

**THE CONCEPTUALISATION PRINCIPLES OF AN ACADEMIC LITERACY  
COURSE: AN INTERPRETIVE STUDY OF THE ENGLISH FOR  
ACADEMIC PURPOSES MODULE AT A NAMIBIAN UNIVERSITY**

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by

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## **Declaration**

I, ANGELINA MEDZO ONOMO, student number 13M6885, declare that the work contained in this thesis is my own work and has not been previously submitted for a degree at any other university. Where I have drawn on the words or ideas of others, these have been acknowledged using complete references according to the guidelines provided by Rhodes University's Education Department.

Signature:

A handwritten signature in blue ink, appearing to read 'Angelina Medzo Onomo', written in a cursive style.

Date: 18 March 2018

## **Abstract**

This thesis reports on an investigation into the features of an English for Academic Purposes (EAP) course that may promote or constrain students' success at the Namibia University of Science and Technology (NUST). Work by the New Literacy Studies has problematised what it means to be academically literate and has critiqued the notion of skills training in Higher Education. This study sought to develop an understanding of what the coursework writers' and lecturers' priorities were in designing and assessing academic literacy as expressed in the English for Academic Purposes (EAP) module, and to explain contradictions. As part of this process, it sought to identify the module's strengths and weaknesses in terms of an understanding of literacy as a social practice, and to recommend changes if necessary. My interest in this module is a result of two interrelated factors. Firstly, as a novice part-time lecturer at NUST, I became concerned at the prevailing high EAP failure rate, which suggested that the course was not in fact promoting the academic literacy of the students. At the same time, my own attempts at 'equipping' students with the required academic literacy skills were frustrating. Both these factors suggested that the design and assessment of the course might be misaligned with its purported aims.

To carry out this research, I employed an interpretive paradigm using a qualitative approach. I draw on theories in the field of academic literacies by Gee, Street and Lea. The methodology for the study was a document analysis of coursework materials and assessments, supplemented by interviews with available course designers. The key finding of the research is that the aims of the module are undercut by its structure and presentation. The design and assessment tasks of this module, while they aim at giving epistemological access through the development of students' academic literacy skills, are unlikely to achieve it. This finding explains to some extent the poor throughput rate of the course.

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***Romans 11:36***

*For from Him and through Him and to Him are all things. To Him be the glory forever. Amen.*

**List of Acronyms**

AL:	Academic Literacies
BICS:	Basic Interpersonal Communication Skills
CALP:	Cognitive Academic Language Proficiency
CoP:	Community of Practice
EAP:	English for Academic Purposes
EFL:	English First Language
EGAP:	English for General Academic Purposes
ELT:	English Language Teaching
EOP:	English for Occupational Purposes
EPR:	English in Practice
ESAP:	English for Specific Academic Purposes
ESP:	English for Specific Purposes
HE:	Higher Education
HEI:	Higher Education Institution
IT:	Information Technology
IUM:	International University of Management
MKO:	More Knowledgeable Others
NUST:	Namibia University of Science and Technology
NLS:	New Literacy Studies
NNS:	None Native Speaker
TEFL:	Teaching English as a Foreign Language
TESL:	Teaching English as a Second Language
UNAM:	University of Namibia

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# **CHAPTER ONE**

## **AN INTRODUCTORY ORIENTATION**

*If South Africa is to create a more equal society, the crucial issue is not of granting formal access to the institution, but rather of granting epistemological access to the processes of knowledge construction which sustain it. (Boughey, 2002, p. 305)*

### **1.1 Introduction**

In this introductory chapter, the contextual and theoretical backgrounds for the study are outlined. The chapter provides background information, first and foremost, on the reason for my interest in this research. It then outlines the current nature of the English for Academic Purposes (EAP) course taught at NUST, which aims to facilitate the teaching and learning of academic literacy skills. Similarly, it highlights the challenges faced by the students enrolled in the course. This is followed by a description of the research purpose, the objectives and the questions that this research aims to investigate. Finally, the chapter provides an overview of the research project in its entirety, including a summary of what each chapter contains.

### **1.2 Background to this study: Motivation for undertaking the study**

In Namibia, institutions of higher education (HE) are fairly new, mostly founded in the late 1970 and early 1980s. At that time, access to institutions of HE was largely available only to white students. This was parallel to the South African situation described by Boughey (2002) in a study she carried out during the Apartheid period, when the policy of separate development denied the black majority the sort of learning experiences which would prepare them for tertiary study.

This however changed with the election of a democratic government in 1990. The dawn of independence witnessed an increase in the number of students registering for higher education in Namibia. There are nonetheless currently only two public universities and one private university in Namibia, namely the University of Namibia (UNAM), the newly reformed Namibia University

of Science and Technology (NUST) and the privately owned International University of Management (IUM). Despite the high number of students registering for higher education, the question is, does physical access to higher education equate to epistemological access? One significant call for epistemological access is made by Boughey (2002) in the quote under the chapter heading. Morrow (2009) argues that formal access to higher education does not equate to academic success, arguing instead for the need for epistemological access, or access to the ways of knowing which sustain the academy and which must accompany formal access. It is my contention in this research that it is the EAP curriculum design, and the understanding of literacy, which can contribute to epistemological access. These are areas that I wish to explore in my research by investigating the assumptions that frame the design, assessment and pedagogical practices of the EAP module.

My interest in *English for Academic Purposes*, a course that teaches academic literacy, is a result of several interrelated events. Firstly, it is informed by my experience as a postgraduate (BEd. Honours and MEd.) student. I was surprised by the extent to which I struggled writing at the appropriate academic level. I failed to understand what was really required from me when weaknesses in my writing were pointed out. Lecturers' comments just did not make sense to me, and like Bengesai's (2012) findings, I felt like I did not belong to this 'elite' society – thus I also felt socially and academically excluded because I could just not “crack the code” (a term she liberally borrows from McKenna). This changed when two lecturers showed a sincere interest in the academic success of students like myself. Although the expectation might be that students in an English Language Teaching (ELT) Master's programme should already be academically proficient in both the spoken and written English language, one lecturer took us through the whole process of reading and writing at the appropriate academic level for tertiary study, using David Rose's *Learning to Read: Reading to Learn*, teaching and learning methodology. As we were all English teachers, this practice created a Community of Practice (CoP) made up of experienced academics and the students.

Lave and Wenger (1991) expand the concept of CoP, which underlies the mentorship or apprenticeship relationship of the novice entering the academic community. In the CoP,

newcomers are initiated into the academic community through a process of legitimate peripheral participation, a process through which newcomers to a discourse community perform authentic (legitimate) activities. The concept of CoP will be examined in more detail in Chapter Two. In addition, during the first year of the Master of Education coursework, I was introduced as a student to the field of EAP. At the time I had just been offered a position as a part-time EAP lecturer at NUST. As a result, I was accorded an insider's opportunity to see how academic writing might be developed.

After joining NUST, with no prior experience and little knowledge of EAP, I immediately became very concerned about the prevailing high EAP failure rate. I was struck also by the disillusion and cynicism of colleagues and my own frustrations with not being able to equip students with the academic literacy they needed to pass the module and become professionals. According to results from the June 2016 EAP examination, only 49 percent of students, enrolled both full and part-time, managed to pass – the majority, 51 percent failed (see Appendix 3b). As an EAP lecturer, I wanted to know how we could assist students who had been granted formal access to courses, to achieve academic success in them. Secondly, and at the same time, I wanted to improve the quality of the course.

The site for this study was therefore the Department of Education and Languages at a Namibian university of technology in Windhoek. As I am a part-time lecturer, who is simultaneously a researcher, this introduced questions of positionality, validity and ethics and these will be discussed later in Chapter Three.

Exploring this topic was therefore significant for two reasons. First, I hoped that the study would provide a research-based perspective on a context in which academic literacy is facilitated in the language department through the EAP module. The initial data brought to light the dominant conceptualising principles that underpin the design and assessment of this module. Second, in a context of high EAP failure, the data showed how the design, assessment and practices result in either the success or failure of students registered for this module. It is hoped that these findings will at the same time identify the strengths and weaknesses of the module in question.

Additionally, the study might suggest ways in which these academic literacy issues at higher education institutions could be addressed for improved students' performance, not only in EAP, but also in students' chosen disciplines.

In Chapter Two I outline the different kinds of literacies that exist in Higher Education. The fact that one or more specific academic literacies are seen as imperative for academic success formed the basis of my research.

My introductory statements revealed that I am concerned about the conceptualising principles of the *English for Academic Purposes* (EAP) module at the researched university. Concepts underpinning the design of literacy courses can be an enabling or limiting factor to students' learning. This leads me to discuss the nature of the current EAP module at NUST.

At the time of the study, students enrolled at NUST are placed in various modules of the academic literacy modules based on a few reasons which are to be mentioned. The placement marks the department's first step in meeting its goals, which are to: "equip students with substantive skills for competent and effective communication and promote the students' personal and academic development and teach skills required in coping with the demands of studies and the working environment" (Makamani, 2011, p. 54). Academic Literacy (AL) is defined in many ways but the definition that speaks to this study is offered by Johns (1997), who contends that AL "encompasses ways of knowing particular content and refers to strategies for understanding, discussing, organising, and producing texts" (p. 15). One of the modules of the AL course offered at this university is EAP. According to Hyland and Hamp-Lyons (2002, p. 2), EAP is generally defined simply as the "teaching of English with the aim of facilitating learners' study of research in that language". Students registered for this module are the ones who have either passed the *English in Practice* (EPR) module in a previous semester, or have scored above a B symbol in the Grade 12 English exam at Ordinary Level, or have passed it at Higher Level (see Appendix 3a for English Service Courses Placement Guide). The placement does not however take into account students' fields of specialisation. Students from various fields of study are placed in one EAP class and are assigned to any qualified English Language lecturer.

