether this is limited to '*picking another person's project and ...start writing it*', that is, plagiarism, when taken together the comments from the students can be inferred that there was a carefree approach to academic writing at the undergraduate level. Moreover, this could suggest that the experience of having a *zero understanding* or copying other students' work were not mutually

exclusive. Students probably saw writing as a 'damn nuisance' (Angeli-Carter, 2000), which had little value rather than regarding it as an important learning experience. This is problematic and sheds light on the quality of academic literacy preparation these postgraduate students had.

Plagiarism is a dominant concern in higher education. The emergence of the internet has made it even easier to simply cut and paste information. It is also becoming increasingly common for students to buy assignments and thesis online (Cryer, 2006). In the case of Nigeria, this is made worse by the fact that the use of plagiarism detection software is rare, making it even easier for students *to 'get away with it'*. Unfortunately, this widespread practice amongst Nigerian students defeats the whole purpose of academic writing. It "violates the spirit of innovation and [knowledge] production which are the *raison d'être* of an institution of higher learning (Chinamasa, 2014).

Surprisingly, interview data with the supervisors suggested that they believed postgraduate students had adequate opportunities to acquire the academic literacy required at the postgraduate level. The lecturers indicated that since students had done the generic English courses at the undergraduate level, they were supposed to have the adequate cultural capital to participate in postgraduate literacies. Thus, from the supervisors' perspective, the students did not enter postgraduate studies with a vacuum of knowledge, rather they brought certain resources gained from their prior education (Gee, 1990, 2007; Knoester, 2009). On the contrary, the students interviewed in this study indicated that they found themselves in a 'new world' of Discourse (postgraduate level of study) where professionalism, expertise, and academic literacy competence was the social and cultural norm (Sibamana, 2016).

The position taken in this study is that academic literacy, while it involves language use; it is also more than language (Ivanic, 1998). This is because in academic literacy, and in this case academic writing/research writing, language is used to shape and develop thought (Wilmot & Lotz-Sistika, 2015). At the same time, the process of producing texts is influenced by other socio-cultural, cognitive as well as genre expectations (Bengesai, 2012). This understanding is well captured in Gee's (1996) distinctions between the

small discourse and the big Discourse, where the former refers to simple language in use and the latter ways saying-doing-being-valuing (Gee, 1990). Cast in this way, academic literacy as a d/Discourse is a different kind of *dialect*, which goes beyond proficiency in the language of instruction. Drawing from the theoretical position adopted in this study, the thinking which equates academic literacy to English language proficiency is equated to an autonomous model of learning where literacy practices are seen as a set of neutral and context-free skills which can be easily learned and transferred to other contexts, in this case, from undergraduate to postgraduate (Wilmot & Lotz-Sistika, 2015).

Notwithstanding this critique, the reasoning that students at the postgraduate level must be academically literate and prepared is echoed in several studies (Wilso & Piljman, 2015; Thomson, 2008; Dowse, 2014). However, most of these studies have argued that it is research training at the undergraduate level, which provides sufficient capital for the research writing required at the postgraduate level. Wingate (2012) argues that certain capital affects the acquisition of other capitals. However, in practice, what happens at the undergraduate level is often divorced from the postgraduate level. This is because the focus is more on teaching content, and preparing students for the world of work, rather than for postgraduate studies. This study has demonstrated that Nigerian postgraduate studies involve certain habitus that has to be re-shaped and re-defined by several fallible objectified capitals. The decreasing level of economic capital invested in Nigerian education has therefore de-escalated the amount of primary discourses or cultural capital (i.e. Bourdieu, 1973, 1991; Foucault, 1977) that students gain during their undergraduate studies. Unfortunately this status quo prevents students from fully participating in their disciplinary discourses, and even if they eventually complete their studies, students do so without having mastered the art of academic writing (Collins, Holmes & Slater, 2007; Letseka & Pitsoe, 2013).

Perhaps a critical question emerging from this study relate to the old debate on who has the responsibility to teach academic writing. Research suggests that this role at the university level has often been relegated to language specialists (Jacobs, 2006; Bengesai, 2012). There has been a blame game at each level of education with

secondary school teachers assigning the role to primary school teachers and university lectures apportioning blame to secondary school teachers. Unfortunately, such practices of apportioning blame absolve educators from supporting their students in the development of academic literacies.

Despite the perceived role of earlier education, the writing performance of undergraduate and even postgraduate students often reveals gaps between writing skills learned at these early stages and writing skills required university level (Dowse, 2014). As has been discussed elsewhere in this write-up, the fact that most postgraduate students generally struggle with writing is no longer debated (Butler, 2009; Schulze & Lemmer, 2017). For instance, Thomson (2008), in her study of the academic literacy practices of Bachelor of Education Honours students at the University of KwaZulu-Natal found that the students' prior educational experiences had not adequately prepared them for the writing expected at that level. Even in this study, the supervisors still lamented postgraduate students' challenges with writing. BOD mentioned that he '*corrected a lot of grammar*'; while SHO indicated that some students '*cannot come up with a god write up*'. In this regard, the role of undergraduate experiences on postgraduate literacies can never be overemphasised.

7.7 Conclusion

The aim of this study was to examine postgraduate students' experiences of academic writing at a Nigerian university. This chapter synthesised the findings presented in Chapters Five and Six and, in essence, has shown that while postgraduate students are exposed to different forms of participation in the discourse practices of their disciplines, these experiences are more framed within an academic socialisation model. There is neglect of discourse (language in use) as well as a systematic pedagogical focus on research writing. The teaching pedagogy largely depends on individual supervisor's instructions, direction, and episteme. Thus, the academic socialisation is largely influenced by the power/superiority of the individual supervisor in relation to how literacy and discourse should be constructed, and the choice of what counts as knowledge is influenced by this arrangement. Simply put, students' research writing development is

built on how much they align their practices with their supervisors. Students' self-development, critical skills, and other important academic skills are promoted on the bases of how much they structure their work in line with the sample or format laid down by the supervisors

CHAPTER EIGHT

A CLOSING REMARK

8.1 Introduction

The purpose of this study was to examine the way in which academic literacy, in particular, academic writing at the postgraduate level is conceptualised and operationalised in a Nigerian University. A running argument in this study was that research writing is a complex activity and postgraduate students often struggle with this genre (Badenshorst, Aitchson & Lee, 2006), and therefore need to be supported. In this chapter, I provide the concluding remarks to the study. This begins with a reiteration of the research process and will be followed by a summary of the conclusions, which is done according to the data collection methods. The Chapter ends with highlighting the limitations of the study and recommendations for practice and future research.

8.2 Iterating the research problem

Several studies have shown that writing according to acceptable disciplinary norms is essential for success in university even at the undergraduate level (Shulze & Lemmer, 2017; Bengesai, 2012; Boughey, 2012). However, postgraduate research is considered to be a complex genre (Schulze & Lemmer, 2017; Chamberlain, 2016; Aitchson and Lee, 2006), which poses several challenges especially for students who speak English as an additional or second language, as is the case in Nigeria. Drawing from Cummins' distinction of BICS and CALP, these students, while they might speak fluent English, might not have adequately developed academic language (CALP), which he argues is cognitively demanding, context reduced and might take longer to develop. Drawing on this thinking, an argument was made in this study that there is a need for a systematic pedagogical focus on postgraduate academic/research writing. However, the status quo in most universities is that postgraduate students often have to "learn the often hidden literacies with limited support" (Badenhorst and Guerin, 2015). This is especially the case in Nigeria, where the concept of academic literacy is highly unarticulated. Even at

the undergraduate level, students are exposed to generic academic writing courses, which in the context of this study are seen as deficit mode of supporting students which assumes that literacies are neutral and context-independent (Wilmot & Lotz-Sistika, 2015; Lea & Street, 2006). Guided by this background, the aims of this study were to:

- To ascertain how academic literacy at the postgraduate level is (i) conceptualised and (ii) operationalised in Nigerian universities; and
- To examine the academic writing experiences of postgraduate students in Nigerian universities from (i) their own point of view and (ii) academics' points of view

The following questions also guided the study:

- How is postgraduate academic literacy conceptualised at a Nigerian university?
- How is postgraduate academic literacy operationalised at a Nigerian university?
- How do postgraduate students perceive their experiences of academic writing at a Nigerian University?
- How do supervisors perceive postgraduate students' experiences of academic writing at a Nigerian University?

8.3. The Research process

In order to answer these research questions, the study adopted a socio-cultural view which sees literacy, including research writing as a social and context-bound practice (Wilmot & Lotz-Sistika, 2015; Lea & Street, 2006). Lea and Street's tripartite view of literacy was found to be particularly useful in framing this research. The model consists of three approaches to academic literacy instruction, which should not be seen as mutually exclusive, but rather as successive and complementary models (Street, 2006). In other words, one model should not be used in place of another. However, the academic literacies approach includes insights from the other two models and is therefore seen as the most encompassing (Lillis, 2003). Taking this position therefore

suggests that a pedagogy of postgraduate writing will involve a systematic focus on linguistic aspects of writing (i.e. academic skills); genre awareness and discipline-specific writing (academic socialisation); as well as the other ways of being, doing and valuing inherent in the context of writing (academic literacies (Wilomot & Lotz-Sistika, 2015).

This understanding of the nature of academic literacy naturally aligns itself to theoretical constructs advanced Gee (1990) on the nature of discourses; Bourdieu (the importance of background in converting acquired knowledge into tangible academic success (Wu & Wu, 2017); and writing as participation in a community of practice (COP, Lave & Wenger, 1991). Seeking qualitative rather than quantitative results, this study was conducted within the interpretive paradigm, which was used combined with the critical tenet of the critical paradigm. Thus, the study was framed within a pragmatic mode of inquiry or a multi-paradigmatic approach. In other words, different tenets from the two paradigms, interpretivist and critical, were drawn upon and were aligned to inform the understanding of how social reality and the construction of knowledge is viewed in this study. Analytically, Fairclough's CDA approach was used. This analytical method involves three processes, which are aligned with the multi-paradigmatic approach used. The first process involves textual descriptions of data, while the second process focuses on the interpretation of the data. The last process is the critical part, which problematises the text.

Table 8.1 Summary of the findings.

Data Collection Instrument	Findings
Document analysis	The focus of the course readers was on training students on the research process and there was no deliberate focus on research writing. The research methods courses were designed from an academic socialisation perspective in as far as producing the thesis was concerned and the research process was concerned.
Interviews with students	Students saw evidence of mastery of Discourse as evidence of being academically literate as well as gaining membership. They also highlighted the role of the supervisor

	in supporting their research and academic practices and indicated how undergraduate education, including their academic literacy experiences, had not adequately prepared them for postgraduate writing. Thus, they still faced challenges with research writing. This was despite having conducted research projects at the undergraduate level, with some even indicating they had published from these.
Interviews with supervisors	<p>The supervisors indicated the importance of writing in ways that are accepted in different disciplines. While the research methods courses were the institutionalised modes of training students in research 'writing', individual supervisors used several other methods which all align with the coaching method of supervision.</p> <p>There was also an expectation that since most students had taken an English Language course during the undergraduate level of education; they must have been adequately prepared for postgraduate research writing. However, this was not so as the supervisors also indicated that students generally struggle with research writing and that they correct 'a lot of' linguistic aspects in students writing.</p>

8.4 Students' experiences of research writing in a Nigerian University

Academic writing is an important aspect of the postgraduate student's experience. While arguments have been made that academic literacy is no-one's mother tongue (Bourdieu 1986) and that all students generally struggle with it, it also acknowledged that those who do not speak English as a first language, face more challenges (Mgqwashu, 2014). Among the many challenges that students face, issues of writing the literature review, formulating the statement of the problem, plagiarism and writing up the methodology feature more (Badenhorst, 2018; Chamberlain 2016). In this study, the findings from both supervisors and students confirm this, as these aspects were also found to be problematic. Students also bemoaned a disjuncture between their

undergraduate educations, which ideally should provide sufficient capital, needed for the advanced academic writing at the postgraduate level.

Thus, these students felt they were not adequately prepared for the writing that is expected at this level, even though they had done research at the undergraduate level. Interestingly, their supervisors were of the opinion that the undergraduate level of education was designed to equip students with both linguistic knowledge through the English language courses undertaken as well as disciplinary knowledge obtained through undergraduate subject content. Yet, they still found that students struggled with writing. Research has shown that postgraduate students generally struggle with academic writing (Badenhorst, 2018; Chamberlain 2016; Aitchson & Lee, 2006). Badenhorst (2018) argues that even experienced writers struggle with this cognitively complex genre. Aitchson and Lee (2006) like Badenhorst, Moloney, Rosales, Dyer and Ru (2015) note with concern that the existence of a 'product' approach to postgraduate writing is one of the reasons why there is a limited focus on writing. Attention is placed on students producing thesis, with less emphasis placed on the writing process involved. Consequently, when writing problems emerge, they are as a problem which needs to be fixed. Badenhorst et al (2015 p. 2) state that:

“In many cases, the problem and the solution are perceived as being solely located in technical skills and written texts and not in the sometimes invisible discourse practices connected with academic writing”.

Unsurprisingly in this study, supervisors indicated correcting students' grammar as well as grounding them in the technical aspects of writing. The academic literacies perspective advanced by Lea and Street (1998) has long argued that for a move away from pedagogies which focus on fixing students, to a more situated approach which acknowledges the “contested nature of building knowledge through writing” (Wilmot & Lotz-Sistia, 2015, p. 6). This focus on the situatedness of literacy shifts the focus from the individual to the discursive practices. It requires practitioners, including supervisors understanding that academic writing, and more so, research writing has many hidden practices (Aitchson & Lee, 2006), which must be made explicit to the students (Wilmot & Lotz-Sistika, 2015). While some students could benefit from covert instruction and error

correction it remains a fact that research writing requires the acquisition of epistemologies and cultural capital, which aligns with the discursive practices of the disciplines. Therefore, this kind of writing cannot be successfully taught through the application of a set of rules, or other covert ways such as giving students exemplars. Rather, it requires overt and systematic instruction.

The supervisor also plays a significant role in postgraduate writing (Wood & Louw, 2018; Morton et al. 2014). Although this role differs significantly from the more didactic approach at the undergraduate level, several scholars writing on postgraduate education argue that it must nonetheless be viewed as a form of teaching (Mckenna & Clarence-Fincham, 2017; Morton et al. 2014; Aitchson & Lee, 2006). Mckenna and Clarence-Fincham (2017) argue that supervision sits at the teaching and research nexus while postgraduate research is a form of learning. Therefore, supervision needs to be problematised within these boundaries. In this study, it was found that supervision played an integral role in postgraduate students' experiences in research writing.

However, different supervisors used different approaches, or orders of discourse which although commonly referred to as mentoring, took on the traditional coaching approach. This approach has been challenged in several studies, mainly because of its focus on the supervisor as an expert (Marnewick & Nel, 2017; Mckenna, 2017; Clarence-Fincham 2017). There are scholars who argue that the traditional coaching approach prevents students from exercising agency and to question how knowledge is constructed (Hyland, 2015; Hyland, 2010; Ivanic, 1998). Thus, traditional supervision is implicated in the reproduction of knowledge inequalities. There are also some who contend that coaching involves "short-term interventions designed to remedy problems" (Abiddin, 2006). Thus, it is framed within a deficit mode. The problems remedied often relate to writing and might include showing students their errors and correcting their work. Consequently, a number of scholars other scholars have argued for newer forms of supervision. These include peer learning groups, group or team supervision, as well as informal supervision (Marnewick & Nel, 2017). Mckenna and Clarence-Fincham (2017) argue that effective supervision must be framed within a social justice framework, which facilitates a dynamic, reciprocal and collaborative approach to

knowledge production. Guerin, Kerr and Gree (2015) also note that there is increasing pressure on universities to adopt team supervision in order to increase throughput and encourage social learning through peer to peer, as well as student-supervisors support. Others argue for interdisciplinary co-supervision (Marnewick & Nel, 2017). What is keyed in all these approaches is a focus on mentorship and collaboration, an approach which does not see mentees as *tabula rasa* or passive recipients but as co-creators of knowledge. Thus, there is need for an approach that facilitates the transition of the mentee from postgraduate to expert status (Subramaniam, Silong, Uli, & Ismail, 2015).