The aims of the EAP module are: to teach, guide and assist students in order to communicate accurately, appropriately and effectively in academic speech and writing within an academic context. In addition, EAP aims to equip students with reading strategies to achieve fluency and competence in the area of vocabulary recognition and expansion, in order to acquire a better command of English for purposes of reading and writing academic material. The course also aims to develop and expand students' linguistic competence, critical reading ability, and the ability to respond logically and effectively through writing and speaking activities (and case studies) related to their field of study. Furthermore, students enrolled in this course will engage collaboratively in course related on-line activities and projects in an effort to improve and expand on existing technological skills (Study Guide, 2012, p. 3).

### **1.3 Objective of the study**

This study sought to develop an understanding of course designers' and lecturers' priorities in academic literacy as expressed in the design and assessment of the EAP module. In addition, drawing on this understanding, I hoped to identify the module's strengths and weaknesses and recommend changes where necessary. While the focus was primarily on investigating assumptions that underpin the design of the EAP module, a secondary purpose of this understanding was to determine how these representations permeate academic practice. Furthermore, it investigates how the assumptions inform both the design of the module and pedagogical practice and in turn the acquisition of academic literacies. While this influence on the course design is not necessarily negative, some discourses that arise from these representations can potentially exclude social agents (both students and academics) from effectively participating in the teaching and or learning of academic literacy. Understanding these aspects is crucial in understanding issues of epistemological access in the Namibian context. In addition, understanding the principles underpinning the design of the module may provide useful critique of the design of the EAP, and suggest changes to it. This might have a positive impact on the development of academic literacy skills in students.



### ***1.3.1 Questions to be answered in the research***

For the purpose of achieving the objective stated above, this study aimed at answering the following key questions:

1. What are the valued aspects of the EAP curriculum; what is foregrounded by the course designers in course outlines, assignments and study guide?
2. What are the module's strengths and enabling elements?
3. What are the module's weaknesses and inhibiting elements?

### **1.4 Theoretical approach**

Drawing from social theories of learning, this study was predominantly informed by the early theory of literacy stemming from Lea and Street's (1998) academic literacies model and Street's (1995) autonomous and ideological concepts which are closely aligned with Gee's (2003) New Literacy Studies (NLS) movement.

### **1.5 Research methodology of the study**

In order to understand the perceptions, values and assumptions that underpin the design, assessment and pedagogy of the EAP module – a module taught to facilitate the attainment of academic literacy – the study was conducted in the interpretive paradigm in a qualitative case study approach. The case was the EAP module at a university in Namibia. I found this method relevant to this study because I wanted to understand the perceptions and experiences of the people involved. In addition, drawing from Creswell (2003), case studies allow for a researcher to explore “in depth a program, an event, an activity, a process, or one or more individuals” (p. 15). Yin (2003) expands on this by writing that the central tendency among all types of case study is that they try to illuminate a set of decisions: why they were taken, how they were implemented, and with what result. This makes case study methodology particularly appropriate to the current research.

I started the investigation by studying the EAP documents available at the university, such as the course outline, the study guide and assessment tasks. The purpose of starting with the documents

was to familiarise myself with the course outline basics and to get an initial view of lecturers' priorities. These insights were triangulated with interviews conducted with two course designers and two EAP lecturers. The purpose of the interviews was primarily to probe academics' perspectives of academic literacy and the resultant conceptualisation principles that underpin the design of the EAP module.

The data collected from the two techniques were analysed using a qualitative data analysis technique. The emerging ideas and concepts were grouped together by looking at the patterns of differences and similarities across the two data sets. This was also done with the purpose of ensuring the validity of the data collected.

## **1.6 Thesis outline**

Chapter One was an overview of the study which presented the context and background of the study, the rationale of the study, statement of the study, a brief account of methodology and a brief account of the thesis chapters.

Chapter Two is a literature review and introduces the theoretical framework where different approaches and models of academic literacy are discussed.

Chapter Three describes the methodology used. This chapter outlines the research study paradigm, method, sampling procedure, data gathering tools, data analysis process, validity and ethical protocols. In the ethics section I also discuss researcher positionality and challenges to the research process.

Chapter Four presents the data gathered from document and interview analysis. Data are presented according to the identified themes. They reflect respondents' own words, and were allowed to speak to each other for triangulation. It discusses the data in relation to the literature and the informing theories discussed in Chapter Two.

Chapter Five presents the summary of findings focusing on the main findings, significance of the study, recommendations for practice, suggestions for further research and the conclusion of the whole study.

## CHAPTER TWO

### REVIEW OF LITERATURE

*We must start from the position that people's understanding of literacy are important aspects of their learning, and that people's theories guide their actions.*  
(Barton & Hamilton, 2000, p. 14)

#### 2.1 Introduction

The previous chapter offered a contextualised rationale for the research goals and the questions governing the study. It identified the main concern of this study as the way academic literacy as a discourse is understood at NUST, and how this understanding influences the design of the *English for Academic Purposes*' course readings and assessment activities. As suggested by the opening citation, literature on how literacy is perceived is full of suggestions showing that it is a contested and a fluid concept, hence its meaning varies. This chapter therefore explores the notion of academic literacy.

In this chapter, the first section begins with a description of different perspectives, approaches and models that comprise these two complex terms, 'academic literacy' and 'literacy.' This is followed by an analysis of the *English for Academic Purposes* course offered at NUST to teach academic literacy skills. This review of literature builds up the theoretical framework which provides a lens through which to make sense of the data. As a direct result, the second section of this chapter foregrounds those theories, approaches and models that have developed within the context of academic literacies (study skills, academic socialisation and academic literacies model of literacy) as well as comparable theories of New Literacies Studies, the "ideological and autonomous models" of literacy (Street, 1984). These concepts offered an appropriate lens through which the empirical work in this study could be analysed. In the next section, I provide a brief outline of how the literature in this chapter is organised.

The purpose of this chapter is to show how the concept of academic literacy is understood, defined, redefined and challenged by various scholars. Using mainly conceptual but also some anecdotal

literature, I will first review the notion of literacy in the next section. Thereafter, the theoretical/conceptual framework of my study will be discussed, relying on the literature to show how the understanding of literacy/academic literacy influences the way in which the EAP course is designed to facilitate its teaching and learning. Finally, the autonomous and ideological concepts of literacy will be discussed in-depth in the last section of this chapter.

## **2.2 Literacy in review**

Linguists and educationalists have for many years had conflicting views about the definition of literacy and researchers have occupied themselves with attempts to “capture the essence” (Smit, 2008, p. 2) of this term. Graff (1991) contends that in order to study and interpret literacy, researchers must first arrive at a consistent definition that will serve researchers over time and space. In an attempt to arrive at that consistent definition, Baynham (1995, p. 1) provides basic premises for literacy which also offer a useful context for this discussion. They are listed as follows:

- Literacy is shaped to serve social purposes in creating and exchanging meaning;
- Literacy is best understood in its contexts of use;
- Literacy is ideological: like all uses of language it is not neutral, but shapes and is shaped by deeply held ideological positions, which can be either implicit or explicit;
- Literacy needs to be understood in terms of social power;
- Literacy can be critical.

Each of these premises adds to an understanding of literacy in practice, and echoes the various features of the definition of *academic* literacy that is given later in this chapter and that is the focus of this research.

Early definitions of literacy focused on individuals’ ability to read and write in a predominantly print context, with the opposite being illiteracy. Adults who are ‘illiterate’ in this fundamental sense are frequently considered unable to function as fully “autonomous social beings” (Goodfellow, 2011, p. 1). Baynham (1995), Smit (2008) and Goodfellow (2011) make pivotal contributions to this restricted understanding of literacy, affirming instead the complex nature of literacy. Interestingly, this value-loaded and narrow frame of reference still depicts the

understanding of many in higher education today. Because of the focus of this study, definitions and understandings of literacy and assumptions upon which people base them, are particularly crucial for EAP educators. Whatever theory is held by these educators (as rightly mentioned by Wingate in the opening quote) will largely influence the way in which they design, assess and impart academic literacy courses that are meant to aid university students who come ‘underprepared’ in their level of academic literacy. How and why I make this statement will become clearer as the discussion unfolds in Chapter Four.

In addition, Baynham (1995, p. 15) lists a number of literacy models (see Table 2.1 below) that do not necessarily frame this research but are closely aligned with those that frame the research, the autonomous versus the ideological models of literacy put forward by Street (2003, p. 77). These will be discussed in greater depth at the end of this chapter.