In essence the findings from this study suggest that while theoretically both students and their supervisors understood the nature of academic writing, the how to part was not as clear. There was evidence of all forms of the academic literacies approach in both disciplines, although some were superficially practiced. For instance, the teaching and learning was on the surface structured from a social practices model in far as it was situated in the discipline. However, the social context in which students acquired advanced academic writing was ignored and students' challenges were seen as deficits residing in the student. The research process took an academic socialisation approach where students interacted with the more experienced scholars and were exposed to authentic genres- as in the case of the Chemical Science department. Again, the academic skills approach only featured in terms of formulaic aspects of the writing process, with little attention paid to other rhetorical practices. This confusion is most likely due to a lack of pedagogical focus on writing as a process. I argue that in order for postgraduate students in these two departments to fully participate in the disciplinary discourses, there is need for an approach which privileges the "explicit teaching of disciplinary discourses through unlocking the tacit knowledge of the disciplinary lectures (Jacobs, 2010b, p. 111). Furthermore, the role of knowledge in participation needs to be emphasized.

8.5. Contribution of the study

The present study builds on the slowly growing body of literature on postgraduate students' academic writing experiences. It also makes a specific contribution to the

Nigerian higher education context where academic literacy per se, and postgraduate academic pedagogy in particular are highly unarticulated concepts. One of the main arguments presented in this thesis is that academic writing in general and research writing, in particular, is complicated especially for non-native speakers of the English language. Therefore, it requires a sophisticated pedagogical response (Lee & Murray, 2013).

In my analysis, I also identified five discursive features of postgraduate students' writing experiences. These include: i) the invisibility of postgraduate academic writing; ii) discipline-specific research writing; iii) discourse as identity; iv) multiple ways of participating and v) gap between prior learning experiences and postgraduate writing. I make the argument that these discursive features are not trivial, rather they reveal how students experience writing and have important implications for their full participation in a discourse community.

Drawing from the research findings reported here, I have developed a framework for research writing pedagogy at the postgraduate level, which can be used in the Nigerian context. This framework acknowledges the situatedness of academic literacy and assumes that research writing is a complex genre and effective teaching must encompass the teaching of skills, the academic socialisation or genre aspects. Within this model, supervision must be seen as a form of teaching and hence student-supervisor interactions must move beyond merely highlighting errors, and providing feedback in a more counseling or coaching way. The model is guided by the following principles.

Principle 1: Although postgraduate students have gone through the undergraduate curriculum and have taken English language courses, they might still not be adequately prepared for research writing. Therefore, systematically planned writing workshops with both subject and writing specialists can be used to support students. Such workshops have been used extensively at some universities in South Africa (Wimot & Lotz-Sistika, 2015). These can run alongside the course work in the first year of the Masters' study. These seminars must include a systematic and practical focus on writing, rather than a focus on theoretical aspects and rules guiding writing. In addition, and so that the

workshops are not perceived in a deficit mode, focus should be on “meaning-making and knowledge building, with an emphasis on how you only find out what you want to say through writing” (ibid, p. 11).

Principle 2: Align the postgraduate and undergraduate curricula in as far as research writing is concerned. Students must be exposed to research writing practices from the undergraduate level. The focus should be on threshold concepts, which are those aspects which are problematic but once mastered, are likely to be irreversible (Kiley & Wisker, 2009). Postgraduate supervisors must communicate their needs and expectations regarding research writing.

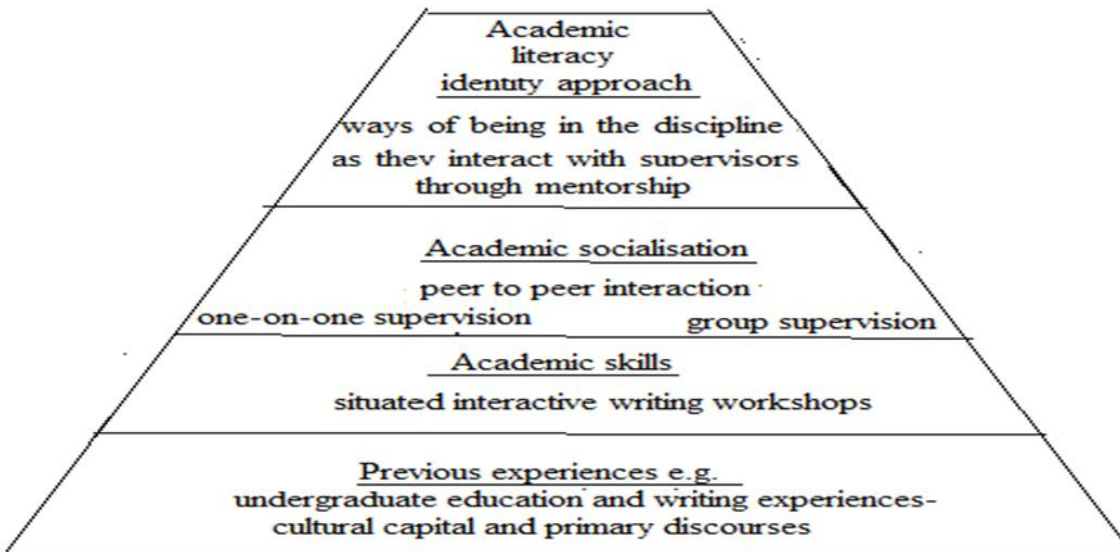
Principle 3: Given that most postgraduate students struggle with writing, peer learning and interaction can help them deal with the anxieties they face in writing. Wilmot and Lotz-Sistika (2015) note that this can lead to peer-based communities of practice; thus, providing additional support, and as well as intellectual stimulation.

Principle 4: The role of the supervisor cannot be ignored. However, this must take a didactic approach rather than a coaching approach. Co-supervision, as well as group supervision to expose students to different approaches to knowledge production, might also be adopted.

Principle 5: The research methods, as the capstone courses for research training needs to focus on both the research process and research writing as these are inseparable. Collaboration in the design and perhaps teaching of these courses between writing specialists and subject specialists could address some of the challenges that students face.

The alignment of the model to the theoretical framework adopted in this study is shown in Figure 8.1 below:

Figure 8.1 Alignment of the proposed model to the theoretical approach adopted in the study



8.6 Limitations of the study and recommendation for further research

Although this study has examined postgraduate students' experiences of academic writing and found some very interesting and useful findings, it is not without limitations. In the first place, the study is guided by a qualitative approach and focused on a small case study in one university. In particular, two departments in this university were surveyed; hence, the findings cannot be generalized to all postgraduate students. Third, the analysis was limited to students and supervisors' perceptions as well as course readers. While these data were useful in addressing the research questions, they do not necessarily reveal students' textual experiences. This is because students' writing was not analysed, which would have revealed how students negotiate writing in reality. This study recommends the adoption of certain pedagogy of postgraduate writing, where supervisors have a deliberate focus on writing. In addition, research which analyses students' writing is required. For further research in this field, it is suggested that studies should be conducted that test the proposed new framework of academic metamorphosis, which could accommodate learning and pedagogies that are peculiar to certain situations in the case of Nigeria.

8.7 Concluding Remarks

This study indicates that although there is an expectation that students must write well, research writing is a peripheral aspect of their training. This is because the focus is on producing the thesis and the research process. Thus, postgraduate students often learn research literacy practices with minimal supervision. This is considered to be one of the main reasons why students struggle with research writing. The study recommends a pedagogical focus of research writing and interventions, which take cognisance of students' prior experiences of writing. In addition, the dominant traditional supervision approach is challenged in favour of newer approaches, which include group supervision, and perhaps collaboration with language specialists.

REFERENCES

- Abell, J., and Myers, G. (2008). Analyzing Research Interviews. In Wodak, R., and Krzyzanowski, M. (2008). *Qualitative Discourse Analysis in the Social Sciences*. London: Palgrave Macmillan
- Abiddin, N. Z. (2006). Effective Practices in Graduate Student Supervision Using the Mentoring and Coaching Approaches. *The Journal of Human Resource and Adult Learning*
- Adagbonyin, A.S., Aluya, I. & Edem, S. (2016). A corpus-based approach to the linguistic features in an American presidential speeches. *Journal of Linguistics, Language and Culture*, Vol. 3, No. 1, pp. 1-27.
- Adedokun, Y.B. (2010). Issues in language of pedagogy in Nigeria Education. Benin: Macmillan Publisher
- Aduwa-Ogiegbaen, S.E. & Iyamu, E.O.S. (2010). *Factors Affecting Quality of English Language Teaching and Learning in Secondary Schools in Nigeria*. Lagos: The CBS Interactive Business Network
- Afful, J. B. A. (2007). Academic literacy and communicative skills in the Ghanaian University: A proposal. *Nebula* 4.3, 1. Unpublished manuscript.
- Agu, N N., Omenyi, A.S., and Odimegwu, C. (2015). Evaluation of Doctorate Dissertation in Nigerian Universities: Do Faculties Provide and Use Explicit Criteria/Rubrics? *International Journal of Technology and Inclusive Education (IJTIE)*, Vol. 4, No. 1, pp. 565-569
- Aitchison, C., & Lee, A. (2006) Research writing: problems and pedagogies, *Teaching in Higher Education*, Vol. 11, No. 3, pp. 265-278
- Amadi O. (2013). Home and language background evidenced in students' academic performance in Nigeria secondary schools. *Language policy, issue and analysis in Nigeria multilingual educational context*, Vol. 7, No. 12, pp. 182-198
-

- Anderson, T. (2013). *Research paradigms: Ontology's epistemologies and methods*. Athabasca: University of Athabasca.
- Appalsamy, K. (2011). *Social inclusion and exclusion in Higher Education: The role of pedagogy in English*. Published Master's thesis, Edgewood, University of KwaZulu-Natal.
- Ariyo, J. (2010). *Nigeria Multicultural and Multilingual factor: Matters that matter in Nigerian Schools*. Lagos: Williams Inc.
- Ayankogbe, B.O. (2015). *The use of English among students of tertiary institutions in Nigeria: grammar and diction*. Lagos: University of Lagos (In press).
- Badenhorst, C. (2018). Citation practices of postgraduate students writing literature reviews *London Review of Education*. Vol. 16, No. 1, pp. 121-135
- Bak, N. (2008). *Completing your thesis: A practical guide*. Pretoria: Van Schaik Publishers.
- Bæck, U. K. (2017). *It is the air that we breathe. Academic socialization as a key component for understanding how parents influence children's schooling*. UK: Routledge.
- Bair, M. A. & Mader, C. E. (2013). Academic Writing at the Graduate Level: Improving the Curriculum through Faculty Collaboration. *Journal of University Teaching & Learning Practice*, Vol. 10, No. 1, Available at: <https://ro.uow.edu.au/jutlp/vol10/iss11>
- Balfour, R. J. (2000). *Investigating the integrated teaching of language and literacy skills: Trialling a new syllabus for non-native speakers of English in South Africa*. Published PhD. dissertation. Cambridge, University of Cambridge.
- Ballard, B. & Clanchy, J. (1988). Literacy in the university: An 'anthropological' approach. In G. Taylor, B. Ballard, V Beasley, H.K. Bock, J. Clanchy & P. Nightingale. *Literacy by degrees*. Milton Keynes: Open University Press. Pp. 7-23.
-

- Bal-Gezegin, B. (2016). A Corpus-based Investigation of Metadiscourse in Academic Book Reviews. *Procedia - Social and Behavioral Sciences*. Vol. 232, No. 14, pp. 713-718
- Bangeni, B., and Kapp, R. (2006). 'I want to write about the Dalai Lama...' Literacies in transition (pp. 67-83) in Thesen, L., and Pletzen, E. V. (Ed.) *Academic literacy and the language of change*. London: Continuum
- Barton, D., & Hamilton, M. (2000). Literacy practices. In D. Barton, M. Hamilton & R. Ivanič (Eds.), *Situated literacies: Reading and writing in context* (pp. 7-15). London: Routledge.
- Basnet, M. (2011). *Academics: What Is Critical Research Paradigm?* Retrieved online on the 27th July, 2016, from: <http://manju-basnet.blogspot.co.za/2011/05/what-is-critical-research-paradigm.html>
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13 (4), 544-559. Online sourced from: <http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>
- Bazerman, C. (n.d). *A Reflective Moment in the History of Literacy*. Retrieved on 15th Sept., 2013, from: education.ucsb.edu/bazerman/chapters/37.moment2.doc
- Bazerman, C., Little, J., Bethel, L, Chavkin, T, Fouquette, D., and Garufis, J. (2005). *Reference guide to Writing across The curriculum*. Indiana: Parlor Press
- Beglar, D., & Murray. N. (2009). *Inside the track: Writing dissertations and theses*. London: Pearson.
- Behar-Horenstein, L. S., Isaac, N., Charisse, N., Michael E., Niu L., Pratto, M., Roberts, K. W., Wingfield, R. J., Wolfgang, J. D., Zafar, M. A. (2016). Promoting Academic Socialization through Service Learning Experiences. *International Journal of Teaching and Learning in Higher Education*, Vol. 28, No. 2, pp. 158-167
- Bennett, T and Frow, J. (2008) (eds), *The SAGE handbook of cultural analysis*. London: SAGA Publications, pp. 674-698

- Bengesai, A. V. (2010). *Academic literacy: A critical appraisal of postgraduate educational research, 1995-2004*. Unpublished master's thesis, University of KwaZulu-Natal.
- Bengesai, A. V. (2012). *Critiquing representation: the case of an academic literacy course in an Engineering Faculty in a South African University*. A published PhD dissertation, University of KwaZulu-Natal.
- Bernstein, B. (1975). Class and pedagogies: *Visible and invisible*. In *Class, codes, and control* (Vol. 3, pp. 140-146). London: Routledge & Kegan Paul.
- Bernstein, B. (1990). *The Structuring of Pedagogic* London: Routledge
- Bernstein, B. (1996a). *Pedagogy, Symbolic Control and Identity*. London: Taylor and Francis.
- Bernstein, B. (1996b). Pedagogising Knowledge: Studies in Recontextualising. In *Pedagogy Symbolic Control and Identity*. London: Taylor and Francis
- Bhatia, K. V. (2002). *Applied genre analysis: A multi-perspective model*. Hong Kong: City University of Hong Kong.
- Biddix, J. P. (n.d.). *Research rundowns: Instrument, validity and reliability*. Retrieved on 07-04-2013, from: The Dewar College of Education at Valdosta State University, site: <http://researchrundowns.wordpress.com/quantitative-methods/instrument-validity-reliability/>
- Bodunde, H. A. & Sotiloye, B. S. (2013). A critique of undergraduate students' writing skill in an ESL setting: samples from the Federal University of Agriculture, Abeokuta, Nigeria. *World Journal of English Language*, Vol.3, No.2, pp. 10-21.
- Bondarouk, T., and Ruel, H.J.M. (2009). Discourse Analysis: making complex methodology simple. In Leino, T., Saarinen, T., and Klein, S. (Eds.), *Proceedings of the 12th European Conference on Information Systems (ECIS)*. June 14-16, 2004, Turku
-

- Boughey, C. (2012). Social Inclusion and exclusion in a changing higher education environment. *Multidisciplinary Journal of Educational research*, 2 (2), 133-151.
- Boughey, C., and McKenna S. (2016). Academic literacy and the decontextualised learner. *Critical studies in teaching and learning Vol. 4, No. 2, pp. 1-9*
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). New York: Greenwood.
- Retrieved on the 22nd Sept, 2014, from:
<https://www.marxists.org/reference/subject/philosophy/works/fr/bourdieu-forms-capital.htm>
- Bourdieu, P. (1990). *Reproduction in education, society and culture*. London: SAGE Publication Inc.
- Bourdieu, P. and Passeron, J-C. (1994) Introduction: Language and the relationship to language in the teaching situation. In Bourdieu, P., Passeron, J-C. and de Saint Martin, M. (Eds) *Academic Discourse (pp1-34)*. Cambridge: Polity Press.
- Braine, G. (2002). Academic literacy and the nonnative speaker graduate student. *Journal of English for Academic Purposes*, 1, 59-68.
- Bruce, H. (2013), Ideology and strategy. *Journal of Applied Linguistics*, 4(1), 5-32.
- Bruce, I. (2008). *Academic writing and genre*. London: Continuum.
- Bufkin, A. M. (2006). *Qualitative studies: Developing good research questions*. Mississippi: University of Southern Mississippi.
- Butler, G. (2009). *The design of a postgraduate test of academic literacy: Accommodating student and supervisor perceptions*. Pretoria: Unit for Academic Literacy, University of Pretoria
- Caldwell, J. E. (2007). Clickers in the large classroom: Current research and best-practice tips. *CBE – Life Sciences Education*, 6, 9-20.
-

- Cecile B. (2018). Citation practices of postgraduate students writing literature reviews. *London Review of Education* Vol.16, No. 1, DOI: <https://doi.org/10.18546/LRE.16.1.11>
- Chanock, K., Horton, C., Reedman, M., & Stephenson, B., (2012). Collaborating to embed academic literacies and personal support in first year discipline subjects, *Journal of University Teaching & Learning Practice*, Vol. 9, No. 3, pp. 45-62
- Chamberlain, C. (2016). *Writing-centred supervision for postgraduate students*. An unpublished PhD dissertation, University of the Witwatersrand
- Chinamasa, E. (2014). Managing plagiarism in dissertations: the application of ephorus in a university in Zimbabwe. *International Journal of Advanced Research in Management and Social Sciences*, 3(6), pp 1-15
- Chubarova, Y., and Rezepova, N. (2016). Discourse Elements in English Academic Discourse. *Journal of Language and Education*, Vol. 2, No. 1, pp. 56-64.
- Clemensen, N., and Holm, L. (2017). Relocalising Academic Literacy: Diversity, Writing and Collective Learning in an International Master's Programme Learning and Teaching: *The International Journal of Higher Education in the Social Sciences*, Vol. 10, No. 3, pp. 34-55
- Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T. M., and Swann, J. (2005). *Teaching Academic Writing: A toolkit for higher education*. London and New York: Routledge.
- Cohen, L., Manion, L. and Morrison, K. (2007). *Research Methods in Education*. (6th Ed.). London: Routledge Falmer.
- Colin, N. (2007). *Introduction to research and research methods: Effective learning service*. Bradford: Bradford University, School of Management.
- Collins, J. (2000). *Bernstein, Bourdieu and the new literacy studies: Bernstein and Bourdieu: Literacy studies compared*. New York: State University of New York, Albany, NY.

- Condon, W., and Rutz, C. (2012). A Taxonomy of writing Across the Curriculum Programs: Evolving to Serve Broader Agendas Retrieved on 12th Oct, 2018, from: <http://www.ncte.org/library/NCTEFiles/Resources/Journals/CCC/0642-dec2012/CCC0642Taxonomy.pdf>
- Continental Press, (2017). *Strategies for Teaching Academic Language to ELLs*. Retrieved online on the 22nd Nov. 2018, from: Continental, site: <https://www.continentalpress.com/blog/strategies-for-teaching-academic-language-to-ells/>
- Corbin, J and Strauss, A. (2008). *Basics of qualitative Research: techniques and Procedures for Developing Grounded Theory* (3rd Ed.). Los Angeles, CA: Sage.
- Costa, H. H. C., & Lopes, A. C. (2016). The disciplinary community in Goodson: impasses in a post-structural approach. *Revista Brasileira de Educação* Vol. 21, No. 67, pp. 1009-1032
- Cummins, J. (n.d.). *Rethinking monolingual instructional strategies in multilingual classrooms*. Toronto: Ontario Institute for Studies in Education, University of Toronto.
- Cumming, J. (2000). Beyond Adversarial Discourse. In Ovando, C. J., & McLaren, P. (eds). *The politics of Multiculturalism and bilingual Education: Students and Teachers caught in the crossfire*. Boston: McGraw-Hill
- Cummins, J. (2009). Transformative multiliteracies pedagogy: School-based strategies for closing the achievement gap. *Multiple Voices for Ethically Diverse Exceptional Learners*, 11(2), 38-56.
- Cummins, J. (2011). *Literacy engagement fuelling academic growth: For English learners*. (S.I.): International Reading Association
- Cummins, J. (2012). *The intersection of cognitive and sociocultural factors in the development of reading comprehension among immigrant students*. Toronto: Ontario Institute for Studies in Education, University of Toronto.

- Cummins, J., Bismilla, V., Chow, P., Cohen, S., Giampapa, F., Leoni, L., Sandhu, P., & Sastri, P. (2005). *Affirming identity in multilingual classrooms. Educational Leadership*. Chicago: Argosy University.
- Cummins, J., Mirza, R., & Stille, S. (2012). English language learners in Canadian schools: Emerging directions for school-based policies. *TESL Canada Journal/Revue TESL Du Canada*, 29, Special Issue 6.
- Crème, P., & Lea, M. R. (2008). *Writing at University*. Buckingham: Open University Press
- Creswell, J. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. New Jersey: Prentice Hall.
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. (2nd Ed.) Thousand Oaks: Sage.
- Creswell, W. J., & Clark, V. L. (2012). *Principles of qualitative research: Designing a qualitative study*. Lincoln: Office of Qualitative & Mixed Methods Research, University of Nebraska.
- Cupane, A. F. (2011). Towards an understanding of the role of language in the science classroom and its association with cultural identity development in the context of Mozambique. *Cultural Studies of Science Education*, 6(2), 435-440.
- Curtis, A. (2011). *Content analysis: Use content analysis to reveal the presence of concepts within texts*. Pembroke: University of North Carolina. Retrieved 25th Sept., 2014, from: <http://www2.uncp.edu/home/acurtis/Courses/ResourcesForCourses/HowToResearch/ContentAnalysis.html>
- Daisy E., Camacho-Thompson, Nancy A., Gonzales, C. B., Andrew J., and Fuligni, G. (2018). *Adolescent Academic Socialization: A Within-Group Comparative Analysis among Mexican-Origin Families*. London: SAGE Publications.
- Daniels, H. (2007). Discourse and identity in cultural–historical activity theory: A response. *International Journal of Educational Research*, 46, 94–99.

- Defazio, J., Jones, J., Tennant, F., & Hook, S. A. (2010). Academic literacy: The importance and impact of writing across the curriculum: A case study. *Journal of the Scholarship of Teaching and Learning*, 10(2), 34 - 47. <http://files.eric.ed.gov/fulltext/EJ890711.pdf>
- Degu, G., & Yigzaw, T. (2006). *Research methodology*. (S.I.): USAID.
- Desmennu, A. T. & Owoaje, E. T. (2018). Challenges of research conduct among postgraduate research students in an African University. *Academic Journals*, Vol. 13, No. 9, pp. 336-342
- De Lange, N., Pillay G., & Chikoko V. (2011). Doctoral learning: a case for a cohort model of supervision and support. *South Africa Journal of Education*. Vol. 31, No.1, pp. 15-30
- Donelly, C. (2010). English: A diagram depicting the three elements of self-determination theory. In *Combining self-determination theory and functional behavior analysis* (2012). Retrieved 1st April, 2014, from the link: <https://www.dropbox.com/s/d0vp72lr6wsp2lu/Combining%20Self-Determination%20Theory%20and%20Functional%20Behavior%20Analysis.pdf>
- Dudley-Evans (n.d.). *Genre analysis: A key to a theory of ESP?* Birmingham: The University of Birmingham.
- Duff, P. (2010). Language socialisation into academic discourse communities. *Annual Review of Applied Linguistics* 30: 169–92.
- Duff, P. A., & Hornberger, N. H. (Eds.). (2008). *Encyclopedia of language and education* (2ndEd.). *Language socialization*, 8, (pp. 243-255).
- Du Plessis, C. (2016). Inferences from the Test of Academic Literacy for Postgraduate Students. *Journal Southern African Linguistics and Applied Language Studies*. Vol. 34, No. 1, pp. 1-16
- Duszak, A. (1997). *Culture and styles of academic discourse*. Berlin: Mouton de Gruyter.
-

- East, M., Bitchener, J., & Basturkmen, H. (2012). What constitutes effective feedback to postgraduate research students? The students' perspective, *Journal of University Teaching & Learning Practice*, Vol. 9, No. 2, 2012.
- Ekpoh, U. I. (2016). Postgraduate Studies: The Challenges of Research and Thesis Writing. *Journal of Educational and Social Research*. Vol. 6, No.3, pp. 67-74
- Elkins, J., & Luke, A. (2000). *Re/mediating adolescent literacies*. Delaware: International Reading Association.
- Elsayed, Y. (2008). *Research approach*. Online source; Retrieved 21th May, 2014, from the site:<https://repository.cardiffmet.ac.uk/dspace/bitstream/10369/843/12/11Chapter%20two.pdf>
- Evans, E. J. (2005). Autonomous literacy or social practice? Students' constructions of technology literacy. *Journal of Literacy and Technology*, Vol. 5, No. 1, pp. 106-123
- Faculty of Education, UKZN. (2012). *Understanding research manual*. Edgewood: University of KwaZulu Natal.
- Fadda, H. A. (2012). Difficulties in academic writing: From the perspective of King Saud University Postgraduate Students. *English Language Teaching*, 5(3). doi:10.5539/elt.v5n3p123.
- Faigley, L., and Selzer, J. (2007). *Good Reasons with Contemporary Argument: Reading, Designing, and Writing Effective Argument*. New York: Pearson Longman.
- Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Polity Press
- Fairclough, N. (1995). *Critical Discourse Analysis*. London: Longman
- Fairclough, N. (1997). Discourse across disciplines: discourse analysis in researching social change. *AILA Review*, Vol. 12, No. 3, pp. 3-17.
-

- Fairclough, N. (2009). A Dialectical-Relational Approach to Critical Discourse Analysis in Social Research. In Wodak, R., and Meyer, M. (2nd Ed.). *Methods of Critical Discourse Analysis*. London: SAGE Publications Ltd
- Flowerdew, J., and Ho Wang, S. (2015). Identity in Academic Discourse. *Annual Review of Applied Linguistics*, Vol. 1, No. 35, pp. 81–99
- Fowler, B. (1997). *Pierre Bourdieu and cultural theory*. London: SAGE Publications Inc.
- Freebody, P. (2007). *Literacy Education in School Research perspectives from the past, for the future*. Victoria: Australian Council for Educational Research.
- Garcia, O. (2012). *Multilingual Language Awareness and teacher education*. Retrieved 10th Oct., 2012, from Wordpress.Com: <http://ofeliagarciadotorg.files.wordpress.com/2011/02/multilingual-lang-awareness-teacher-ed.pdf>
- Gee, J. P. (1990). *Social linguistics and literacies: Ideology in discourses, critical perspectives on literacy and education*. London: (S.n.).
- Gee, J. P. (1996). *Social linguistics and literacies: Ideology in discourses* (2nd Ed.). London: Falmer Press.
- Gee, J. P. (2000) Teenagers in new times: A new literacy studies perspective in Elkins, J., and Luke, A. (Ed.) *Adolescent & Adult Literacy*, Volume 43, Number 5 ISSN 1081-3004
- Gee, J. P. (2003a). 'Reading as situated language: A sociocognitive perspective'. *Journal of Adolescent and Adult Literacy*, 44(8), 714-726.
- Gee, J. P. (2003b). *What video games have to teach us about learning and literacy*. New York, NY: Palgrave MacMillan.
- Gee, J. P. (2004a). Learning language as a matter of learning social languages within discourses. In M. R. Hawkins (Ed.), *Language learning and teacher education: A sociocultural approach*. Clevedon: Multilingual Matters Ltd.

Gee, J. P. (2004b). *Situated language and learning: A critique of traditional schooling*. New York: Routledge.

Gee, J. P. (2007) Discourse analysis: Theory and method. *Centre for Discourse Studies*. Retrieved online on 20th, Dec, 2014, from: <http://diskurs.hum.aau.dk/english/Seminars/GeeSeminar.htm#top>

Gee, J. P. (n.d.). *The New Literacy Studies and the "Social Turn"* [Electronic Version]. <http://www.schools.ash.org.au>. Downloaded on 2005/05/14

Gee, J. P. (2015). 'The New Literacy Studies', in *the Routledge Handbook of Literacy Studies* Retrieved on the 15th Oct. 2017. From: Routledge Handbooks Online, site: <https://www.routledgehandbooks.com/doi/10.4324/9781315717647.ch2>

Gee, J. P., & Lankshear, C. (1997). Language, literacy and the New Work Order. In C. Lankshear, *Changing literacies*. Buckingham: Open University Press.

Ghaith, G. (2010). Effects Of The Learning Together Model Of Cooperative Learning On English As A Foreign Language Reading Achievement, Academic Self-Esteem, And Feelings Of School Alienation. *Bilingual research journal: the journal of the national association for bilingual education*, Vol. 27. No. 3, pp. 451-474

Gibbons, P. (2009). *English learners academic literacy and thinking: Learning in the challenge zone*. Foreword by Jim Cummins. Portsmouth: Heinemann.

Gill, P., Stewart, K., Treasure E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus group. *British Dental Journal*, 204(6), 291-295.

Gilliver-Brown, K. E., & Johnson, E. M. (2009). Academic literacy development: A multiple perspectives approach to blended learning. In *Same places, different spaces*. Hamilton: The University of Waikato.

Giridharan, B., & Robson, A. (2011). *Identifying gaps in academic writing of ESL students*. Retrieved 24th April, 2013, from: Enhancing Learning: Teaching and Learning Conference. Site:

<http://www.curtin.edu.my/TL2011/download/papers/refereed/Identifying%20gaps%20in%20academic%20writing%20of%20ESL%20students.pdf>

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*. Toronto: University of Toronto.

Govender, K., & Dhunpath, R. (2011). *Working within or outside communities of practice? Student experiences of the PhD cohort model*. Retrieved on the 23rd March, 2018, from the site: [http://utlo.ukzn.ac.za/Libraries/November_2011_Conferences/Student_Experiences_of the PHd Cohort Model of Supervision.sflb.ashx](http://utlo.ukzn.ac.za/Libraries/November_2011_Conferences/Student_Experiences_of_the_PHd_Cohort_Model_of_Supervision.sflb.ashx)

Glynos, J., Howarth, D, and Speed, E. (2009). Discourse Analysis: Varieties and Methods. National Centre for Research Methods. Colchester: Centre for Theoretical Studies in the Humanities and Social Science, University of Essex

Guerin, C., Kerr, H., & Gree, I. (2015) "Supervision pedagogies: narratives from the field", *Teaching in Higher Education*, Vol.20, No.1, pp.107–118.

Halim, A.S., Finkendaedt-Quinn, S.A., Olsen, L.J., Gere, A.R. and Shultz. G.V. (2018). Identifying and Remediating Student Misconceptions in Introductory Biology via Writing-to-Learn Assignments and Peer Review. *CBE Life Sci Educ*. 2018 Jun;17(2):ar28. doi: 10.1187/cbe.17-10-0212. PMID: 29749850; PMCID: PMC5998326.

Harris, K. R., Graham, S., & Mason, L. H. (2013). Improving the writing, knowledge, and motivation of struggling young writers: Effects of self-regulated strategy development with and without peer supports. *American Educational Research Journal*, 43 (2), 295-340.

Hartley, J. (2008). *Academic Writing and Publishing: A Practical Guide*. New York: Routledge.

Harvey, L., (2012). Discourse Analysis. Social Research Glossary, Quality Research International.

<http://www.qualityresearchinternational.com/socialresearch/discourseanalysis.htm>

Havenga, Y. & Sengane, M. L. (2018), 'Challenges experienced by postgraduate nursing students at a South African university', *Health SA Gesondheid*. Vol. 23, No. 1, pp. 1-9.