**Table 2.1: Literacy models** (Baynham, 1995, p. 15)

Model	Description
The skills development model	Acquisition of literacy related to the acquisition of a set of discrete skills
The therapeutic model	Literacy development through a psychological lens – working through problems
The personal empowerment model	Literacy development linked to confidence building and self-esteem
The social empowerment model	Beyond personal empowerment, literacy development provides for social change
Functional models of literacy	Emphasise social purpose and context, providing the student with the abilities to fit in and achieve within the prevailing social framework.
Critical models of Literacy	Also emphasising social purpose and context, but not accepting these uncontested, rather seeking to analyse them critically within the educational process

It is important to note that Street first identified these opposing approaches in 1985, but in his later research he acknowledges the need to develop a more critical stance – a notion that concurs with the last model listed in Baynham’s table, the ‘critical models of literacy’.

It is evident from the above discussion that there are inherent difficulties in defining literacy. In an effort to achieve some sort of soundness in text and to provide an overview of the EAP field, it is necessary at this juncture to not offer a too complex or multifaceted perspective of literacy. As the process of conceptualisation unfolds in the rest of this chapter, recurring themes will be highlighted and conflicting lines of thought will then be drawn together in Chapter Four.

Having offered a succinct definition of literacy, in order to provide for a clearer understanding – and specifically one that will supply the premise on which this research has been based – the next section endeavours to describe academic literacy by drawing on a further body of research.

### ***2.2.1 What is Academic Literacy?***

In the previous section ‘literacy’ was illustrated through definitions and a number of theoretical models. Defining academic literacy is just as complex as defining literacy. Nonetheless, the term ‘Academic Literacy’ has been used to refer to courses designed to assist students to meet the writing demands of higher education by focusing on instrumentalised skills such as the organisation of paragraphs, following the rules of arguments, setting out of references or as in the context of this study, defining terms, writing an expository/argumentative essay, reporting and research writing. According to Lea (2004), theory on student learning within a higher education context has “tended to ignore the role of academic literacy practices in constituting knowledge in university settings” (p. 103). Academics often perceive academic literacy to be something that is lacking in students, particularly weaker students (Lea & Street, 1998; Boughey, 2000).

Jacobs (2013) asserts that there is a common misunderstanding that academic literacies are generic skills that students need to be taught in academia, and that this still dominates thinking in South Africa. I argue that this thinking is also prevalent in the Namibian context. Interestingly, academic literacy was and is still premised on the assumption that a set of cognitive skills, once acquired, could be put to use unproblematically in any new context (Street, Gee, & Barton as cited in Lea, 2004, p. 159). Jacobs (2013) adds that the misunderstanding of academic literacy as ‘skills’ has led to the teaching of such skills through generic academic literacy courses, separate from the mainstream disciplinary curricula. A further result of this school of thought, is that academic

literacies development is inherently based upon a deficit model (a sub-theme of this study which will emerge in Chapter Four), suggesting that lecturers are working with underprepared students to ‘develop’ them. Such courses work from the hypothesis that “literacy in itself autonomously will have effects on social and cognitive practices” (Street, 2003, p. 77).

In rejection of this approach, Street (2003) offers a model of academic literacy teaching that is more culturally relative, the ‘ideological’ model. This model acknowledges literacy as “a social practice, that it is always embedded in socially constructed epistemological principles” (Street, 2003, p. 77). As such, literacy is recognised as a dynamic concept that will differ from context to context and from culture to culture (Street, 2003). Literacy seen in this way takes as its central premise the significance of students’ everyday literacy practices, as well as those in the institutional space within which they find themselves participating in new literacy practices (Barton, 2007). The most important implication of literacy as a social practice, is in the shift from studies which view literacy as an attribute or skill of individuals, to explorations of the way in which groups or group members utilise literacy (Barton & Hamilton, 2000). Street’s (2005) distinction between the autonomous and ideological models of literacy is influential in this theoretical shift. To emphasise the social-cultural situatedness of literacy, Gee (1996) introduces the notion of ‘participation’. For him, people learn or acquire literacy by participating in the socio-cultural practices of the discourse communities. Using the metaphor of a bar, Gee suggests that when an individual enters a bar, he must act and speak in a manner that is considered appropriate, in order to be accepted as a member in the bar. Moreover, he has to share the same values with members of this bar, and demonstrate that he knows how to act and speak like the regular members.

Extending this metaphor is Boughey (2000), who likens *universities* also to a bar, where professors, lecturers and postgraduate students are the regular customers. When new students come to the bar, they have to show that they can speak and relate to the community like the regular members. Continuing with this line of thinking, Smit (2008) maintains that the route to making sense of the messages the newcomers encounter is through cultural interaction with more knowledgeable members of a community within specific social, cultural and historical contexts. In these, all the participants are striving to make sense either of text or each other, and it is in this way that learners



become acquainted with new information (input), and not only through direct stimulation as suggested by behaviourist learning theories.

In order for one to come to understand or affiliate with a particular social group, a process of enculturation has to take place. Hence, social groups, in this case academic disciplines, do not just teach students to read and write in certain genres, but also to act and value in certain ways. In other words, students are subjected to the power of the discourse (Gee, 1996). This process of enculturation also entails exploring the ways in which disciplines ‘read and write’ themselves (Jacobs, 2010b). Even though students might pretend to speak like the regular customers, to extend the metaphor, this pretence will eventually be exposed because:

In the university ‘bar’, they actually award pieces of paper to show that newcomers have been accepted. These pieces of paper are called degrees, and the higher the degree, the greater the level of participation. (Boughey, 2000, p. 281)

Since in Namibia, English is the only language of teaching and learning at tertiary level (as mentioned in Chapter One), with this metaphor in mind, one is left to wonder whether most of the Namibian university students’ English is at the appropriate level to allow them to successfully affiliate with ‘regular customers’ in the university setting.

### ***2.2.2 Namibian students’ academic English proficiency***

Researchers into formal language proficiency have found different ways of explaining the relationship between language and success in formal schooling. Below I review a selection of interpretations of this phenomenon, and relate them to the Namibian situation.

According to Kachru’s (1991) model of World Englishes, socio-linguistic English is viewed in terms of three concentric circles: the Inner Circle (countries where English is the first language), Outer Circle (countries where English has become part of their institutions) and Expanding Circle (countries where English is learned as a foreign language). Kachru (1991) clarifies that his proposed three concentric circles represent “the distinct types of speech fellowships of English, phases of the spread of the language and particular characteristics of the uses of the language and of its acquisition and linguistic innovations” (p. 122). Kachru’s World Englishes paradigm would

be an ideal tool to use to investigate Namibian students' proficiency (1991) as here, the emphasis is shifted away from the dichotomy between 'us and them' (the native and non-native users).

The English language users in Namibia could most probably be located in the Outer Circle of Kachru's three circles, as they use English that is institutionalised as an additional language. In the Outer Circle most of the users are bilingual or multilingual, but this does not necessarily mean that they are bi-or-multicultural (Kachru, 1991, p. 188). Even if second language (hereafter L2) students' English is satisfactory, their proficiency in academic English appears not to be satisfactory (Kaplan-Dolgoy as cited in Smit, 2008). On the whole, their basic interpersonal communicative skills (hereafter BICS, as described by Cummins, 1980) are well developed. BICS functions in daily interpersonal exchanges and is concerned with pronunciation, basic vocabulary and grammar. It is also relatively cognitively undemanding and relies on the context to clarify meaning. Cognitive academic language proficiency (hereafter CALP, as described by Cummins, 1980), is an understanding of academic concepts for the performance of higher cognitive operations. It becomes increasingly important at tertiary level. Although a large number of the Namibian students exhibit well-developed BICS, it appears that their CALP is inadequate for tertiary studies.

In addition, at tertiary level, some students in Namibia are still said to be linguistically dependent, due to the unsatisfactory way they were taught. This reminds me of a scenario during one of my EAP lectures, where students were complaining about reading comprehension tests. Most of them struggle to understand unfamiliar words from the context in which they are used. Most of the students come from a school background which does not encourage self-regulation and introspection or independence of mind; in short, it does not equip them to study independently at universities with a Western-dominated academic culture. Even though they have attended at least 12 years of schooling, it has kept their literacies stunted, inflexible, isolated and anaemic (Baine, 2006). I also struggled with academic writing at post-graduate level and can relate to students who find academic concepts and terminology too abstract and difficult. Kaplan-Dolgoy (1998) maintains that these are less easily understood and experienced than ideas and terms employed in social situations. Smit (2008) makes an interesting comment that, since fostering self-reliance and

critical thinking is a life-long process, true academic literacy cannot be achieved by simple language lessons. I return to this point in Chapter Four.

Notwithstanding the fact that a great number of L2 tertiary students find their tertiary studies difficult, they do have the underlying ability to learn through a L2 (Smit, 2008). However, they are suddenly expected to participate in a new global economy. For example, one of my EAP students claimed that throughout her 12 years of schooling, she was taught English in the local vernacular (Oshikwanyama). Drawing from Penrose's findings, those students who have not grown up in a "college-going tradition" and who are less likely to have been exposed to the "folklore of academic life" (as cited in Smit, 2008, p. 7), are likely to feel foreign in that life, regardless of ability and motivation. Making EAP courses compulsory entails the implantation of Western academic culture and the further imposition therefore, of some form of "post-colonial colonialism which is conveyed to the students as if it was the only academic culture in the world" (Fandrych, 2003, p. 17).