Henderson, R., & Hirst, E. (2008). Reframing academic literacy: Re-examining a short-course for "disadvantaged" tertiary students. *English Teaching: Practice and Critique* September, Vol. 6, No.2, pp. 25-38

Henry, A., Casserly, M. A., Coady, M., & Marshall, H. (2008). *A phenomenological case study exploring different perspectives on inclusion within one post-primary school in the North West of Ireland*. Sligo: St. Angela's College, College of National University of Ireland (NUIG).

Hocking, D., & Fieldhouse, W. (2011). Implementing academic literacies in practice. *New Zealand Journal of Educational Studies*. 46, No.1, pp. 201- 235.

Hoffman, J.C. & Julie, H. (2012). 'The academic transitional experiences of masters' students at the University of the Western Cape', *Curationis* Vol. 35, No. 1, pp. 33-41

Horton, W. F. (2007). *Understanding Information Literacy: A Primer*. Paris: UNESCO

Hondzel, C. D. & Hansen, R. (2015). Associating creativity, context, and experiential learning. *Journal of Education Inquiry*, Vol. 6, Issue 2, pp.177-190

Hsieh, H., & Shannon, S. E. (2005). *Qualitative health research*. London: SAGE Publications

Hu, A., & Wu, X. (2017). Science or liberal arts? Cultural capital and college major choice in China. *The British Journal of Sociology* Vol. 70, No. 1, pp. 190-213.

Hultin, E., & Westman, M. (2013). Literacy teaching, genres and power. *Education Inquiry* Vol. 4, No. 2, pp.279–300.

- Hutchings, C., & Garraway, J. (2010). *Beyond the university gates: Provision of extended curriculum programmes in South Africa*. Symphony: Department of Education, Grahamstown, Rhode University and DOE.
- Hyland, K. (1992). *Genre theory: Just another fad in understanding academic literacy*, (UAL): Module EDLE700E1. (2012). School of Language, Arts and Culture. Edgewood: Faculty of Education, University of Kwazulu Natal.
- Hyland, K. (2002). Genre: Language, context, and literacy. *Annual Review of Applied Linguistics*, 22, 113-135.
- Hyland, K. (2008a). Academic clusters: Text patterning in published and postgraduate writing. *International Journal of Applied Linguistics*, 18(1). Pp. 17-32
- Hyland, K. (2008b). As can be seen: Lexical bundle and disciplinary variation. *English for Specific Purposes*, 27, 4-21.
- Hyland, K. (2008c). Genre and academic writing in the discipline. *Language Teaching*, Vol. 41, No. 4, pp. 543-562. Cambridge: Cambridge University Press.
-
- Hyland, K. (2009). Writing in the disciplines: Research evidence for specificity. *Taiwan International ESP Journal*, Vol. 1, No. 1, pp. 5-22
- Hyland, K. (2010). Meta-discourse: Mapping Interactions in Academic Writing. *Nordic journal of English Studies*, Vol. 9 No. 2, pp. 125-143
- Hyland, K. (2011). The presentation of self in scholarly life: Identity and marginalization in academic homepages. *English for Specific Purposes* 30, pp. 286–297. Hong Kong: University of Hong Kong.
- Hyland, K. (2016). Metadiscourse University of Hong Kong. Retrieved on 22nd, Nov, 2018, from Research Gate, site: https://www.researchgate.net/publication/285591598_Metadiscourse
- Irvin, L. L. (2010). What is “Academic’ Writing? *Writing Spaces Readings on Writing*. Volume 1, pp. 3-17
-

- Ivanic, R. (2004). Discourses of Writing and Learning to Write. *Language and Education*. Vol. 18, No. 3. Pp. 220-245
- Ivanic, R. and Lea, M. (2006). New Contexts, new challenges: the teaching of writing in UK higher Education. In Ganobcsik-Williams, L. (Ed.), *Teaching academic writing in UK higher education* (pp. 6–15). Basingstoke: Palgrave Macmillan.
- Jacobs, C. (2005). On being an insider of the outsider: New space for integrating academic literacies. *Teaching in Higher Education*, Vol. 10, No. 4, pp. 475-487
- Jacobs, C. (2007). Towards a critical understanding of the teaching of discipline-specific academic literacies: making the tacit explicit. *Journal of Education*, No. 41, pp. 59-81.
- Jager, S., and Maier, F. (2009). Theoretical and Methodological Aspects of Foucauldian Critical Discourse Analysis and Dispositive Analysis. In Wodak, R., and Meyer, M. (2nd Ed.). *Methods of Critical Discourse Analysis*. London: SAGE Publications Ltd
- Jamani, J.K. (2011). A semiotic discourse analysis framework: understanding meaning making in science education contexts. In S, Hamel (Ed). *Semiotics theory and applications*. (pp. 191-208). New York: Nova Science Publishers.
- Janks, H. (1997). Critical Discourse Analysis as a Research Tool, *Discourse: Studies in the Cultural Politics of Education*, Vol. 18, No. 3, pp. 329-342
- Jefferies, D., McNally, S., Roberts, K., Wallace, A., Stunden, A., D'Souza, S., & Glew, P. (2017). The importance of academic literacy for undergraduate nursing students and its relationship to future professional clinical practice: A systematic review. *Nurse Education Today*. 60. Pp. 84-91
- Jensen, A. S. (2011). Early literacy: Towards a unified approach for childcare and school. *Journal of Early Childhood Literacy*. DOI: 10.1177/1468798411417374. London: SAGA.
- Jensen, J. M., du Preez, M., Exner, R., & Stroud, L. (2017). A guiding framework for the development of a trans-disciplinary community mental health student teaching and

- learning platform. *South African Journal of High Education*, Vol. 31, No. 6, pp. 218-242
- Jeyaraj, J. J. (2018). It's A Jungle Out There: *Challenges in Postgraduate Research Writing* Vol. 18, No. 1, <http://doi.org/10.17576/gema-2018-1801-02>
- Johns, A. M., & Swales, J. M. (2002). "Literacy and disciplinary practices: Opening and closing perspectives". *Journal of English for Academic Purposes* 1 (1): 13-28.
- John, W., & Femke, B. (2016) "PhD prepared: research skill development across the undergraduate years", *International Journal for Researcher Development*, Vol. 7, Issue: 1, pp.63-83
- Jorge, R. R, (2009). Sociological Discourse Analysis: Methods and Logic. *Forum: Qualitative Social Research*, 10(2), Art. 26. Retrieved 21st June, 2016, from: <http://www.qualitative-research.net/index.php/fqs/article/view/1298/2882>
- Kamler, B., and Thomson, P. (2006). *Helping Doctoral Students Write: Pedagogies for Supervisors*. London: Routledge.
- Kamler, B., and Thomson, P. (2011). Working with literatures. Theory and Methods in the social sciences, Vol. 2, No. 8, pp. 17-24
- Kapp, R. (2006). Discourses of English and literacy in a Western Cape township school, (pp. 30-52), in Thesen, L., and Pletzen, E. V. (Ed.) *Academic literacy and the language of change*. London: Continuum
- KFB (2014). *Academic Research Writing Workshop for Nigerian Universities*. Advert retrieved online on 4th May, 2016, from KEMIFILANI, site: <http://www.kemifilani.com/2014/12/academic-research-writing-workshop-for.html>
- Kelder, R. (1996). *Rethinking Literacy Studies: From the Past to the Present*. Processings of the 1996 World Conference on Literacy. New Paltz: Institution for Postsecondary Pedagogy; The State University of New York.
-

- Kerley, J., (2010). *Improving Students' Critical Academic Literacy through Enhancements in Classroom Pedagogy: Critical Academic Literacy*. Panama: Gulf Coast Community College.
- Kern, R. (2000). *Language and literacy teaching*. Oxford: Oxford University Press.
- Kervin, J. B. (1992). *Methods for Business Research*. NY: Harper Collins
- Khadije G. M., and Reza B. (2017). Exploring Interactive and Interactional Metadiscourse Markers in Discussion Sections of Social and Medical Science Articles. *International Journal of Research in English Education*. Vol. 2, No 4, pp. 11-29
- Khatib, M., & Taie, M. (2016). BICS and CALP: Implications for SLA. *Journal of Language Teaching and Research*, Vol. 7, No. 2, pp. 382-388
- Khumalo, N. P., and Maphalal, M. C. (2018). Students' perspectives on the role played by academic literacy in the higher education curriculum of South Africa. *Journal of Gender, Information and Development in Africa (JGIDA)*, Vol. 7, No. 1, pp. 155-173
- Kiley, M., & Wisker, G. (2009). Threshold concepts in research education and evidence of threshold crossing. *Higher Education Research and Development*, Vol. 28, No. 4, pp.431-441.
- Kiley, M., & Wisker, G. (2010). Learning to be a researcher: The Concepts and Crossings. In J. H. F. Meyer, R. Land & C. Baillie (Eds.), *Threshold Concepts and Transformational Learning*, pp. 399-414. Rotterdam: Sense.
- Kivunja, C. & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, Vol. 6. No. 5. Pp. 26-41
- Kinmond, K. (2012). *Coming Up with a Research Question: Doing your Qualitative Psychology Project*. Retrieved on 17th, July, 2014 from: http://www.sagepub.com/upm-data/47619_Sullivan.pdf
-

- Knoester, M. (2009). Inquiry into urban adolescent independent reading habits: Can Gee's Theory of Discourses provide insight? *Journal of Adolescent & Adult Literacy*, Vol.52, No. 8, pp. 676–685
- Kress, G. (1989). *Linguistic Processes in Sociocultural Practices*. Oxford: Oxford University Press
- Kuhi, D., & Blook Behnam, B. (2011). Generic Variations and Metadiscourse Use in the Writing of Applied Linguists: A Comparative Study and Preliminary Framework. *Written Communication*, Vol. 28, No. 1, pp. 97–141.
- Lankshear, C., & Knobel, M. (2006). *New literacies: Everyday practices & classroom learning* (2nd Ed.). New York: Open University Press.
- Larson, J. (1995). Challenging autonomous models of literacy: Street's call to action. *Linguistics and Education*, 8, 439-445.
- Lea, M. R. (2017) Academic Literacies in Theory and Practice. In: Street B., May S. (Eds) *Literacies and Language Education. Encyclopedia of Language and Education* (3rd Ed.). Springer, Cham
- Lea, M. R., & Street, B. V. (2000). Student writing and staff feedback in higher education: An academic literacies approach. In M. R. Lea & B. Stierer (Eds.), *Student writing in higher education: New contexts* (pp. 32-46). Buckingham: The Society for Research into Higher Education and Open University Press.
- Lea, M. R., & Street, B. V. (2006). The "Academic Literacies" model: Theory and applications. *Theory into Practice*, Vol. 45, No. 4, pp. 368–377.
- Lester, S. (1999). *An introduction to phenomenological research*. Taunton: Stan Lester Developments.
- Lillis, T., & Scott, M. (2009). Defining academic literacies research: Issues of epistemology, ideology and strategy. *Journal of Applied Linguistics*, Vol. 4, No.1, pp. 5-32.

- Lillis, T., & Rai, L. (2011). *A case study of a research-based collaboration around writing in social work across the disciplines*. Retrieved October 21, 2012, from <http://wac.colostate.edu/atd/clil/lillis-rai.cfm>
- Lillis, T., & McKinney, C. (2012). *Analyzing language in context: A student workbook*. London: Trentham Books Limited.
- Lina, S. (2012). Acquiring academic literacy from the inside. *The Language Magazine; The Language Authority*, 1. Unpublished manuscript.
- Linton, O., & Babb, B. (nd). Helping students with papers in different disciplines. Retrieved on 2nd, Nov, 2018, from: http://www.lsche.net/assets/E30-Helping_students_with_papers_in_different_disciplines.pdf
- Luke, A. (2000). *Critical literacy in Australia: A matter of context and standpoint*. Delaware: International Reading Association.
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioural science*. California: Corwin Press, Inc.
- Mack, L. (2010). The Philosophical Underpinnings of Educational Research. *Polyglossia* Volume 19, No. 2, pp. 5-11
- Mackenzie, N. & Knipe, S. (2009). Research dilemmas: Paradigms, methods and methodology. *Issues in Educational Research*, Vol. 16, No. 2, pp. 193-205. Retrieved online on the 29th, July, 2016, from: <http://www.iier.org.au/iier16/mackenzie.html>
- Marshall, S., Zhou, M., Gervan, T., & Wiebe, S. (2012). Sense of belonging and first-year academic literacy. *Canadian Journal of Higher Education; Revue Canadienne d'enseignement supérieur*. 42(3), 116-142.
- McGee, R. (2016). *Scientific Workforce Diversity: A Pipeline to Prime or Survival Analysis?* London: AIDS
-

- McInnes, E. A, & Hickman, L. (2011). *Developing a research question for a qualitative study*. Sydney: Australian Catholic University.
- McLeod, S. A. (2010). *Zone of Proximal Development*. Retrieved 15th, Aug., 2014, from: <http://www.simplypsychology.org/Zone-of-Proximal-Development.html>
-
- McKenna, S. (2004). Lecturers' discourses about the interplay between language and learning. *SAJHE*, 18(2):278-287.
- McKenna, S. (2010). Cracking the code of academic literacy: an ideological task. In: C.Boughey, S.McKenna, J.Clarence, B.Mallison, J.Garraway, and J. Kioko, eds. *Beyond the university gates: Provision of Extended Curriculum Programmes in South Africa. Proceedings of the January 2009 Rhodes University Foundation Seminar hosted by Professor Chrissie Boughey*.
- McInnes, E. A, & Hickman, L. (2011). *Developing a research question for a qualitative study*. Sydney: Australian Catholic University.
- McWilliams, R., & Allan, Q. (2014). Embedding Academic Literacy Skills: Towards a Best Practice Model. *Journal of University Teaching & Learning Practice*, Vol. 11, No. 3, pp. 1-20
- Meiring, C. J., (2017). *The relation between academic commitment, self-determination and academic achievement in grade 11 and grade 12 learners*. An unpublished dissertation, Pretoria: University of Pretoria.
- Mei-ching H. (2016). Exploring Writing Anxiety and Self-Efficacy among EFL Graduate Students in Taiwan. *Higher Education Studies*; Vol. 6, No. 1; 2016
- Meyer, J. H. F. (2012). "Variation in Student Learning" as a Threshold Concept. *Journal of Faculty Development*, Vol. 26, No. 3, pp. 8-13
- Michelle, M. et al. (2012). The role of environmental print in emergent literacy. *Journal of Early Childhood Literacy*. DOI: 10.1177/1468798411417080. London: SAGA.

- Mitchell, S., & Evison, A. (2006). *Exploiting the potential of writing for educational change at Queen Mary*. London: University of London.
- Miller, K.D and Tsang, E.W.K. (2010). Testing management theories: critical realist philosophy and research methods. *Strategic management journal*. 32(2010), 139-158.
- Miller, O. P. (2011). A phenomenological case study of a principal leadership: The influence of Mr. Clark's leadership on students, teachers and administrators at Eastside High School. *Educational Policy Studies Dissertations*. Paper 85.
- Mgqwashu, E. M. (2011). Reflexive pedagogy for reading across the curriculum: The University of KwaZulu-Natal Faculty of Education experience. *Perspectives in Education*, Vol.29, No. 4. pp. 22-37
- Mgqwashu, E. M. (2014). On developing academic literacy in the mother tongue for epistemological access: *the role of isiZulu as the LoLT in a South African University*, *Current Issues in Language Planning*, Vol. 15, No. 1, pp. 90-103
- Moje, E. B., Young, J. P., Readence, J. E., & Moore, D. W. (2000). *Reinventing adolescent literacy for new times: Perennial and millennial issues*. Delaware: International Reading Association. (Reprinted From the Journal of Adolescent & Adult Literacy, 43, no. 5)
- Moje, E. B. (2011). Developing disciplinary discourses, literacies, and identities: What's knowledge got to do with it? In G. Lopez Bonilla & K. Englander (Eds.), *Discourses and identities in the contexts of educational change: Contributions from the United States and Mexico* (pp. 49–74). New York, NY: Peter Lang.
- Mohamed, H. I. (2006). *Academic Writing as Social Practice: A Critical Discourse Analysis of Student Writing in Higher Education in Tanzania*. PhD. Published Dissertation, University of Western Cape.
- Mohammed, A. (2016). *Techniques to improve communication skills in students of colleges of technology for better placement*. Retrieved on 12th Oct, 2018, from Research Gate, site:

<https://www.researchgate.net/publication/316702261> TECHNIQUES TO IMPROVE COMMUNICATION SKILLS IN STUDENTS OF COLLEGES OF TECHNOLOGY FOR BETTER PLACEMENT

- Mokhothu, T. M. & Callaghan, C. W., (2018), 'The management of the international student experience in the South African context: The role of sociocultural adaptation and cultural intelligence', *Acta Commercii* Vol. 18, No. 1, pp. 2-11
- Montgomery, J. R. (2008). *Cummins' Framework as a Tool for Continuous Improvement of SLL Instruction*. Retrieved on 17th Nov, 2018, from: <https://files.eric.ed.gov/fulltext/ED505952.pdf>
- Mu'in, F. (2008). *Sociolinguistics and its scope*. South Kalimantan: Lampung Mangkurat University
- Ndimele, O. (Ed.). (2016). *Nigerian Languages, Literatures, Culture and Reforms: Festschrift for Ayo Bamgbose*. Port Harcourt, Nigeria: M & J Grand Orbit Communications. Retrieved from www.jstor.org/stable/j.ctvqc602p
- Naidoo, J., Goba, B., & Rajput, D. (2012). *Research methodologies in education*. Edgewood: University of KwaZulu-Natal.
- Olagbaju, O. O. (2014). "The Pursuit of Social Change in Nigeria: The Language Education Alternative," *Journal of Education and Literature, Research Academy of Social Sciences*, vol. 1, No. 3, pp. 99-105.
- Oliver, P. (2008). *Writing your thesis*. Los Angeles: SAGE Publications Ltd.
- Orim, S. I., Erik Borg, J. W., & Glendinning, I. (2013). Exploring Nigerian postgraduate students' experience of plagiarism: A phenomenographic case study. *International Journal for Educational Integrity*, Vol. 9, No. 1, pp. 20–34.
- O'Brien, D. G., & Bauer, E. B. (2005). New literacies and the institution of old learning. *Reading Research Quarterly*, Vol. 40, No. 1, pp. 120-131.

- Raddon, A. (n.d.). *Early stage research training: Epistemology and ontology in social science research*. Leicester: University of Leicester.
- Ranawake, G., Gunawardena, M., and Wilson, K. (2017). Teaching Academic Literacy in Disciplinary Contexts: Insights and Implications from a Discourse Study. *International Journal of Learning and Teaching* Vol. 3, No. 3, pp. 222-225
- Parmegiani, A. (2018). Linking Mother Tongue and English Academic Literacy Courses for Epistemic Access. *Journal for Language Teacher*, Vol. 52, No. 2, pp. 78-94
- Payne, R. P. (2013). Baumrind's Authoritative Parenting Style: A Model for Creating Autonomous Writer. Masters Published dissertation: Brigham Young University-Provo
- Pahl, K., & Rowsell, J. (2012). *The New Literacy Studies and teaching literacy: Where we were and where we are going*. Retrieved on the 22nd April, 2014, from the online source: http://www.uk.sagepub.com/upm-data/47591_Pahl_&_Rowsell_chapter.pdf
- Paxton, M. (2007). Students' interim literacies as a dynamic resource for teaching and transformation. *Southern African Linguistics and Applied Language Studies*, Vol. 25, No. 1, pp. 45-55.
- Perelman, L.C. (1999). The two rhetorics: design and interpretation in engineering and humanistic discourse. *Language and learning across the disciplines*, Vol. 3, No. 2, pp. 64-82.
- Perry, K. H. (2012). What is literacy? *A Critical Overview of Sociocultural Perspectives*, Vol. 8, No. 1, pp. 21-34.
- Piaget, J. (1967). *The psychology of intelligence*. New York: Routledge.
- Poni M. (2014). Research Paradigms in Education. *Journal of Educational and Social Research*. Rome-Italy, MCSER Publishing, Vol. 4 No.1, pp. 407-413

Robin, S. (2003). *Academic English: A conceptual framework*. California: University of California Linguistic Minority Research Institute, UC Berkeley.

Purse, E., Skillen, J., & Deane, M. (2008). *Developing academic literacy in context*. Retrieved on 8th April, 2013 from: http://www.zeitschrift-schreiben.eu/Beitraege/purser_Academic_Literacy.pdf

Reppen, R. (1994-5). A genre-based approach to content writing instruction. *TESOL Journal*, Vol. 4, No. 2, pp. 32-35.

Russell, C. K., & Gregory, D. M. (2009). Evaluation of qualitative research studies. (S.I.): EBN.

Prinsloo, M. (2005). *Studying Literacy as Situated Social Practice: The Application and Development of a Research Orientation for Purposes of Addressing Educational and Social Issues in South African Contexts*. Unpublished doctoral dissertation, University of Cape Town: Cape Town.

Schalkwyk, S.C.V. (2008). *Acquiring academic literacy: A case of first-year extended degree programme students*. Unpublished master's thesis, Stellenbosch, Stellenbosch University.

Schleppegrell, M. J., Greer, S. & Taylor, S. (2008). Literacy in history: Language and meaning *Australian Journal of Language and Literacy*, Vol. 31, No. 2, pp. 174–187.

Schulz, S., and Lemmer, E. (2017). Supporting the development of postgraduate academic writing skills in South African universities. *Per Linguam* 2017 33(1):54-66

Scott, S., & Palincsar, A. (2013). *Vygotsky sociocultural theory*. Retrieved on 22nd Sept., 2013, from the online source The Gale Group, Inc.: <http://www.education.com/reference/article/sociocultural-theory/>

Sebolai, K. (2016). Distinguishing between English proficiency and academic literacy in English. *Language Matters*. Vol. 47, No. 1, pp. 45-60.

- Shillingford, A. (2006). *Data collection protocols & participatory research techniques*. Bridgetown: The Caribbean Development Bank (CDB).
- Sibomana, E. (2016). We know what to say, we know what to write, but we don't know how': the challenges of becoming academically literate in a new linguistic and socio-cultural space, *Education as Change*. 20, 123–144
- Silverman, D. (2013). *Doing a Qualitative Research*. London: SAGA.
- Smith, V. P. (2013). *Academic literacy practices: Plausibility in the essays of a diverse social science cohort*. Published PhD. Dissertation, Manchester, School of Education, University of Manchester.
- Sophie, B., & Ron, B. (2016). Academic Literacies as Cornerstones in Course Design: A Partnership to Develop Programming for Faculty and Teaching Assistants, *Journal of University Teaching & Learning Practice*, Vol. 13, No. 3, pp. 45-62
- Spring, J. (2000). *Academic literacy: A statement of competencies expected of students entering California's public colleges and universities*. Sacramento: Academic Senate for California Community Colleges.
- Stephen, B. A. (2013). Discourse analysis: Examining language use in context. The qualitative report, Vol. 18, issue 50, pp. 1-10
-
- Strauss, P., Goodsir, W., & Ferguson, R. (2011). *The role of academic literacy in post-graduate hospitality education*. Auckland: AUT University.
- Street, B. (1997). The Implications of the 'New Literacy Studies' for literacy education. London: King's College.
- Street, B. V. (2001). The New Literacy Studies. In E. Cushman, G.R. Kintgen, B.M. Kroll & M. Rose M. (Eds.), *Literacy: A critical sourcebook* (pp. 430-442). Boston: St. Martin's Press.
- Street, B. (2003). Autonomous and ideological models of literacy: Approaches from new literacy studies. *Current Issues in Comparative Education*. Vol. 5. No. 1, pp. 1-15.

- Street, B. (2008). 'Ethnography of writing and reading'. In: Olson, D. R., Torrance, N., (Ed.). *Cambridge Handbook of Literacy*. Cambridge: CUP
- Street, B. (2010). 'Academic Literacies approaches to Genre'? *Revista Brasileira de Linguística Aplicada*, Vol. 10, No. 2, pp. 347-361
- Street, B. V. (2017). New Literacies, New Times: Developments in Literacy Studies. In: Street B., May S. (ed.) *Literacies and Language Education. Encyclopedia of Language and Education* (3rd Ed.). Springer, Cham
- Subramaniam, A., Silong, A. D., Uli, J., & Ismail, I. A. (2015). Effects of coaching supervision, mentoring supervision and abusive supervision on talent development among trainee doctors in public hospitals: moderating role of clinical learning environment. *BMC medical education*, Vol. 15, No. 129. Doi: 10.1186/s12909-015-0407-1
- Swartz, D. (1998). *Culture and power: The sociology of Pierre Bourdieu*. London: SAGE Publications Inc.
- Taylor, P. C. (2010). *Transformative educational research for culturally inclusive teaching*. Keynote address delivered at the 7th International Conference on Intercultural Competence, Khabarovsk, Far East Russia.
- Taylor, P. C., Taylor, E., & Luitel, B. C. (2012). Multi-paradigmatic transformative research as/for teacher education: An integral perspective. In B. J. Fraser, K. G. Tobin & C. J. McRobbie (Eds.), *Second international handbook of science education* (pp. 373-387). Dordrecht, The Netherlands: Springer.
- Taylor, P. C., & Medina, M. N. D. (2013). Educational Research Paradigms: From Positivism to Multiparadigmatic. *The Journal of Meaning-Centered Education*. Volume 1, Article 2, <http://www.meaningcentered.org/journal/volume-01/educational-research-paradigms-frompositivism-to-multiparadigmatic>
- Theresa, L., and Mckinney, C. (2003). *Analyzing Language in Context: A Student Workbook*. Traffordshire: Trentham Books Limited

- Thomson, C. I. (2008). *Changing words and worlds? A phenomenological study of the acquisition of an academic literacy*. Unpublished doctoral dissertation, Rhodes University, Grahamstown.
- Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J. Francis, D. J., Rivera, M. O., Lesaux, N. (2017). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Tuckman, B. W., & Harper, B. E. (2012). *Conducting educational research*. Lanham: Rowman and Littlefield Publishers, Inc.
- Turbill, J. (2002). The four ages of reading philosophy and pedagogy: A framework for examining theory and practice. *Reading Online*, 5(6). Retrieved on the 22nd March, 2014, from: http://www.readingonline.org/international/inter_index.asp?HREF=turbill4/index.html
- Turner, J. (2012). Academic Literacies: Providing a space for the socio-political dynamics of EAP. *Journal of English for Academic Purposes*. Vol. 11, pp. 17-25
- Uccelli, P. and Galloway, E. P., (2016). Academic language across content areas: Lessons from an innovative assessment and from students' reflections about language, *Journal of Adolescent and Adult Literacy* Vol. 60, No. 4, pp. 295–404.
- Ugwu, A. N., Ifeanyieze, F. O., and Agbo, P. N. (2015). Competency Needs of Postgraduate Students of STEM Education in Research Writing in Nigerian Universities. *Creative Education*, Vol. 8, No. 6, pp. 701-706.
- Understanding Academic Literacy (UAL). (2012). *Module EDLE700E1*. School of Language, Arts and Culture. Edgewood: Faculty of Education, University of Kwazulu Natal.
- Van der Merwe, D. (2018). Aspects of academic language proficiency of intermediate phase teacher education students. *South African Journal of Childhood Education*. Vol. 8, No. 1, pp. 17-30

- Van Dijk, T.A. (2009). *Critical Discourse Studies: A Sociojankitive Approach*. In Wodak, R., and Meyer, M. (2nd Ed.). *Methods of Critical Discourse Analysis*. London: SAGE Publications Ltd
- Vithal, R., & Jansen, J. (2010). *Designing your first research proposal: A manual for researchers in education and the social sciences*. Claremont: Juta and Company Ltd.
- Vygotsky, L. S., (1978). *Mind in society: The development of higher psychological processes*. Cambridge, Ma: Harvard University Press.
- Vygotsky, L. S. (1979). Consciousness as a problem in the psychology of behaviour. *Soviet Psychology*, 17(4), 3-35.
- Vygotsky, L. S. (1997). *The collected works of L. S. Vygotsky, Vol. 4: The history of the development of higher mental functions* (R. W. Rieber, Vol. ed; M. J. Hall, Trans.). New York: Plenum Press. (Original work published 1941).
- Wallace, M., & Alison, W. (2006). *Critical reading and writing for postgraduates*. London: SAGE Publications.
- Walliman, N., & Buckler, S. (2008). *Your dissertation in education*. Los Angeles: SAGE Publications Ltd.
- Walzer, A. E., & Gross, A. (1994). Positivists, postmordenists, Aristotelians and the challenger disaster. *College English*. Vol. 56, No. 4, pp. 420-433.
- Weideman, A. (2007). *Academic literacy: Prepare to learn*. Pretoria: Van Schaik Publishers.
- Wiedeman, A. (2003). Assessing and Developing Academic Literacy. *Per Linguam*. Vol. 19, pp. 55-65
- Weideman, A. (2014). Academic literacy: Why is it important? Introduction to Weideman & Van Dyk (editors). *Academic literacy: test your competence*. Bloemfontein: Geronimo Distribution.

- Wendy, R., & Pillay, D. (2014). 'The forms of our knowing are "moving"': A Reflexive Lens on the Self-study Supervision Relationship. *Alternation Special Edition*, ISSN 1023-1757, No. 12, pp. 283 – 305
- Wilmot, K. & Lotz-Sisitka, H. (2016). Supporting academic writing practices in postgraduate studies. Retrieved on the 25th, Jan, 2018, from: www.ru.ac.za/postgraduategateway
- White, W. J., and Ali-Khan, C. (2015). The Role of Academic Discourse in Minority Students' Academic Assimilation. *American Secondary Education*, Vol. 42. No. 1, pp. 24-44.
- Whitty, G. (2006). Educational research and education policy making: is conflict inevitable? *British Educational Research Journal*, Vol. 32, No. 2, pp. 159-176.
- Wodak, R., and Meyer, M. (2009). Critical Discourse Analysis: History, Agenda, Theory and Methodology. In Wodak, R., and Meyer, M. (2nd Ed.). *Methods of Critical Discourse Analysis*. London: SAGE Publications Ltd.
- Wilmot, K. & Lotz-Sisitka, H. (2015). *Supporting Academic Writing Practices in Postgraduate Studies: A theoretical and practice-based overview of academic writing support approaches and initiatives*. Grahamstown: Rhodes University.
- Wingate, U. (2006) Doing away with 'study skills' *Teaching in Higher Education* Vol. 11. No. 4, pp. 457-469
- Wingate, U. (2012). Using Academic Literacies and genre-based models for academic writing instruction: A 'literacy' journey. *Journal of English for Academic Purposes*. Vol. 11, No. 2, pp. 26-37
- Wingate, U., & Tribble, C. (2012). The best of both worlds? Towards an English for academic purposes/academic literacies writing pedagogy. *Studies in Higher Education*, 37(4), 481-495
- Winsor, D.A (1990). Engineering writing/writing engineering. *College composition and communication*. Vol. 41, No. 1, pp. 58-70.