From whichever of these directions one approaches the issue of language and academic success, a complex picture emerges of explanations lodged in conflicting values, priorities and understandings of lecturers and students.

### ***2.2.3 Addressing students' needs***

Understanding literacy as a social practice means that reading and writing should be linked to what students do in the social world. This foregrounds not only the social world of the academic discipline to which our students need to gain access, but it suggests we should have a clearer understanding of the worlds from which the students have come.

Baine (2006, p. 369) aptly states:

We need a vision of literacy and learning that promotes bold innovation, new perspectives and creativity, rather than fear, weakness and the lowest possible expectations. Educational policy has us running as fast as possible in the wrong direction, narrowing what should be broad, standardising what should be diverse, open and daring.

He continues that in order to develop excellence in students across their life history, policy that supports flexibility in students' learning is needed so that literacy can continue to transform as it wills (Baine, 2006). He suggests that the policy should move the lexical focus on language out of the centre and invite inquiry into language and literacies as varied and multi-dimensional (Baine, 2006).

#### ***2.2.4 Existing Academic Literacy courses***

Linguists and educationalists have for many years had conflicting views about the teaching and learning of academic literacy skills at tertiary level. These conflicting views centre on the English modules and concepts used to facilitate the teaching of academic literacy. Internationally, there has been a marked increase in the number of students enrolling at higher education institutions over the last decades (Hyland, 2006, p. 2; Butler, 2013). Internationally, as a response to these students' language learning needs, universities offer language courses. Calderon (as cited in Butler, 2013) claims that these enrolments include increased numbers of second language speakers of the institutional language. In many parts of the world this is English.

This situation also holds true for higher education institutions in Namibia, where the language of learning and teaching is English, but where most students at universities are non-native speakers of English. This is exacerbated when students come underprepared in academic literacy in English, the language that has become the language of teaching and learning. Namibia has a "language policy of official monolingualism with English serving as the sole official language" (Frydman, 2011, p. 181). In her view, this policy is the outcome of the ideological views of the country's pre-independence government more than a decade before Namibia gained independence in 1990. I agree with Frydman's (2011) findings that this policy has had far-reaching, detrimental implications for Namibian learners, and therefore for its development. In Namibia, whether the schooling system begins with the mother tongue or goes straight for the 'exogenous' language, the objective of policymakers is that learners acquire native-like competence in English. The expansion of English as the leading language for teaching academic knowledge internationally, has therefore transformed the educational experience of countless students, who are now required to become fluent in the conventions of English language academic discourses. In this they must

understand their disciplines and successfully navigate their learning (Hyland & Hamp-Lyons, 2002). English in Namibia, as in many other African countries, has been shown to impede quality teaching and learning, contributing to poor academic performance and high rates of failure, repetition and drop-outs. This led me to deliberate on the premise that students come to universities underprepared in their level of academic literacy. From two years lecturing experience at tertiary level, I do not challenge the claim, but ponder on the cause of this ‘underpreparedness’, asking whether policy makers, teachers or learners are chiefly responsible for this predicament. Because our Namibian learners are required to learn in English while learning English, content information often gets lost in language difficulties (Frydman, 2011). As a result, “learners gain little knowledge in schools, and they produce even less” (Frydman, 2011, p. 186). Street and Lea (2006) make an essential point that “students from linguistic minority community backgrounds may experience such difficulties to a greater degree than some other students” (p. 370). It seems likely that this premise is also behind the academic literacy practices at NUST, which are aimed at supporting students for whom English is a second language.

However, Wingate and Tribble (2012) seem to find flaws in Street and Lea’s (2006) claim, contesting that firstly, “learning to read and write in an academic discipline is not a purely linguistic matter that can be fixed outside the discipline – secondly, reading, reasoning and writing in a specific discipline is difficult for native and non-native speakers” (p. 481). Hyland (2006) warns that we should not see EAP courses as exclusively directed at non-native English-speakers. He states that growing numbers of L1 English-speakers who enter higher education without a background in academic communication skills have made EAP an aspect of their learning success. Hyland and Hamp-Lyons (2002) suggest that proficiency in English is crucial to success at HE institutions, especially when students are not home language speakers of the language, as is the case in the institution where this research took place. Also, for many countries, producing graduates able to function in employment where English is the language used, has become an economic imperative. The parallel growth of English as the leading language for the dissemination of academic knowledge has had a major impact in binding the careers of thousands of scholars to their competence in English (Hyland, 2006).

In an effort to address the limitations of university students, various academic literacy modules are offered at HE institutions. According to Smit (2008) an innovative approach towards academic literacy is needed if students are to derive lasting benefits. However, he contests the view that some of the qualities of an effective student, such as the enhancement of critical thinking skills and self-reliance, can be reduced to attainable course goals. He maintains these would be difficult to quantify in assessment. Smit (2008), citing Sowden further warns that while such a syllabus can be devised, it might not be feasible to subject it to the same constraints and objectives set for existing EAP courses. Hyland (2006) contends that current EAP should be “specialised English-language teaching grounded in the social, cognitive and linguistic demands of academic target situations, providing concentrated instruction informed by an understanding of texts and the constraints of academic contexts” (p. 3).

Despite the debates of its suitability, EAP is a key course that is taught in many English-medium universities to facilitate the acquisition of academic literacy skills. The teaching of EAP is carried out in major English-speaking countries, in former colonial territories of Britain, in countries which have no historic link with English, and finally, in countries of the former Soviet-bloc (Flowerdew & Peacock, 2001). At NUST, students are also supported by an EAP module. In order to understand the background issues to this study, I now turn in the following section to the history and characteristics of EAP.

### ***2.2.5 English for Academic Purposes – history and characteristics***

EAP refers to language research and instruction that focuses on particular communicative needs and particular groups in an academic context (Hyland & Hamp-Lyons, 2002). It is the “teaching of English with the exclusive intention of abetting students to study, conduct research and do presentations in that language” (Flowerdew & Peacock, 2001, p. 8). Hyland (2006, p. 1) posits that it is a broad term covering all areas of academic communicative practice such as:

pre-tertiary, undergraduate and postgraduate teaching (from the design of materials to lectures and classroom tasks), classroom interactions (from teacher feedback to tutorials and seminar discussions), research genres (from journal articles to conference papers and grant proposals), student writing (from essays to exam papers and graduate theses), administrative practice (from course documents to doctoral oral defenses).

What this means for EAP lecturers is that they need to base their teaching “in an understanding of the cognitive, social and linguistic demands of specific academic disciplines” (Hyland & Hamp-Lyons, 2002, p. 2). Generally, researchers contend that the genesis of the typical EAP module, and the approach which it characterises, dates back to the early 1970s, at the first EAP national conference, themed ‘The Language Problems of Overseas Students in Higher Education in the UK’ (Jordan, 2002). Others, such as Wingate and Tribble (2012) posit that EAP is an offspring of the English for Specific Purposes movement dating back to the 1960s. As the name of the first EAP national conference referred to earlier suggests, the language problems faced by such students were seen by conference organisers as a significant factor in higher education. Initially, there was an attempt to resolve this through add-on, general and decontextualised English courses (Lea & Street, 1998). Originally, EAP or AL courses, enforcing Western conceptions of literacy (Street, 2003) were designed for non-native speakers (NNS) of English studying in the United Kingdom. These courses were detached from university disciplines and taught by English language specialists. Also, they were often ‘skills based’, focusing on the writing and reading skills students needed in order to perform well. Frequently this took the form of genre coaching and grammar courses. Jordan (2002) adds that these language support courses tended to be delivered on an adhoc, part-time basis. EAP modules were therefore designed to teach English and related skills.

The development of remedial English courses flourished. EAP is only one of the two branches of English for Specific Purposes (ESP), the other being English for Occupational Purposes (EOP) (Flowerdew & Peacock, 2001; Hyland & Hamp-Lyons, 2002; Hyland, 2006; Nizegorodcew, 2007). These two major branches are sub-divided according to the disciplines or occupations with which they are concerned (Flowerdew & Peacock, 2001). Dudley-Evans (1998) maintains that “needs analysis remains fundamental in ESP and from the early days of ESP in the 1960s the starting point has always been what learners need to do with English” (p. 5). However, he points out that learners may have both educational and professional needs. Since EAP’s focus is broadly on students’ educational needs, it may be further divided into English for disciplines such as Science or English for Business Management. EOP, which caters for professional needs, may be divided into English for Scientists or English for Business Managers (Flowerdew & Peacock, 2001, p. 11). This view is consistent with Nizegorodcew’s (2007) claim, that the “aim of the EAP

courses in science, technology or medicine is to develop novices' oral and written skills, drawing on specific genre of international academics in those fields" (p. 35). Along similar lines, Flowerdew and Peacock (2001) argue that this type of module should be designed to assist students with their studies (field of specialisation) and should be directed to prepare them for their profession. In contrast to these views, Dudley-Evans (1998) asserts that the argument that all EAP teaching can be specific to a particular discipline or profession, e.g. English for Physics, or English for Lawyers, is simply a commonly held fallacy. He contends that though discipline/profession-specific teaching plays a vital role in ESP, common-core skills or genres that belong to any discipline or profession should be considered. In Dudley-Evans' (1998) view, EAP ought to include teaching of language and the skills related with various disciplines. He thus maintains that the key purpose is not to teach the subject content, "but to provide learners with sufficient awareness of language, rhetoric and study skills to enable them to learn the subject content" (p. 6). An important additional consideration which has arisen in many contexts is that most teachers of EAP around the world are not native-speakers of English, and this has led to changes in EAP materials and teacher training courses (Hyland, 2006). Added to the issue of course focus and design is the issue of training educators to fulfil their roles successfully, a discussion which I turn to below.

### ***2.2.6 Appropriate training for EAP teachers***

Discussion of appropriate training, aligns with the discussion above of the purpose of EAP. Internationally, many EAP educators have received training only in either Teaching of English as Second Language (TESOL)/Teaching of English as a Foreign Language (TEFL) or English Language Teaching (ELT). Drawing on Jordan's (2002) research in the UK, Scott reveals that some teachers note a need for more EAP-specific teacher training. Furthermore, Scott as cited in Jordan (2002), argues that while ELT or TESOL/TEFL courses for teachers provide a good foundation for teaching general language ability, they are insufficient for the teaching of EAP. Due to EAP's distinctive aim, which is the promotion of student learning on courses within higher education institutions, specialised teacher training is needed involving principles and approaches appropriate for EAP (Jordan, 2002). My own experience endorses this view. Even though I was trained as an English Second Language (ESL) teacher and at a postgraduate level as an ELT teacher, I still find it a challenge to facilitate effective learning of EAP at the university.



Nevertheless, research increasingly argues that one way of providing in-service training for EAP teachers is through collaboration with subject specialists (Dudley-Evans, 1998).

### ***2.2.7 Collaboration as pedagogy***

A unique trait of EAP work is the increasing collaboration which takes place between the subject specialist and the EAP language specialist. According to Flowerdew and Peacock (2001), the earliest account of language/specialist educator collaboration in EAP is described by Johns and Dudley-Evans (1980). The two authors claim that the language problems faced by overseas students studying in the UK are not merely concerned with the ‘knowledge of the language’ or ‘knowledge of the subject’ alone, but that these two factors are inseparably intertwined (p. 18). Johns and Dudley-Evans (1980, p. 8) are of the opinion that a language educator:

needs to be able to grasp the conceptual structure of the subjects his students are studying if he is to understand fully how language is used to represent that structure; to know how the range of subjects are taught during the course; and to observe where and how difficulties arise in order that he can attempt to help both the student and the subject specialists to overcome them.

More recently, key views are derived from Boughey (2002) and Jacobs (2010a), whose observations are based on studies at South African universities. Both Boughey (2002) and Jacobs’ (2010a) studies attempted to change the prevalent practice of teaching academic literacy in a separate, generic, skills-based course, towards an integrated approach. In this integrated model there was collaboration between language specialist and subject specialist (Boughey, 2002; Jacobs, 2010a). Jacobs’ (2010a) study revealed that HE needs to create spaces of discourse/discourse spaces for AL practitioners and disciplinary specialists to facilitate embedding AL teaching into disciplines of study. Boughey (2002) argues that the so-called language problems of black students and language programmes meant to remediate those problems, need further interrogation if epistemological access, as discussed in Chapter One, is to be gained. She posits that approaches to teaching AL should “focus on making the rules and conventions of academic ways of thinking, valuing, acting, speaking, reading and writing overt to students using mainstream curriculum” (p. 306). Makamani (2011) is similarly concerned about generic EAP teaching without collaboration

with a subject specialist, which is largely the model used in Namibia. These views provide a critique of the NUST programme in Chapter Four.

Dudley-Evans (1998) details how collaboration between the subject specialist and the EAP specialist might take place. He suggests three stages of engaging with the learners' discipline or profession. The first stage he proposes is *cooperation*, which involves finding out about learners' courses, the skills that they will need and the genres that they will use. This process involves needs analyses and the willingness to integrate work from the EAP class with that of the subject courses. The second stage is *collaboration*, where the EAP lecturer and the subject specialist prepare materials together for use in the EAP class. The subject specialist provides advice on questions and activities, as well as texts to use. The final stage, *team teaching*, takes collaboration further as the educators are "working together in the classroom to assist learners with specific activities such as lecture comprehension, assignment or dissertation writing or whatever is required of them in their academic or professional context" (Dudley-Evans, 1998, p. 8).

Despite the stages offered by Dudley-Evans (1998), Jacobs (2010b) maintains that collaboration between communication and disciplinary specialists has been insufficiently theorised. She claims that efforts to locate the teaching of disciplinary literacies within disciplines have omitted to describe how interactions might happen and what its nature should be. In her insightful research, Jacobs applies the work of International Multi-literacies Projects to university students. The Multi-literacies Project, was led by Kress, Gee and others, who refer to themselves as 'The New London Group' (Jacobs, 2010b). For this group, the goal of the multi-literacies approach is access to and critical engagement with powerful discourses in what they refer to as the three realms of our existence, namely our working, public and private lives (Jacobs, 2010b). According to Jacobs (2010b) for tertiary students, the *working realm* would be their studies and the goal of the multi-literacies approach would be "access to and critical engagement with powerful academic and disciplinary discourses" (p. 228). This ensures that literacy pedagogy responds to a new global environment where diversity is central and difference is the norm. Jacobs (2010b) is adamant that if we see diversity as central to academic institutions, there will be no standard forms but rather a mixture of discourses. She asserts that "goals for literacy pedagogy therefore need to be about

expanding students' linguistic repertoires and developing their ability to negotiate dialects and variations in register and different modes of meaning" (p. 228).

The relevance of Jacob's work to my own study is that she suggests pedagogy which does not cater for the needs of *minorities* (USA), or *non-traditional students* (UK), or the *disadvantaged* (SA). Instead, pedagogy shifts away from these deficit terms and models towards a pedagogy that will benefit all (Jacobs, 2010b, p. 228). Jacobs (2010b) maintains that "multi-literacies theory offers an understanding of literacy pedagogy as the integration of four factors: situated practice, overt instruction, critical framing and transformed practice" (p. 228). In a powerful argument for a process which appears lacking in the EAP course at NUST, she explains that *situated practice* involves submerging students in genuine literacy practices within a community which includes specialists. *Overt instruction* makes students deliberately aware of the learning acquired through situated practice. Through explicit information on the forms, content and functions of the discourses they meet in the situation, students are given control of what they have acquired (Jacobs, 2010b). She argues that overt instruction alone does not necessarily give rise to a critical understanding so there is a need for *critical framing* to critique the context and purposes of literacy and expose the workings of power, politics, ideology and values. This teaching should "make strange" the discourses that have been learned and mastered through situated practice and overt instruction (Jacobs, 2010b). Through critical framing, *transformed practice* is achieved which enables students to convey knowledge to other contexts. This comparatively recent model of literacy instruction in a Southern African context may provide lessons for NUST, and is one of the recommendations I make in Chapter Five.

### ***2.2.8 Critiques and controversies around EAP***

The preceding sections hint at the many critiques and controversies that still surround EAP modules, such as the one I teach at NUST. Hyland (2006), for example, is of the view that many EAP courses still lack a theoretical or research rationale and that textbooks too often depend on the writer's experience and intuition rather than on systematic research. Another key issue is the way EAP is understood and practiced, in terms of its specificity – whether it has been conceived as a generalist or a specialist course. In an English for General Academic Purposes (EGAP)

approach, teachers attempt to isolate the skills, language forms and study activities thought to be common to all disciplines. Dudley-Evans and St John (1998, p. 41) for instance, include these activities in such a course: listening to lectures, participating in supervisions, seminars and tutorials, reading textbooks, articles and other material and writing essays, examination answers, dissertations and reports. This approach encourages lecturers to view activities like questioning, note-taking, summary writing or giving presentations, as generic academic practices. The EAP course at NUST seems to adhere to this model.

English for Specific Academic Purposes (ESAP), on the other hand, reflects the idea that, while some generalisations can be made, the differences across disciplines may be greater than the similarities. ESAP therefore concerns the teaching of skills and language which are related to the demands of a particular discipline or department.

A different critique of EAP, which is very relevant to Namibia, is the successful spread of these courses. This has often been detrimental to local languages, as scholars in many countries seek to publish ‘their best in the West’. In this regard, Hyland (2006, p. 125) notes that “internationally, English replaces once thriving indigenous academic discourses, or suppresses their development. At the same time, there is also a growing disquiet concerning the socio-political implications of an ‘accommodationist’ view of language learning which seeks to induct learners into uncritical acceptance of disciplinary and course norms, values and discourses, particularly those connected with what Swales (1990) has referred to as the hegemony of English”.

## **2.3 Conceptual and theoretical framework**

The earlier section discussed the notion of literacy generally and then academic literacies in particular, the genesis and character of EAP, and the different perspectives in which it has been defined, ending in a critique of academic literacies in general. This following section discusses the theories that frame the study.

Drawing from the social theories of learning and literacy, as mentioned earlier, this study is predominantly informed by the New Literacy Studies (NLS) movement, Street’s (2005)

contradictory ideologies of literacy, the ideological and autonomous literacy models, and Lea and Street's (2006) three overlapping literacy perspectives or models, the study skills, academic socialisation and academic literacies models of literacy. The discussion is presented in three sections. In the first section, a brief overview of NLS is presented. In the second section, two key ideologies of literacy, the '*autonomous*' model of literacy and the '*ideological*' model of literacy are discussed. Finally, in the last section, an in-depth discussion is offered of the three overlapping literacy perspectives or models, the *study skills*, *academic socialisation* and *academic literacies* models of literacy. As mentioned earlier this chapter, all these concepts offered an appropriate lens through which the empirical work in this study was analysed.