- Winsor, D.A (1996). Do engineers use rhetoric? In D. Winsor. Ed. *Writing like an engineer. A rhetorical education*. Mahwah: NJ: Lawrence Erlbaum.
- Winsor, D.A (2003). *Writing Power: Communication in an Engineering Center*. Albany: University of New York Press.
- Wisniewski, T., White, C., Green, C., Elder, A. F., Sohel, S., Perry, N. E., and Shapka, J. D. (2018). Supporting Students through Role Redefinition: A Self-Determination Theory Perspective. *Education as Change, Vol. 22, No. 1, pp. 1-23*
- Writing at CSU. (2004). *An introduction to content analysis: Writing guides*. Retrieved on the 26th Sept., 2014, from: <http://www.umsl.edu/~wilmarthp/mrpc-web-resources/content-analysis.pdf>
- Yang, W. (2013). Genre analysis of dissertation acknowledgements: A Comparative study across contexts. *3L: The Southeast Asian Journal of English Language Studies, 19(2), 27-40*.
- Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European Journal of Education, Vol. 48, No. 2, pp. 311-325*
- Zaretskii, V. K. (2009). The Zone of Proximal Development: What Vygotsky did not have time to write. *Journal of Russian and East European Psychology, 47(6), 70-93*.
-
- Zhang, Z. (2011). A nested model of academic writing approaches: Chinese international graduate students' views of English academic writing. *Language and Literacy. Vol. 13, No.1, pp. 28-42*.

Appendix 1

Interview schedule for students

- Which department do you belong to?
- What level of study are you doing?
- What writing activities are required as prerequisite for your study completion in your discipline?
- Have you written any thesis/dissertation or academic paper? When did you or at which stage will you be writing any of these?
- What is your understanding of academic writing/literacy?
- What are the some of the difficulties/challenges that you have encountered in writing academic papers/thesis/dissertations?
- Now that you are in postgraduate level, would you say your writing is the same with your undergraduate writing? Explain
- In your opinion, what constitutes “good academic writing” or disciplinary writing in your discipline?
- What distinguishes the writing that is expected in your discipline from other disciplines?
- Is there any module/course put in place, which provides instruction on academic or research writing at the postgraduate level?
- How did the teaching and learning process take place in thesis module/course/lecture (in question 9)? Briefly describe a typical contact session.
- In your opinion, what are your lecturer’s or supervisor’s expectations of academic writing?
- Apart from the courses or courses, how else have you learnt how to write research articles, thesis or dissertation?
- Describe your writing experience at the undergraduate level, and explain any similarities and or differences?
- To what extent did your undergraduate experiences prepare you for the research writing that is expected at the postgraduate level?

- What other research writing support is provided to postgraduate students in your department?
- How often do you meet your supervisor? How does he/she support your research writing?
- Do you have any suggestions or way forward regarding how to postgraduate students experiences of academic writing can be improved?

Appendix 2

Interview transcript POCA

- EA Which department do you belong to?
- POCA: I am a student of Chemical Sciences.... But it has other branches... it has Industrial Chemistry, Physical Chemistry, we have uhmm...analytical chemistry, all under the broad Chemistry department.
- EA: oh yeah, I heard you have Analytical, Environmental, Organic, Physical, and Industrial Chemistry and uhmm... yours is...?
- POCA: Analytical and Environmental Chemistry
- EA: Oh ok ok...so what level of study are you at the moment?
- POCA: Master's Degree programme.
- EA: Are there any writing activities that are required as prerequisite for your study completion in your discipline?
- POCA: As we know that hmm an M.Sc. degree involves research and course work. So to be a graduate of the department for M.Sc. at least you must have written some publications, research articles.... That is for me anyway and my supervisor.... You must have written tests or continuous assessment ... you must have written exams, based on the courses, the course module...
- EA: You mean exams based on each module...
- POCA; Yes, each of the courses, hmmm...several assignments, based on the lectures, the topics, the courses I am taking and assignments... written assignments and basically, I think that is what we should do. **But the publications and research articles are based on different supervisors and their involvements with their students.** How hardworking the students are and the likes

- EA: So you do write a project... Is there any other written work you do besides this?
- POCA: The research article I'm talking about is different from my research project, my huge research project... it's different from the thesis... that is...on completion you have to submit a Master's degree project. That is different from the publication.
- EA: So you call it Master's degree project.
- POCA: Yes, or thesis...it is Master's project or thesis...that is what some other supervisors call it. My supervisor calls it thesis.
- EA: So, at this stage have you written any academic paper or publication like you said? During my undergraduate programme, I (paused)... I worked with the HOD of the department and hmm. He is a man that encourages writing, so from my hmm...project my research project we wrote about two publications... one has already been accepted right now, that is from my hmmm, the... undergraduate project. An extract or an excerpt of the project was used in writing an academic article. So and right now, also because I am done with research for the laboratory work, we have started writing on some of the results... we have gotten... I think I have about two write-ups already, but still being proofreading under modulation or under...assessment by my supervisor.
- EA: Oh ok ok...
- POCA: So he encourages writing, so I have about three in all now. One has been accepted in an international journal... I think two have been accepted, one to be published in January this year and two still under process. still under writing, thank you
- EA: That's good, congratulations...
- POCA: Thank you

- EA: So hmmm... What is your understanding of academic literacy, or maybe let me say academic writing?
- POCA: When we talk about uhmm academic literacy or writing, it is different from the conventional form of writing because hmm... the aim of academic writing is to pass on or to contribute to science, to contribute to knowledge, to expose the world or as many people that have access to that particular writing... information, findings, reports to attain...Academic writing involves introducing a new finding or probably what has been done before in a publication form and you know it supposed to include introduction, hmm, previous work, literature review...hmmm, results... research methods, results and discussions. Then most often a time there are recommendations are based on the findings you have gotten. So it is, as it' ...concise report. Academic writing involves, it's a concise precise about findings or research that have been conducted as it regards my field of science
- EA: So from your experiences of writing as you have said, what are some of the difficulties or challenges that you have encountered in writing...
- POCA: In chemistry, because I am in Analytical an Environmental Chemistry, we are...we deal with a lot of... we work on pollutants, we do environmental studies, real life studies, we collect samples from water, from air, from raw analysis. In writing reports, as regards my field of specialisation, we have to...there is something they call hmmm...your ability to compare your work with previous work that have been done. And ... Referencing is also an issue. If peradventure someone has done something related to the work, and you have results that corroborates with what has been done, citations are always necessary. ... And in developing countries like Nigeria, you have to have access to articles and in writing academic papers, you need books, you need papers, you need previous work you need to read wide, so getting article to reference access to internet also are challenges we face in writing.. And, the problem of plagiarism which must be avoided...plagiarism... which needs to be avoided in academic writing... so internet issues, availability of articles to reference, to cite,

citing in a way that plagiarism will not be involved. These are problems we encounter and which must be surmounted to have a good academic hmmm...paper.

- EA: Ok, so when you talk about plagiarism, what are some of the challenges you have faced with this aspect?
- POCA: At times when we go to the internet, you will see abstracts of a particular article, you might like some of these abstracts and you want to include them in the introduction, not in the body of your work... In you introduction, most of these are not... they ... there are only abstracts, you can only find abstracts ,at times to get the bulk of the article so that you can know the journal who is publishing it, the date of publication, the date of which journal was published becomes a problem. Meaning you cannot just pick up that particular abstract you have gotten from the internet and use them as part of your introduction or ,or introducing your work. Meaning you have to now begin to source for the paper itself, if not you might end up in. If you don't get the true source of the paper so that you can cite properly the person who did the work you are saying. So and at times you'd uhmm... you might have a phrase in your head and you might think it's just something you...you might think it's your source, it's your words but it might be things you have read on the internet and you are including in your work which needs proper citation. So plagiarism is always an issue
- EA: So you don't have internet facilities?
- POCA: We have internet facilities on campus, we have internet but the thing is they also subscribe to internet providers too and hmmm it's often our problems in the....
- EA: So you have to subscribe as a student...?
- POCA: I mean... as a student, no, we have our access to it, we have password to...we have a password automatically as a student. But the thing is the network

providers are not...uhmm... not the school's fault here, network providers are not always reliable, we have problems with MTN, GLO and the rest of them

- EA: So the school does not have its own internet provider.
- POCA: It has, but where the school connects to the server we don't know, but students always connect to mobile network internet providers
- EA: Is it only on the internet that you get your materials from? How else do you get your materials?
- POCA: Sometimes we go to the archives, the school archives. The previous works, the previous 'dissertifications' ...dissertations...I mean, previous thesis.
- EA: So where are those kept??
- POCA: In the departmental library
- POCA: but of course they uhmm, the MSc program just started recently. I think we are the fourth set, so we don't have a solid base, I mean archive you can go to, so you have to consult the internet to see the work that has been done, and compare it with previous works that have been done with your supervisor and of course we get our information that we need.
- EA: Now that you are doing your postgraduate studies, how does your writing compare with your undergraduate writing?
- POCA: It has improved; it is a lot different now because hmmm when you come to postgraduate programme it brings lots of independence that means you have to work on your own more often with your supervisor than undergraduate writing. And, in undergraduate there aah, not much request or desire for... or passion for writing academic papers or articles. Unlike in the postgraduate where your recognition as a scientist or as a researcher is somewhat based on the findings, you should able to make and the numbers of publications or

research articles you have. . So the passion for it has grown, so also the skills for writing.

- EA: So, what exactly do you think has changed so far?
- POCA: I think I hmmm, more more...what I think is more attention is now given to the way you arrange your write up. I mean before you can just report your findings anyhow or probably.... but now, I think there is more emphasis is placed on the arrangement, meaning, abstracts, your topic, your introduction, materials and methods, your results, your discussion, your references... these I knowledge that I didn't have in my undergraduate days. I just...when I write I cite reference, how it is arranged, based on alphabetical or systematically, I hmmm now I know how it is arranged systematically. But before, I would just cite reference where I got it from..... And also, the... words, I now tend to be aware of plagiarism. I want to avoid repetitions, I want to avoid grammatical errors, I want to be more careful with hmm the references so I don't mix it up. So much attention is given to those things repetitions, grammatical errors, reference, equations how they are written and diagrams where necessary...schematic diagrams to explain the work. All these has added to the way I work now
- EA: In your opinion, what constitutes "good academic writing" or disciplinary writing in your discipline? Or what is the peculiarity , distinguishes your academic writing as opposed to other discipline
- POCA: As a student of Analytical and Environmental Chemistry, first I think your write-up must convey information or findings... that is a good one. It must be devoid of grammatical errors, good academic writing must be devoid of grammatical error. It must, like I mention plagiarism, it is a big fault at writing, academic research articles. It must be devoid of plagiarism, vain repetitions, as in repetitions that are not necessary. So a good academic write-up must enlighten...must be easily understood by an average human being. That means if somebody who is not totally in my field must be able to read it and at least understand the basis or get something from it. And the peculiarity is that there

are terms that should be used as an analytical chemist that other fields of endeavor or science might not be using. For example, in my field we use a term called persistent organic pollutants (POPs). Then we use terms like uhmm... sorption/adsorption, often and not in other fields, we use probably absorption or adsorption. Those are the two phases of sorption. But as scientist...as chemical analyst, we could just say sorption which encompasses both the absorption and adsorption. These are peculiar terms we use. We have hydrophobic organic pollutants (HOC). There are pollutants that we work with often and.... and these are rated by the WHO as pollutants that are persistent in the environment, pollutants that affect the environment, affect health. We have talked about toxicity, ecotoxicology that means poisoning of the environment... the eco system...toxic means something that is harmful, while eco means the eco systems. So, in short we say ecotoxicology. These are studies we carry out as Environmental and Analytical chemists on fish, poisoning of fish, of uhmm, of plants, of biotic and...species- living and non-living species in the environment. Those are terms we use... and of course, in writing academic writing these are terms that we supposed to involve, that are used in our papers that merely looking at it, you will know this is written by somebody in Analytical and Environmental Chemistry. .

- EA: Is there any module/course put in place which provides instruction in disciplinary or research writing?
- POCA: We have a course in first semester. It is a four-unit course. It is called Research Methodology and Technique. This is a course that encompasses all of the postgraduate students of the department. This is where you are taught how to conduct research. How to solve a problem, how to develop (paused) an experimental procedure and how to report your result. So this course talks about reporting, it talks about identifying a problem then, from there you develop, you know the source of the problems. After you identify the source of the problem, if it is an aquatic problem, probably toxicology for example, of course it affects both man, plants and so you develop an experimental

procedure, we collect data we report. So under the report is where you are taught how to write uhmm... academic paper or disciplinary writing as it is put here. There it teaches you the basis or the fundamentals involved in writing papers as a chemist or as an analytical chemist.

- EA: What do you call this course again?
- POCA: Research Methodology and Technique, CHM701, it is a four unit course
- EA: When you say four unit, what do you mean??
- POCA: Yeah yeah, the workload... it tells you it is fundamental. Almost all the research students or postgraduate students take that course. It's a mandatory a compulsory course for all. So it's heavy.
- EA: Is it a general course
- POCA: I mean it is a general course for all chemists....all postgraduate students in the department. And, of course you know when it comes to chemistry, as much as there is difference between physical, organic, analytical, environmental etc chemistry, there are fundamental research methods that are alike and similar. So when a chemistry student is writing, it is almost...there are some very very significant similarities even though if it is an analytical chemist, physical chemist then industrial chemist (etc), or as a chemist generally, how you report, how you conduct experiment, how you generally report your reports and you analyze your data and the likes.
- EA: Since you say this module introduces you into how to conduct research, does it also teaches you on how to write?
- POCA: It does...Emphasis is not really placed on how to really really write. But, there are part of the course that talks about reporting, ensuring you avoid plagiarism. But, emphases are placed on....by my supervisor. My supervisor places the role of emphasis...emphasising the role of how to write research papers and articles in academic writing. So my supervisor does the job.

- EA: So when it comes to the writing aspect, your supervisor...
- POCA: ...takes over. The module just talks about the research methods, the reports, sampling, analysing, instrumentation and the likes...that is what the course talks about. But when it comes to writing and professional choice of words, my supervisor comes in.
- EA: How is the research methods course taught? Maybe, you can describe a typical lesson?
- POCA: uhmm...We have a postgraduate class where all students, all postgraduate students we assemble for our lectures....
- EA: I mean in this lecture Research Methodology and Technique, CHM701.
- POCA: Yes. For first semester, about four lecturers take the courses. Professor, two associate professors, a doctor. This course is divided into two aspects taken by, of course based on the discretion of the department. The lecturers take aspect of the course in order to treat it in-depth, that's why it's a four unit course, because based on the numbers of lecturer and the workloads. So, each lecture has their own time. For example, we meet 3 times a week, but at least twice a week we have this lecturer, twice, and that is about two hours for each contact time. We assemble in a class, the lecturer comes in with marker, the board and with the lecture materials, like the notes...lecture notes. He comes with the notes we make photocopies, we have a copy of the notes too, we read before he comes, he comes in, he explains the concepts, makes descriptions with the board, he writes and we take down points- that means he dictates some core details, aside the lecture notes which we have and that is how we have our class, and that is about 2 hours each lecturer weekly.
- EA; Ok, so is there any specific module where students are introduced to thesis writing or writing at the postgraduate level, other than the one introduces you to the methodologies above?

- POCA: In all honesty, the... how to write thesis is sole responsibility of our supervisor...but of course during the course of the lecture (Research Methodology and technique, CHM701), they mention-talk about how to write reports and thesis.
- EA; since there is no specific instruction on writing per se, can you describe how you have managed to learn how to write?
- POCA: I have contact with my supervisor almost every day, in fact I spend most of my time in the school with him. So there and then we talk about thesis in most my research work, I give him...I update on the results that we have. We come to the lab at times, we check, we work together. So, those are periods where we talk about reporting, writing thesis or dissertation. I go to his office, we meet in the lab, and we talk at length. So, when I'm in school we spend most of the time together.
- EA; So in your opinion, what are your lecturer or supervisor's expectations of your writing?
- POCA: Yes there, there are terminologies you must use as an analytical chemist, there are... (Paused)... when it comes to the use of English they are not really interested in big vocabularies, big use... My supervisor is interested in something a layman, learned or somebody who probably knows English language can just read and understand. But he is interested in correct use of English language; he's interested in terms instead of using English words or English...there are times that he request you to use the terms that we use. For example, let's say uhmm...I'm trying to look for an example...let's say...if I say...uhmm... there are places I might write the absorption of molecules and adsorption of molecule, he could just come and say this is becoming ambiguous or probably bogus, why not say sorption of molecules- that explains the absorption and desorption of molecules. That encompasses both. So he expects...he doesn't want hmmm...too much ambiguous writing, writing much,

but writing decently, correct use of English language and using the terms that are relative to analytical chemistry.