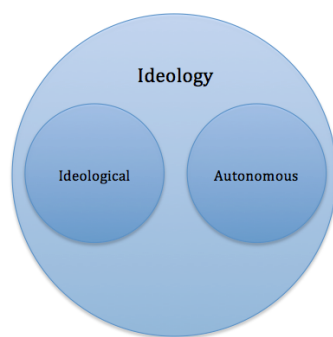
### **2.3.1 New Literacy Studies**

The New Literacy Studies movement has played a fundamental role in the development of the field of EAP, and thus the discussion that follows is of central importance. Gee, Barton, Hamilton and Ivanic are prominent in the literature on NLS. This is a theoretical position that has turned away from the concentration on individuals and their private minds, towards interactions and social practice (Gee, 1990) in order to understand literacy learning. An essential view in this literature is that reading and writing only make sense when studied in the context and the cultural practices in which they take place (Gee, 1999). According to Gee and Street (as cited in Street, 2005), NLS is a significant move in the views on the study and acquisition of literacy, "from the dominant cognitive model, with its emphasis on reading, to a broader understanding of literacy practices in their social and cultural contexts" (p. 417). Barton, Hamilton, Collins and Heath (as cited in Street, 2005) assert that this approach has been inspired by individuals who have "advocated an ethnographic perspective, in contrast to the experimental and often individualistic character of psychological studies of reading" (p. 417). Street (2003) contends that NLS focuses on the everyday uses of literacy in specific cultural contexts and that these approaches link directly to how we understand the work of literacy in educational environments. This perspective on literacy applies to a full array of texts used to communicate: reading, writing, speaking, listening, and viewing the visual arts of drama, film, video and computer technology (Smit, 2008). The NLS explores the nature of literacy in ways which align with Street's ideological model, and "on what it means to think of literacy as a social practice" (2003, p. 77). In addition, this view presents a

theory of multiple literacies, (Street, 2003) asserting that literacy varies from both one culture and context to another. These perceptions are important to this study, as they call into question many of the language intervention programmes at many tertiary institutions (Boughey, 2002).

### **2.3.2 Ideologies of literacy**

In an attempt to conceptualise new approaches to understanding and defining literacy, Street (2005) “identifies two contradictory ideologies of literacy as illustrated in the figure below: a problematic but dominant ‘*autonomous* model’ and an ‘*ideological*’ model” (Boughey & McKenna, 2016, p. 2).



**Figure 2.1: Visualisation of Street’s ideological and autonomous literacy** (Adapted from McCook, 2006, p. 16)

#### **2.3.2.1 Autonomous model**

According to Street (2005), the autonomous model of literacy views literacy as a technical and neutral skill. He suggests that it ignores the cultural and social realities within which literacy resides and thus focuses on skills acquisition as in both the ‘skills development model’ listed in Table 2.1, and Lea and Street’s (2006) study skills perspective on literacy teaching discussed in the last section of this chapter. An autonomous understanding sees literacy as being detached from, and neutral towards, the cultural and ideological realities that underpin it and therefore ignores the ever-changing and complex nature of literacy as discussed in the previous sections (Street, 2005). An autonomous view posits that reading and writing are a set of skills for encoding and decoding

text. From this view, reading and writing involves learning sound-symbol correlations and gaining fluency in processing them while simultaneously mastering the mechanics of the language in order to produce grammatically accurate text (Boughey & McKenna, 2016, p. 2).

A key problem with the autonomous model expressed by Street (2005) is that it imposes Western conceptions of literacy onto other cultures, or imposes the literacy valued by one class or cultural group onto others, in an example of cultural/language hegemony. Christie, as cited in Boughey and McKenna (2016, p. 3) maintains that this is “‘a model of language as an instrument of communication’ in which language is a vehicle for transmitting thought that pre-exists language”. A striking assumption of the autonomous model of literacy is that language problems faced by non-native speakers of English are fixable through generic language courses. The skills most commonly addressed in these courses are time-management, essay writing, presentations, note taking and revising for exams (Wingate, 2006). The EAP course at NUST appears to exemplify this approach. Also known as the ‘bolt-on approach’, this model gives explicit advice on web sites or in course materials, for example student handbooks (Wingate, 2006). Wingate (2006) states that the drawback of this approach is that “study skills are divorced from subject content and knowledge” (p. 459). This separation proposes that there is a difference between studying successfully and learning, and that, if certain techniques are attained, students can study successfully without deep engagement with the subject. This aspect of the autonomous model of literacy is often coupled with a discourse of decontextualised learners who are divorced from their social context, and success in HE relies on attributes inherent in, or lacking from, the individual (Boughey & McKenna, 2016, p. 1). Street (2005) suggests that a standard view works from the hypothesis that literacy in itself autonomously will have effects on other social and cognitive practices. Gamache, as cited in Wingate (2006) cautions that teaching study skills without connecting them to subject content inevitably encourages the undesirable epistemological belief that knowledge is an external, objective set of facts. Rejecting this approach to teaching literacy, Street (2003) advocates instead a more culturally sensitive view of literacy practices which he terms the ideological model of literacy.

### ***2.3.2.2 Ideological model***

The ideological model is underpinned by a more relativist cultural awareness, which acknowledges literacy as “a social practice that is always embedded in socially constructed epistemological principles” (Street, 2003, p. 77). As such, literacy is recognised as a dynamic concept that will differ from context to context (Street, 2003). For Street (2005), reading and writing should be understood as socially embedded practices: the things people do in relation to text rather than as technical and neutral skills. Literacy is about knowledge, and the ways in which people approach reading and writing are rooted in conceptions of knowledge, identity and being (Street, 2005). He claims that the meanings and practices of literacy are always contested and therefore are always ideological: inevitably rooted in a value-laden world-view, often accompanied by a desire for that view to dominate others (Gee & Street as cited in Street, 2005). Drawing from this understanding, Boughey and McKenna (2016, p. 3) state that there are hence “many different literacies – some of which are constructed as having more value within specific contexts than others”. They further state that the ideological model of literacy relates to what Christie terms “a model of language as a resource” (p. 3). These two models challenge the idea that language use is neutral and instead locate language firmly in the domain of the social. Here students’ attributes of class, gender and race intersect each other and also intersect with social structures such as disciplinary norms and institutional culture. Boughey and McKenna (2016) warn that this intersectionality needs to be taken into account in explaining students’ experiences (p. 3). The autonomous and ideological views of literacy align with a number of the themes that are central to the discussion in Chapter Four.

To some extent, most of what has been discussed relating to literacy is relevant to academic literacy. In the next section, I will therefore discuss the three theoretical orientations to the teaching of academic literacies (skills, socialisation and literacies), offered by Lea and Street (2006). These theories will similarly be a tool for analysing how participants in my study understood the acquisition of academic literacies.

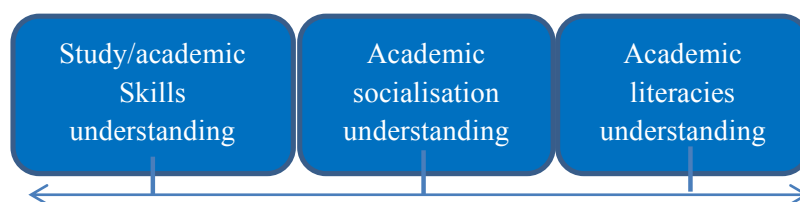
It is worth noting that the NLS by implication rejects the autonomous model as exemplified by skills-based EAP programmes, but doing so is not unproblematic. It is clear that students will be



disempowered if institutions celebrate literary practices over skills in contexts that require high levels of reading and writing ability, as can happen in universities. In spite of these arguments, there remains a recognised core which benefits students when it is taught explicitly. This core includes easily identifiable skills, such as note taking or paragraph construction. The question is not whether these skills are taught, but whether they are taught exclusively. NLS would argue that any conception of literacy must include more than skills, if tertiary students are to perform well in their courses. It is therefore worth asking, as this study does, whether a course design goes beyond skills. If local groups are not given access to the literacy skills which may empower them, they will be denied access to the genres of power (Street, 2001). The concern for these dynamics in the context of this study drives the interest in this research.

### ***2.3.3 Orientations to the teaching of literacies***

As mentioned at the beginning of this chapter, scholars working in socio-cultural understandings of learning and literacy have suggested that the diverse understandings of literacy as revealed in the different definitions, have resulted in a number of orientations to the teaching of literacy. Building up theories of reading, writing and literacy as social practices in the movement known as the New Literacy Studies, (Street, 1984, 1995; Gee, 1996; Lea & Street, 1998, 2006; Barton, 2007) researchers have argued for a new approach to understanding student writing and literacy in academic contexts which challenges the dominant deficit model. They suggest that approaches to student writing and literacy in academic contexts could be theorised through the use of three overlapping perspectives or models: (a) a study skills model, (b) an academic socialisation model, and (c) an academic literacies model. In this section of the chapter, I will discuss these three models to the teaching of writing as advocated by Lea and Street (1998, 2006) as firstly illustrated in the figure below.