- EA: Apart from the Research Methods course and your supervisor, are there any other sources that you can credit for your writing development?
- POCA: The fundamental of writing is knowledge. The knowledge of your field helps you in your write-up. How much you know help your...or gives quality to your write-up. In the Master's programme, it is expected of you to be proficient in an aspect of your field AS against the undergraduate programme where it's just a general knowledge of chemistry. So automatically, all the courses are tailored in making you a master in your field, making you proficient in your field. Therefore, every of the courses I have [offered] so far, and the ones I'm [offering] right now, they have contributed immensely in different ways. Some have contributed in the knowledge of implementation, which I put in my writings, some have contributed in methods...methods development, research development, which are also part of my write-ups. Some of them have talked about uhmm... general course like uhmmm...undergraduate I mean...that's where we do use of English. These also what has helped in my write-up, the use of English, during my hmmm...my thesis. So most of the courses are tailored in making me proficient in my field and also, directly or indirectly contribute to my write-up, my writing skills in reporting, in terms peculiar to my field.
- EA: Ok, you have mentioned the words plagiarism, source, undue repetition, citations etc. How did you learn all these aspects during the course of your studies?
- POCA: It is uhmmm, it has uhmmm ... on the internet. I think there are several works you can read from... I mean previous works that have been done, published, which you can... it can help you mere going through them, you'll see how research are reported. That is one. My supervisor also, I think one thing he does before I go into the laboratory for any experiments, he makes sure that I have read... he gives me a lot of articles to read. That gives me a foundational

knowledge about what I am going into the lab to do That is if ... hmmm... it might really be what I'm going into the lab to do, but he tells me what people have done, how it has been reported, that way it improves my writing skills. And when I have issues, I report to him. Apart from that I also have my personal development. ..I write, I give people to read, not necessarily him (supervisor), sometimes even the HOD (head of the department) too helps me, reads to correct, I make corrections and this has also improved me personally. And I'm still improving

- EA: So if anyone would ask about your referencing, what would you say?
- POCA: I can, I am proficient. I am not professional but I can reference.
- EA: How long have you working with your supervisor?
- POCA: He was my supervisor in my undergraduate days; he has been my supervisor for more than 4/5years. He supervised my undergraduate programmes and also my postgraduate.
- EA: So your supervisor has contributed greatly to your development ...
- POCA: I also read publications; I read wide, I read publications from other lecturers from the department and even from international writers, and that has helped me.
- EA: Though we have made comments on your undergraduate experiences, can you clarify more on the differences with your experiences now?
- POCA: My writing then was not as...should I say decent enough... was not as directed towards knowledge, as it is now. I write four publications now, rather than in my undergraduate days where I just wrote for probably continuous assessment, I wrote for exams to be assessed by.....I write now with the mind-set that it will be assessed by international organisation, I mean publishing firms, international journals, by people who are not even Nigerians. So the thought of

that alone makes me take cognisance of grammar, the use of English, the reference, the citation and to avoid plagiarism, I take more time now in writing.

- EA: How often do you meet your supervisor? How does he support you in your writing?
- POCA: We meet every day. Except if he is not on campus, probably in a meeting, but normally we see every day.
- EA: In your contact with him every day as you said, what process, what activities or what means or what does he do to support you regarding your writing?
- POCA: A times we... he is someone that encourages ideas. At times before we start any experimental work, any laboratory work, we develop research and this he does not do on his own, he requires my input, my significant input. At times he asks questions on what aspect of this field do I think I'm interested in...what pollutant am I interested in, what part of the ecosystem I think needs attention. There I have to automatically think and look at problems and how to proffer solutions to it. Generally our field is the one that is concerned about the environment, and the environmental sustainability, global warming, it considers so many of these things. So, you want to think about a problem and how to solve them. So most often at times, we discuss these problems, environmental problems, we talk about pollutants, we talk about earth issues as a result of exposures to these pollutants. We inform ourselves. This often involves mostly our conversations on a daily basis. We talk about problems, we talk about health effects of the pollutant in our environment, and it involves basically what we talk about...so we design experiments, when we design our work, we look at previous works that have been done, probably related to it. Then we socialise a lot, there are time when we have worked together in the lab, 24/48hours, sleep in the lab together because of the research, and we monitor our work because some of these isotherm study take time or kinetic study, they all take time to equilibrate...Before they reach equilibrium it takes time, it takes hours, it takes days sometimes. So these are things that inform us of our work, and what to

report, what to work on, what pollutant to consider, what environment to serve as a case study and it has really helped my research skills and writing.

- EA: You mentioned a number of challenges that you have experienced in your studies, do you have any suggestions or way forward regarding how these can be improved for the subsequent Master's degree students?
- POCA: If there is any, I think hmmm...I think just to encourage research since science and research is the vehicle or driving force for any development in country...funds should be made available to research students, to Master's degree students, research students, postgraduate students, so as to encourage meaningful research. And make available the necessary materials, as students won't have to send for materials abroad if they are made available in the country. And making available funds to students, these can make research easy for the subsequent students.
- EA: Thanks

Appendix 3

Interview schedule for lecturers

- What department/discipline/specialization do you belong?
- In your opinion, what constitutes academic writing or disciplinary writing?
- *What distinguishes the writing that is expected in your discipline from other disciplines?*
- Can you describe how writing is done in postgraduate?
- What are the lecturer's/supervisors' expectations of Master's degree students' academic writing/practices?
- What are the school/university yardsticks in measuring students' academic performances in their Master's degree programme?
- Describe briefly what is expected in students' thesis/dissertations
- How do you support the students you supervise with research or academic writing?
- In your opinion, what is your role in as a supervisor in developing student academic writing?
- What other interventions are available in your department to support students with their academic or research writing
- Do you think students are writing up to expectations of your department?
- Do you have any suggestions or way forward regarding how to postgraduate students experiences of academic writing can be improved?

Appendix 4

Interview transcript SUPERVISOR MEK

- EA: What department and discipline are you Prof?
- MEK: I am a Plant Scientist.
- EA: In your own view what is disciplinary writing sir?
- MEK: There is disciplinary writing, but at same time there is this... I will call it all-purpose writing or general purpose writing. For instance, I am a scientist when I want to write for my journals or whatever it is... journal articles or scientific writing, there is a specific way you write things. And when you are now writing things on politics, etc., there is another way you write, but the transition depends on your ability to grasp your subject matter. Sometimes, students don't know the difference, but at least reasonably as you progress in the research you should be able to know the difference how to translate from one boundary to another specifically when you know the content the contextual implication of your audience. For instance, we in sciences we always use third person, this experience was carried out, was conducted measurements were made but in social sciences, that is where see 'I did this, we did this' etc... but in sciences, no we don't do that, that's a rule
- EA: Number 3, Can you describe how writing is done at the postgraduate level? What are some of the writing activities that post graduate students engage in?
- MEK: It's different in several levels. First, there is assignments, examinations, term papers, progress reports, and at the end of it all, we have dissertation so there are different levels of hmmm... and by the time the students goes from one stage to the another, they will be ..tutored if they makes mistakes. First of all, he will start with his proposal, from proposal he'll be given class assignments and time papers and all the rest. . So you monitor how well he does, and by the time he submits his progress report you will be able to tell him when he's doing well towards the end when he finishes, you assess his thesis or whatever. So

even we, in science we teach English a little bit. So, from one step to the other you will be teaching him or her...this is not a scientific language or writing. Because that is one thing with us, we in sciences, we have scientific writing. So if you writing like an economist, we won't accept it in science

- EA: Sir let me quickly ask one or two questions about scientific writing. What makes up scientific writing? When you say this is scientific writing, what do you want to see as a supervisor?
- MEK: when we look at science itself, we don't like speculating, if you don't have information you don't speculate. In science, don't say I believe. Whatever you do must be based on facts and figures before you write. Don't say I believe, I believe, the facts points to so, so, so, so. You may want to have a different opinion but the facts before you are saying so, so, so. That's science, we always... we don't have political language in science. So some people you know when you come to political science they use political language. In Science, it's always precise, so that whenever you get to you find that mostly scientist when scientist when they write, if you give five scientists data to write on a particular subject you find that everybody will write the same way because we deal with facts on the ground, and not with your own biases. Sometimes the social sciences are biased; you need to bring out your personal bias ...but that personal bias only comes when you have facts and figures to justify what you want to say.
- EA: Thank you so much sir. Then number 4 sir, what are the lecturers or supervisors expectations? Let me put it this way...what are your expectations as a supervisor of your Masters student's academic or research writing?
- MEK: Number one, I don't believe that a scientist must not write good English. Though me I am a scientist and therefore part of English is not correct some people say it's common... but it's an escaping attitude it is a lazy attitude. So the fact that you are a scientist doesn't make you a bad user of language. If you cannot communicate, then how do you get across information? That's, that is

our attitudes in science. My personal attitude...and thank God, majority of scientists I have come across, we write like people who are in Social Science so when it comes to real writing like English. And you will not be tolerated if somebody is editing your paper and they find that there is too many errors... and bad use of English, he will throw your paper back at you

- EA: so what other things apart from the good choice of words, good construction, English language use do you expect to see in your students for instance their thesis...what are the things you expect them as master...?
- MEK: First of all, you must have knowledge, full grasp of your discipline you can only tell me that you have full grasp by the way you express yourself. It's one thing to know your subject matter, it's another thing to be able to convince that you know what you are saying. You know there are some people they might know what they want to say for as long as say you have not said what you want to say, you have not communicated. That's we in science. Knowledge itself is not an issue your ability to communicate the knowledge that you have is very important to us.
- EA: And supervision?
- OO: hmmm, yeah, there is place for supervision too... and that is the essence of one-on-one supervision. If you know that this person is not good in one area you start to point out that this is the problem, this is your area and you give more assignments on those areas so that you can build. For example, look at this (showing me a student's work)... this is someone's time paper, this is the fourth time she's submitting this term paper this month, she's done it over a period of one year and after reading I will go back; say sorry, this is not worth it, go back again but the point is during the period of going back you learn more, you are forced to learn more that's why sometimes at Masters at this level I like this **open book examination**, because you are doing an assessment your ability to process information
- EA: She might think you are tough but ...

- MEK: Yeah she will be saying the lecturer is very difficult by the end of it she has now learnt something that is a M.Sc. grade. In the United Kingdom, they will say at 700 level grade. So, if your work is not at the level you go back again and go and do it. So by the time you go back again three, four six times you be able to get... you know when you learn somebody pushes you back, back and back again, each time you are corrected if it's somebody who sound and who knows what you want to do the person will want to do corrections.
- EA: Sorry I think I want to ask one question about hmmm... you call this term paper.
- MEK: Term paper...
- EA: yes what exactly is it that she's not doing right that you try to correct over and over?
- MEK: The first thing was that the literature research was not enough. Then the second thing is that the work was not detailed enough but the worst she did was that, she came up facts and figures she didn't give me a synthesis. . It is one thing to have facts and figures and one thing to have an idea on how to utilize facts and figures because I told her that you should be writing as a consultant. I have given you this and said go and look at this problem in Nigeria and bring me a report. It's one to say this and this will work just you have to bring back put all the information together and then you have a specific focus. If work is not focused it does not look like a consultant report, then I will throw it back, because maybe at MSc level, you are trained to be a consultant in your field...
- EA: Yes...I will still like to go back to the issue of literature review, but before then, in Number 5, what are the school's or university yardstick for measuring student academic writing at the postgraduate level?
- MEK: number one is a general one, there is an examination that someone has to write, written examination. Usually majority of the courses have Written examination and they have term papers but some like that one I just told you it's

just term papers and I call it open book exam given a problem to read and they get a solution to the problem. It is actually a like problem. It is not as if I am saying give an account of ...no, you go out and you see a problem and then now look all round for solution to that problem and present a report that this is a solution to that problem. ...at that level, that ensure that you have full grasp of your discipline

- EA: You said open book...
- MEK: Yes open book. That's why I call it open book because you have an opportunity of looking at any book and you get time...I give you two weeks or three weeks then you come back with your report . That's where the trick is if I give you 10 references and at the end of day, you have 14 references. If I give you 10 references you should be able to triple that shows you were able to search E: Apart from exams, how else do you assess students' academic writing?
- MEK: There are seminars... where you come in and tell us whether in terms of verbal communication or you can call it presentation ...and we also look at your appearance, all this shows. We don't want... We assess your mode of dressing, many things, we assess your diction, presentation', pronunciation and all other things, so there is actually another course itself in the form of a seminar. So you now...then at the end of the programme again you present the seminar based on your own thesis before you are now allowed to go to the final examination, which is an assessment..., you have an internal assessor then you have an external assessor and then you have a panel of five or six depending on how many are available in the postgraduate school. All of them will be free to ask questions and criticise your work. If you are able to justify that you have done well, then you pass, if you are not able to justify it, you either go or do more work or they'll tell you that sorry.
- EA: So that is in your area, you don't only look at the writing, you don't look at only it, even your dress as a scientist.

- MEK: your presentation as a scientist, even your command of language, even how you interact with the audience. Because when you go for conferences you have a hostile audience. . You manage the whole study. Some people they get annoyed and if they get annoyed you are finished, your paper is finished.
- EA: So sir is there any particular... I think I still have one question there but I want things to be sequential ...is there a particular course that provides instruction in academic writing?
- MEK: Research Methods, there is research methods, there is seminar presentation. Seminar is a 2-credit course, research methods... even yesterday I was told to teach research methods to Master's degree students, advanced research methods. I think I've heard a lot from the students.
- EA: Number 6, do you... Do students write dissertations or thesis in your discipline sir?
- MEK: yes
- EA: Please briefly describe what is expected in their thesis?
- MEK: the first one is the statement of the problem Chapter 1. Two, what have people done so far to address that problem...
- EA: would that be in the literature review?
- MEK: Yes, that's a literature review. What have people done so far... what are the lapses you have found... the gaps. . What do you want to do? How do you want to do it that is the method? ...what have you found out and what are your conclusion?
- EA: oh ok sir... Number 7, how are your students in your discipline supported with disciplinary writing? How do you initiate them into the writing standard or approach peculiar to your discipline?

- MEK its one on one, most of the time it's one on one thing. Particularly, at Master's degree because at this level, you have a supervisor. Besides the general class, if you have ten, twenty Master's degree students in the class, that is a general one but when you talk to the supervisor each time you talk it is just you and your supervisor. You write a report, he sits down with you, tells you all your mistakes your errors and your strengths because it's not about criticism alone... he has to tell that are good at this area because it's good to encourage people. More importantly, is a one on one thing so we go by Email. For instance there is a student I keep telling him that at PhD level, I don't like the way you write, spelling are wrong and you have not given attention to punctuation. Even in chemistry, even in your department because communication, **the comma in a wrong place means something different**. So I keep saying that particularly at PhD level, you must give attention to punctuation, because that's the one that will say give an indication that you have command of the language and you are able to present information according to what is in your mind. The information that is within you, it must be transcribed but if along the line the method of transcribing is defective then you may not have achieved anything.
- EA: Number 9, are students are writing up to your expectations?
- MEK: There is a general deficiency now. I must be honest with you, but then also the whole school you know the idea that standards are falling, it is not because standards are falling because population are growing. There was a time when in a whole town only one person would be doing MSc for the whole year and that would probably the most brilliant student in that town, so he will do well. But now when in one house five or six people do MSc in one year. Since then you say your standard are falling, but No! It is because population are growing. When I went into secondary school, only two of us managed to go from primary to secondary school, only two of us, whereas now in a class of sixty if it's possible to have 60...So when everybody goes to school that you find that the absolute figures actually in terms of the quantity may have increased but in terms of quality n they go down. Just like a said if one person has a BSc in the

whole town in one year, you know that probably the best person, no problem, but when a 30 people are graduating in the family in one and the same year, whereas only one of them should have been thrown up by the system as the most brilliant who will have the opportunity to go.. So standards have not really fallen but because of the fact that there are more people exposed to education they will look like if there is a lot more work to be done, bringing more people up. That is my own feeling about some people may not agree, they might say standards are falling... because if you look at some students up to today...In a class of hundred you can see two or three who write very well. Good pronunciation good, good diction, everything is fine, have use of computer everything out of 100 people but it's because the 100 people have come to school. What about if there was a system where only two people could go to school like in the days of old, the system would have served everybody hard and the best two would have been able and they will do well. That's why they were doing well in those days because the system was tough... to get you admitted then, you will write this and that, you will do interview but now it's like let my people go (freedom of everyone, biblical allusion)...