**Figure 2.2: Continuum of understandings of the teaching of academic literacies** (Adapted from Jacobs, n.d., p. 136)

First and foremost, to better capture the participants' (of this study) understanding, of not only the assumptions and attitudes that underpin the EAP module, but also the teaching of academic literacy (as will be revealed in Chapter Four), I found Jacobs' (n.d.) 'continuum of understandings of the teaching of academic literacies' (see Figure 2.2) useful in my data analysis. It represented any shifts in their understanding of AL as points along a continuum.

### **2.3.3.1 The study/academic skills approach to EAP**

In the study skill model, writing is considered to be the application of a set of autonomous linguistic skills (Lea & Street, 1998; Ivanic, 2004). This approach stresses the teaching of written language at surface level (Lea & Street, 1998). Writing is assumed to be a unitary, context free activity in which the same technical skills and rules are transferable to all writing (Lea & Street, 2000; Ivanic, 2004). In this view, what counts as good writing is determined by correct forms of the letter, word, sentence or text (Ivanic, 2004). The notion of correctness is determined by what is valued in academic contexts. As identified by Lea and Street (1998), the 'study skills' approach to academic literacy instruction focuses on students' adherence to conventions for the formal features of academic writing, for example, grammar, punctuation, spelling, referencing, dissertation formatting and academic writing (Hyland, 2006; Lea & Street, 2006). Since it is a common preconception that non-native English speakers come underprepared for university in their level of academic literacy, this approach attempts to 'fix' that underpreparedness. Also, the study skills approach pays little attention to context and is therefore implicitly informed by autonomous and additive theories of learning, such as behaviourism, which are concerned with the effective transmission of knowledge (Lea & Street, 2006). Hyland's (2002) challenge to this premise is: "are there skills and features of language that are transferable across different disciplines and occupations, or should we focus on the texts, skills and language forms needed by particular learners?" (p. 385).

According to Hyland (2006) the main idea of the study skills approach is that there is common reasoning and interpreting processes underlying communication which help us to understand discourse. Rather than focusing on linguistic form, it is seen as being more productive to focus on interpretative strategies and other competences. These skills were mainly taught using general ‘carrier content’ which provides an academic topic to contextualise the language skills to be learnt. Drawing from Wingate’s (2006) thoughtful finding, the advice given in study skills approach material is usually not embedded in subject specific content. Instead, students are given general guidelines on, for example, how to manage time or take notes. Wingate (2006) goes on to mention a few drawbacks of the study skills approach. She maintains that the most severe drawback of this approach is that skills are separated from subject content and knowledge. One cannot help but agree with her that this separation suggests that there is a difference between studying successfully and learning, and that, by acquiring certain techniques students can study successfully without engaging at a level needed for true epistemological access (Wingate, 2006). Such a view reduces a complex phenomenon like literacy to a set of fragmented skills (Lea & Street, 2000). Nisbet and Shucksmith, as cited in Hyland (2006), point out that some skills courses “degenerate into techniques for passing examinations, for coping with the system rather than developing the skills of learning”.

My own experience suggests that teaching of skills is not useless in itself, but that there are problems with this approach. One is the extent to which generic courses of study skills trivialise students at tertiary level. Dividing study skills from subject content may encourage the unfavourable epistemological belief that knowledge is an “external, objective body of facts” which can be acquired with certain tricks (Wingate, 2006, p. 459). Coupled with the principal assessment methods in higher education, this may foster a surface approach to teaching and learning (Wingate, 2006). Epistemologically, the skills approach has been critiqued as distorted in the sense that constructing syntactically accurate sentences does not necessarily result in appropriately written texts (Wingate, 2006). The development of notions of appropriacy would be a consequence of the academic socialisation approach.

In addition, in contemporary universities, students are not only required to partake in lectures but also to interact with peers and lecturers face to face and through IT, to develop good research strategies and writing skills. Braine (2002) feels that the knowledge of one's chosen field of study, research skills, and good reading and writing skills are only a foundation for the acquisition of true academic literacy. Boughey (2000), discussing Gee's work, suggests that it is knowing how to speak and act in academic discourses (p. 4). For students to succeed at graduate level, they in addition need to adapt "smoothly to the linguistic milieu of the host environment and to the culture of their academic departments and institutions" (Braine, 2002, p. 60). As a direct response, the last decade has seen a shift in the understandings of AL practitioners (Lea, 2004), who challenge the view that isolated literacy skills benefit students at all. These practitioners believe that a more effective approach is the embedded model, "in which skills are developed as an integral part of the study programme and assessed" (Wingate, 2006, p. 459). They have consequently come up with other approaches.

#### ***2.3.3.2 The academic socialisation approach to EAP***

In the academic socialisation model, reading and writing is embedded in disciplinary contexts. The primary aim is to acculturate students into conventions of disciplinary discourses and genres, with a focus on reading and writing texts as a way of expressing meaning (Jacobs, 2010a). Through this, according to Lea and Street (2006) students gain ways of talking, writing, thinking, and using literacy that typifies members of a discipline or subject area community. This approach in addition, recognises that subject areas and disciplines use different genres and discourses to construct knowledge in particular ways (Bazerman, Berkenkotter, & Huckin as cited in Lea & Street, 2006). Each discipline might be seen as an academic tribe (Becher as cited in Hyland, 2006) with its own norms which comprise its separate culture. Within each culture, students are compelled by the more knowledgeable others (MKO) to acquire specialised or appropriated discourse competencies, that allow them to participate as full group members in a discourse community. Theories of learning developed within the study of 'communities of practice' (Wenger, 1998) are relevant to this approach: that people learn by apprenticeship, by 'peripheral participation' in literacy events, and by taking on the identity of community membership among those who use literacy in particular ways. Hyland (2006) suggests that "the emphasis here is therefore on a gradually mentored pathway to membership, or 'cognitive apprenticeship', to full induction marked by control of the

genres valued by their communities” (p. 21). Moreover, he maintains that while undergraduates are seen as peripheral members of a disciplinary community, they must nevertheless adopt the discourse practices of their professors to be accepted. To a large extent, their academic accomplishments depend on the success of this induction, as shown by their ability to reproduce particular discourse forms (Hyland, 2006).

Unlike the study skills approach then, disciplinary socialisation implies an integrated view which links language, users and context. It considers the cultural context and the target community in which the student meets academic writing. Scholars working from this perspective therefore, favour genre knowledge (Bengesai, 2012). Consequently, EAP courses associated with this model explicitly present discourse structures and linguistic forms needed for students to achieve the communicative purpose of the task (Hyland, 2003).

Earlier in the chapter the discussion suggested that each disciplinary culture requires students to acquire specialised discourse competences. In the academic socialisation model, appropriacy is therefore a fundamental concept (Bengesai, 2012). Good writing is defined as that which is linguistically appropriate for its purpose (Ivanic, 2004). Bengesai (2012) is of the opinion that a key tenet of academic socialisation is the notion of scaffolding (following from Vygotsky’s and Bruner’s theories of learning; see Rose, 2005) which enables students to be systematically supported until they have achieved the desired writing competencies.

A number of criticisms have been directed against the academic socialisation approach. Regarding the fundamental criterion of ‘appropriacy’, frequently used when judging writing, questions such as “appropriacy according to whom?” have been asked by critics (Ivanic, 2004). Hence, scholars reiterating Bengesai (2012), have contested appropriacy in light of the social and discorsal practices which they claim differ between contexts. Other critics have called it a prescriptive approach because it presupposes that there is only one way of learning a discourse (Bengesai, 2012) and that “text-types are unitary, static and amenable to specifications” (Ivanic, 2004, p. 234). Gonzalez (2006) adds the critique that the process of acculturation valued in the academic

socialisation approach, hinders students' agency and is implicated in the production and reproduction of social order.

### ***2.3.3.3 The academic literacies approach to EAP***

The academic literacies approach emanates from the New Literacy Studies discussed earlier. Lea (2004) makes a forceful statement that academic literacies (not literacy) are cultural and social practices, and vary depending on their context. It has been labelled as a social practices model by Ivanic (2004) and Smit (2008). While the study skills and socialisation approaches have largely sought to respond to changes in tertiary education, the academic literacies approach addresses some of the implications of doing so (Hyland, 2006). It does this by bringing to the fore issues of "relevance and legitimacy in relation to writing practices in the disciplines" (Hyland, 2006). Like the socialisation approach, this perspective structures language tuition as discourse practices rather than as a set of discrete skills. Furthermore, it builds on gaps in the socialisation model, as it acknowledges that an important dimension of these contexts is the participants' experiences of them and, more critically, of the unequal power relations which help structure them (Hyland, 2006, p. 21).

The academic literacies model was proposed with a particular interest in writing in HE (Lea & Street, 1998; 2000). Lillis (2003) suggests that it emphasises the socially situated and ideological nature of student academic writing (p. 194). Some key figures in advancing the notion of academic literacy include Street (1984; 1995; 2003; 2005); Gee (1996); Lea and Street (1998; 2000; 2006); Barton and Hamilton (2000); Lillis (2003) and Lillis and Scott (2007), who argue that literacy is not only context dependent, but is also embedded in ideology. Unlike the other two approaches, the academic literacies approach responds to an influx of new students, like those at NUST in Namibia, whose primary discourses differ from that which is preferred in HE (Lillis & Scott, 2007). It also aims to reform or transform HE and go beyond the mere teaching of skills to engage with the social, cultural and contextualised nature of writing in the university (Lea; Russell, Lea, Parker, Street, & Donahue as cited in Bengesai, 2012). A parallel understanding of academic literacy is provided by Ivanic (1998) who theorises that academic literacy involves language, yet it must be conceived as both less and more than language. In its less-than-language characteristic, it is derived from language; while in its more-than-language characteristic, it is rooted in socio-cultural, cognitive and disciplinary nuances (Ivanic, 1998).

Consequently, for one to comprehend academic literacies, one needs to explore the way in which linguistic, socio-cultural, socio-historical and ideological practices impact on the teaching and learning within disciplines. Such a view acknowledges that academic literacy is simultaneously knowledge about the linguistic, cultural, social and historical nuances of a discourse community. It is important to note that this knowledge is fundamentally embedded and transmitted through discourses (Gee, 2010). The academic literacies model does not go unchallenged, and scholars like Lillis (2003) critique it because it is unclear what the academic literacies model looks like in terms of pedagogic practice. This vagueness is clearly a drawback in implementation.

As an EAP part-time lecturer, this view made me realise that it is just not sufficient to teach students “the practical application literacy skills as far as correct academic writing” (Smit, 2008) which is the current practice at the researched university. Equally, I am left to deliberate on the extent to which the EAP course, taught in a decontextualised manner, helps tertiary students to thrive academically and professionally. According to Smit (2008), the role of HE is not knowledge reproduction, but rather participating in and creating new knowledge. He argues that students need to assimilate information so that they can make informed opinions about the information presented to them at university. I agree with Smit’s (2008) line of thinking that our focus should be “on developing a student’s confidence, critical thinking and self-direction skills, rather than honing the techniques of note-taking and essay writing” (p. 3). It is for this reason that this study aligns with the academic literacies approach, but does not disregard the usefulness of other approaches. In addition, the academic literacies approach is highly relevant to the present study. Like South Africa, in the Namibian context, issues of power, identity, race and class resulting from social inequalities are pervasive, making the ideological model and an understanding of social learning practices a useful perspective.

## **2.4 Conclusion**

The objective of this chapter was to introduce the three theoretical constructs emerging from the works of Lea and Street (2006) – the study skills, academic socialisation and academic literacies models of literacy – and Street’s (1984) two key concepts of literacy: the ‘autonomous’ and the ‘ideological’ model of literacy, as they are the main concepts used in this study. This was

contextualised in an overview of academic literacy, and the key themes or concepts that emerged from the field. This was linked to the English language proficiency of Namibian learners through Kachru's three concentric circles of socio-linguistic English.

This review of movements in the field of academic literacy has thus far, been marked by suggestions that the acquisition of academic literacy may be a more complex process for some than for others, particularly those who for one reason or another have been deemed 'underprepared' for university studies, particularly second language speakers of English. In subsequent chapters the implications of such an understanding of literacy at tertiary level is discussed.

In the following chapter I discuss the research approach and research instruments used and how the data analysis was carried out, as well as outlining the objectives and questions which this study aims to answer.



## CHAPTER THREE

### RESEARCH DESIGN



Unlike Calvin in this comic, it is vital for data to be as accurate, truthful or reliable. *Interpretivists aim to understand the social world. They recognise multiple interpretations as equally valid. Results are created, not found. Interpretations are informed by theory (theoretical frameworks).* (Bertram & Christiansen, 2014, p. 26)

### 3.1 Introduction

This chapter outlines the methodological framework adopted for this research and the epistemological standpoint which enabled me to make sense of the data in this study. As such, it sets out the research design which, as described by Lankshear and Knobel (2004), is the broad strategic approach or logic for conducting research and must match the kind of question being asked. Berg (2007) simply describes the research design as a plan which indicates the kind of data that was collected, how the data was collected and used, where and when it was collected, and why it was collected. This chapter builds on the findings in Chapter Two in which I demonstrated that literacy and in particular academic literacy, is a complex, contested issue. Because this study explores the conceptualising principles of the designers and lecturers of an academic literacy course, a qualitative method approach has been adopted.

A foundational decision about research in the social sciences is the paradigm in which it operates, as it will determine all design decisions. It is the world view (Barbie & Mouton, 2001) of the researcher. Neuman (2006) defines a paradigm as a “general organising framework for theory and

research that includes basic assumptions, key issues, models of quality research, and methods for seeking answers” (p. 81). Paradigms, dealing as they do with the ontological and epistemological orientations, therefore provide guiding principles on which to base methodologies, develop research questions and make decisions about research design and the appropriate research strategies. This study examines the conceptualisation of an academic literacy course, and the understanding of educators in this context and my paradigm is a relative and interpretivist one. From this position I interrogate the notions EAP practitioners hold which involves an active, challenging approach to academic literacy practices.

### **3.2 Research approach used in this study**

Creswell (2003, p. 4) identifies three research approaches which depend upon philosophical assumptions about the nature of reality, epistemology, values, the rhetoric of research and methodology. These approaches are quantitative research, qualitative research and mixed methods research. Because it is rooted in statistics, quantitative research can be used to prove or disprove hypotheses. It assumes that there is a single reality which is independent of peoples’ experiences and is therefore not appropriate to an exploratory study of this kind; a qualitative approach was therefore chosen. In addition, Barbie and Mouton (2001) advise that the first step in reviewing the research process is to distinguish between empirical studies, which use primary sources, and non-empirical studies which use secondary sources. This study uses both primary and secondary sources, firstly in the form of semi-structured interviews with EAP course designers and lecturers and secondly in an analysis of EAP documents: the course outline, EAP study guide and assessment tasks.

#### ***3.2.1 Research objectives***

As mentioned in Chapter One, this study sought to understand course designers’ and lecturers’ priorities, as expressed in the design and assessment of the EAP module. In addition, drawing on this understanding, I wanted to identify the module’s strengths and weaknesses and recommend changes where necessary. Guided by these broad objectives, the study attempted to answer the following research questions.

### 3.2.2 Research questions

- What are the valued aspects of the EAP curriculum; what is foregrounded by the course designers in course outlines, assignments and the study guide?
- What are the module's strengths and enabling elements?
- What are the module's weaknesses and inhibiting elements?

An academic literacy module of *English for Academic Purposes* was the case study. According to Creswell (2003), case studies allow a researcher to explore “in depth a program, an event, an activity, a process, or one or more individuals” (p. 15), and this is what I sought to do. Yin (2003) argues that the central tendency among all types of case study is that they try to illuminate a set of decisions: why they were taken, how they were implemented, and with what result. Once again, the case study helped to answer the research questions, since its aim was to obtain a more detailed understanding of the EAP module as expressed in its design and assessment. It is important to mention that the study did not focus on the students' experience of the module and hence, no student was interviewed.

The case study approach encouraged me to explore the context in which academic literacy teaching and learning takes place in order to answer the three research questions mentioned above. The ideas arising from qualitative research represented the meanings given to real-life events by the people who live them, not the values, preconceptions, or meanings held by researchers (Yin, 2009). Cohen, Manion and Morrison (2000) add that a qualitative research is flexible because different methods can be used to collect data. For this, the researchers are the instrument, as they collect data by directly observing or interviewing the participants.

To effectively answer the research questions identified earlier, the study embraced the interpretive view that “research is underpinned by the idea that people's behaviour is context dependent” (Bertram & Christiansen, 2014, p. 27). Cohen et al. (2000) posit that the central endeavour in the context of this paradigm “is to understand the subjective world of human experience, to retain the integrity of the phenomena being investigated and efforts are made to get inside the person and to

understand from within” (p. 22). In light of this, data needs to be authentic and reflect the experiences of the respondents (Bertram & Christiansen, 2014, p. 27). In interpretive case study research, the results cannot and should not be generalised, and I therefore do not seek to make broad claims from this research (Bertram & Christiansen, 2014). The interpretive paradigm will be pertinent to the envisioned study, as its purpose is primarily to explore higher education academics’ understanding of academic literacy by examining the reasons for the design of the *English for Academic Purposes* course.

### **3.3 The research sample**

Because of the research questions, the locus of interest for this study was higher education institutions (HEIs) in Namibia. Purposive sampling was used, and the study focused on a single institution, the Namibia University of Science and Technology (see Appendix 1a and 1b, for permission letter and response). This selection was both purposive and convenient since I was teaching the course at the university. Naturally, this raised ethical issues of positionality which I address later.

Another issue was the size of the proposed study: a complete analysis of representations of all the EAP lecturers at the researched university was not feasible. Cohen et al. (2000) point out that to make the research manageable, it is necessary to work with a smaller group or subset of the population, the sample. Because this research paper is submitted as a half thesis, and given the large data sets already chosen for analysis, it was not feasible to do a survey of all the academic literacy courses offered at this institution. Hence, the focus was on one course, EAP.

### **3.4 Research instruments**

For the purpose of generating in-depth data for this study, the two main sources of data were documentary evidence and semi-structured interviews. I begin with a discussion of the documentary evidence.

### ***3.4.1 Documents***

The focus on understanding academic literacy priorities underpinning the