- EA: Do you think there should be any other pedagogical hmmm or pedagogic channel... I mean when I say pedagogy I mean systematic instruction,, teaching and learning, on academic writing or research writing at the postgraduate level?
- MEK: ...**ICT based Learning platform**... where you can go either as lecturer is there or not... look for information, search for information, submit assignments do all manners of things and then contribute to discussion because the lecturer can put a challenge and ask you to start to contribute monitoring the contribution is strict.
- EA: This is not yet in place?
- MEK: In this university here this is not yet in place. . I had it when I was in overseas. You find everything there, with everything, in fact even about your school fees. Information about the school fees and any information everything

about you and how you communicate with your mates and when you submit your assignment it has... line submission it tells you, you have submitted and if people raise queries if you have a problem you can put it there. Every other person can see and make contributions. Like the chat platform.

- EA: Thank you sir. Number 12, do you supervise students on their thesis the moment?
- MEK: yes...
- EA: ...How many?
- MEK: I have one PhD students and two MSc students and several undergraduate students.
- EA: In your opinion, what is your role as a supervisor in developing the students' academic or let me say research writing. What is your role as a supervisor in developing good writing in the discipline?
- MEK: First of all, you can't give somebody something you don't have. I must ,when my students come to me, first of all, I give them my papers that I have written so that whatever I preach need to have, hmmm... and I will be observing and then more importantly just like I said before, there is this interaction SS. This constant interaction you see something wrong you point out and you ask them you correct and come back gain. You give them...starting from proposal stage that's when you start to mentor you start to tell them I notice that you are lazy in this area I notice whatever it is, because proposal is a first stage when you see a student who is brilliant it starts from the proposal stage. You don't have to criticize too much to know that this person has done a lot of work.
- EA: Number 15. ... What advice would you give to the students, the department or the university regarding supporting postgraduate students with academic or research writing?

- MEK: my general advice is practice makes perfect, if you don't practice I noticed some university will tell you when you do a PhD they want to see that you have attended at least two conferences within the period of your PhD, you have at least written five papers and have been peer reviewed. When you have done that you go for a defense and carry on your papers and whatever, and that's it, that's a major, it's no longer about your internal one, people from outside have access to it. We need to give ourselves opportunities we send our student to conferences to go and see other people coz sometimes people stay in a place and they don't know whether they are recognized.
- E:A Second to last question sir, what are the challenges you face as a supervisor or lecture during supervising postgraduate students, if any?
- MEK: a lot. Me as person one of the challenges I am facing is the issue of time management. Just now I've just left as the dean, a dean...at another meeting... , meeting, meeting by the time you come back you are fed up...and you cannot resist to go for meetings, senate meeting, committee meeting, adhoc committee, meeting, meeting, and meeting. That's a biggest challenge.
- EA: Do you think that also affects the students?
- MEK: It affects the lecturers, ability to provide adequate supervision, but then it has to be done....It must be done by somebody (both laughed)
- EA: Do you think there could be any way out of that?
- MEK: in actual act, the university system has a culture of this committee system. So if you are advocating a committee system somebody has to be in a committee and if you need a committee you need the experience of those who are at the top and I think with the contribution of those who are not exactly at the top you can't put someone who is a lecture 1, and ask to go and head a university committee...you have to ask someone with experience. And usually it is that person who is experienced that qualifies to supervise Master's students... the workload can be a huge problem... but it's okay if we are running we are still

like university where all the facilities are provided...we have research supervisor at nine o'clock here by the time it is four o'clock everybody is packing their bags where as in some universities 10 o'clock 12 o'clock at night you can still be in the office. That's a biggest challenge in this university, otherwise we would be able to do our things and then I carry my things at checking my mail and click and click and find that everything is internet. Internet helps a lot but when I get time I want to work but I can't work. Sometimes a student tells you I have just sent my report to you .Can have a look at it. And you are trying to download and you can't download.

- EA: The last question what would you suggest in promoting better Master's degree students. What do you suggest?
- MEK: Availability, or provision of access to information. It's all about information the more information you have and the ability to process information the better you get, if there is one person who does better than the other, if you can look closely it is because they have access to information
- EA: Sorry sir might want to ask this question. It's about literature review. I have said I will still come back to it. Some of the students I have met mentioned the issue of plagiarism, I don't know if you have heard about plagiarism. You also mentioned the literature review, statement of the problem, How your students do learns all those aspects things, I don't mean...okay... You said they also learn some of these through Advanced Research Method where they are being taught literature review, from your own side, is there any other support help you offer to your students?
- MEK: It is a one on one thing, in fact immediately; you must let your students know that the greatest offence is...plagiarism in academia is like you have committed murder. You can get away with murder sometimes, but it's hard to get away with plagiarism, because the evidence is there, permanent. If they don't catch you today they will catch you tomorrow because somebody come. And there is a software now called turn it in ... Will to turn it in whatever it is ...

- EA: We use turn it in in my school also...
- MEK: so even now at our university when you submit an assignment it's supposed to be turned in to have a look at whether there has been substantial evidence or plagiarism or not, even now there is a rule for PhD and I think Master's students in our universitysomeone would come with ideas which are similar to yours, even language are similar to you but when it becomes a persistent thing then they now know sometimes you read somebody's and you forget you have read somebody's but the ideas will stick in your head and you have learnt the idea but you can't remember where you got the idea from.. So, I think the tolerable percentage of plagiarism is 20%... I am not so sure
- EA: In my school, 20 % I think...
- MEK: we do have some... a couple of cases where some lecturers' publications have had to be turned in
- EA: even lecturers?
- MEK: we are looking at disciplinary issues. You know for Plagiarism most likely face a dismissal ...
- E: That would be a very serious issue
- MEK: Yes
- EA: Thank you so much Prof for your time.

Appendix 5

Letter of informed consent to Student

Flat 1709,
The Towers Building,
Bamboo Lane,
Pinetown,
South Africa,
3610.

22nd Oct., 2016

Dear Student,

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student from university of KwaZulu-Natal, South Africa, having a research project titled: *AN INVESTIGATION INTO POSTGRADUATE STUDENTS' EXPERIENCES OF WRITING IN A NIGERIAN UNIVERSITY: A CASE STUDY OF A UNIVERSITY IN NIGERIA*. This project is concerned with how students are socialized into academic writing skills in their discipline and the reasons for the choice in socializing students into academic writing the way it is done. This will furthermore, help to examine if students are adequately empowered with necessary academic discourse that typify them as membership of their discipline, and the reason for their academic writing empowerment /marginalization. The focus of the study is to capture the experiences of Master's degree students and lecturers at this level of study.

Should your university Registrar, the Head of Department, and the Ethical Clearance Office of my school 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 lectures. Kindly note that during the interview, all discussions will be audio-recorded.

During the research programme, all that is raised for discussions will be treated in a confidential manner. Your University, the University/School authorities, 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. However, 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.

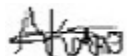
Should you wish to get more information about this matter, you can contact my supervisor:

Dr Anna Bengesai (PhD)
University of KwaZulu-Natal,
Teaching and Learning unit, Westville
Tel. No.: +27312609811
Email Address: bengesai@ukzn.ac.za

OR, The University Research Officer:

Ms. Phumelele Ximba,
University of KwaZulu-Natal,
Edgewood Campus,
Tel. No: +27312603587
Email Address: ximbap@ukzn.ac.za

Thank you



Yours faithfully,
Mr. Akinmolayan Emmanuel.

Declaration

“AN INVESTIGATION INTO POSTGRADUATE STUDENTS’ EXPERIENCES OF WRITING IN A NIGERIAN UNIVERSITY: A CASE STUDY OF A UNIVERSITY IN NIGERIA”

I, Mr/Mrs/Miss/Ms.....(Full name/s) of the department of..... 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 6

Letter of informed consent to Lecturers

Flat 1709,
The Towers Building,
Bamboo Lane,
Pinetown,
South Africa,
3610.
22nd Oct., 2016

Dear Lecturer,

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve you in my research. I am a PhD student from university of KwaZulu-Natal, South Africa, having a research project titled: *AN INVESTIGATION INTO POSTGRADUATE STUDENTS' EXPERIENCES OF WRITING IN A NIGERIAN UNIVERSITY: A CASE STUDY OF A UNIVERSITY IN NIGERIA*. This project is concerned with how students are socialized into academic writing skills in their discipline and the reasons for the choice in socializing students into academic writing the way it is done. This will furthermore, help to examine if students are adequately empowered with necessary academic discourse that typifies them as membership of their discipline, and the reason for their academic writing empowerment /marginalization. The focus of the study is to capture the experiences of Master's degree students and lecturers at this level of study.

Should your university Registrar, the Head of Department, and the Research Office of my institution 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 lectures where students are taught, initiated or socialized into academic writing in your discipline (if any). Kindly note that during the interviews and classroom observation, all discussions will be audio-recorded. Besides class activities, I will also like to engage you with how you supervise your Master's degree students: your consultations, expectations and the students' participation/performances.

During the research programme, all that is raised for discussions will be treated in a confidential manner. Your University, the Head of School, 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:

Dr Anna Bengesai (PhD)
University of KwaZulu-Natal,
Teaching and Learning unit, Westville
Tel. No.: +27312609811
Email Address: bengesai@ukzn.ac.za

OR, The University Research Officer:

Ms. Phumelele Ximba,
University of KwaZulu-Natal,
Edgewood Campus,
Tel. No: +27312603587
Email Address: ximbap@ukzn.ac.za

Thank you

Yours faithfully,
Mr. Akinmolayan Emmanuel.

Declaration

“AN INVESTIGATION INTO POSTGRADUATE STUDENTS’ EXPERIENCES OF WRITING IN A NIGERIAN UNIVERSITY: A CASE STUDY OF A UNIVERSITY IN NIGERIA.”

I, Prof/Dr..... (Full name/s) of the department of..... 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 and give him consent to observe my lectures.

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

Appendix 7

Informed consent letter to the university under study

Letter of informed consent to Registrar of the University

UNIVERSITY, ... STATE,
NIGERIA

Flat 1709,
The Towers Building,
Bamboo Lane,
Pinetown,
South Africa,
3610.

22nd Oct., 2016

To the Registrar of the University,

PERMISSION TO CONDUCT RESEARCH PROJECT

I would like permission to involve your institution in my research. I am a PhD student from university of KwaZulu-Natal, South Africa, having a research project titled: *An explorative study of postgraduate students' academic literacy socialisation: A case study of one private and one government university in Nigeria*. This project is concerned with how students are socialized into academic writing skills in their discipline and the reasons for the choice in socializing students into academic writing the way it is done. This will furthermore, help to examine if students are adequately empowered with necessary academic discourse that typifies them as membership of their discipline, and the reason for their academic writing empowerment /marginalization. The focus of the study is to capture the experiences of Master's degree students and lectures at this level of study.

Should you permit me to conduct the research, I would like to involve two of your lecturers and two Master's degree students from the science disciplines and the other from social science or humanities, but not from the language departments to participate in my study. This is to ensure an understanding of how students in other departments apart from language departments are acculturated into language discourse and whether they have acquired writing practices that are useful and typify their postgraduate writings. The lecturers will most likely be those who are responsible in the teaching and introducing students into their postgraduate writing. In this, I will be interviewing them, and I will be sitting in and observing some of lectures where students are taught, initiated or socialized into academic writing in your discipline. Moreover, I will also be analyzing some of these students' works, for example, the tutorial/module worksheets, assignment/ questions and projects that lecturers construct. Besides class activities, I will also like to engage the selected lecturers with how they supervise their Master's degree students: their consultations, expectations and the students' participation/performances.

In addition, three classroom observations will be conducted in each department where students are initiated into appropriate writing standards that typify each of these disciplines. The aim of this is to find out what acculturation pedagogies lecturers use in initiating their students into disciplinary writing, and to find out whether these have been effective in inaugurating them into their disciplinary cultures and societies. Lastly, a recent Master's thesis submitted by students in each of these departments will be retrieved and evaluated as textual evidence.

During the research programme, all that is raised for discussions will be treated in a confidential manner. Your University, you, lecturers and your students involved will never be linked with what will be discussed during the research sessions. Lecturers' name and students' names will never be mentioned, but pseudonyms will be supplied. The lecturers/tutors involved are free to withdraw from participating if they desire to do so.

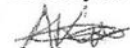
Should you wish any further information from me, kindly contact me on:

- Cell phone number: +27614993760
- Email: eakinmolayan@yahoo.com

Should you wish to get more information about this matter, you can also contact my supervisor:

Dr Anna Bengesai (PhD)
University of KwaZulu-Natal,
Teaching and Learning unit, Westville
bengesai@ukzn.ac.za
Tel. No.: +27312609811

Thank you



Yours faithfully,
Mr. Akinmolayan Emmanuel.

Declaration

"An explorative study of postgraduate students' academic literacy socialisation: A case study of one private and one government university in Nigeria."

I, Prof/D^r/Mr/Mrs.....the Registrar ofUNIV.....(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 lecturers and students as stipulated above as participants in his research.

I understand that they are at liberty to withdraw from the project at any time, should they desire to do so.

SIGNATURE OF SCHOOL REGISTRAR

15.11.2016
DATE

inaugurating them into their disciplinary cultures and societies. Lastly, a recent master's thesis submitted by students in each of these departments will be retrieved and evaluated as textual evidence.

Appendix 8

University of KwaZulu-Natal Ethical clearance approval for the study



5 January 2017

Mr Emmanuel Seun Akinmolayan 211561036
School of Education
Edgewood Campus

Dear Mr Akinmolayan

Protocol Reference Number: HSS/2066/016D

Project title: An explorative study of postgraduate students' academic literacy socialization: A case study of one private and one Government University in Nigeria

Full Approval – Expedited Application

In response to your application received 24 November 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/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.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr Anna Bengesai
cc. Academic Leader Research: Dr SB Khoza
cc. School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

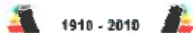
Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3687/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbe@ukzn.ac.za / nymanm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 9

Supervisor's consent letter



College of Law and Management Studies
Teaching and Learning Unit

11 November 2016,

To whom it may Concern

Mr Emmanuel Akinmolayan is a registered PhD student at the University of KwaZulu-Natal, South Africa under my supervision. He wishes to collect data from four Nigerian universities including yours for his doctoral study entitled: *An explorative study of postgraduate students' academic literacy socialisation: A case study of one private and one government university in Nigeria*. For him to get his application for ethical clearance finalized, he will need a gatekeepers' consent from your institution.

Your assistance in granting him consent to conduct his research at your institution will be greatly appreciated.

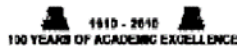
For further details regarding his doctoral study, please contact me (details below).

Dr Annah Bengesai
Head: Teaching and Learning Unit
College of Law and Management Studies
University of KwaZulu-Natal
Tel: 0027 31 260 8911
Email: bengesai@ukzn.ac.za

Teaching and Learning unit

Postal Address: Teaching and Learning unit, J Block, J026, Westville campus

Telephone: +27 (0)31 260 2063/1524/2873/1691 Facsimile: +27 (0) 31 260 1420 Email: thompsonc@ukzn.ac.za
mshengaut@ukzn.ac.za Website: www.ukzn.ac.za



Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville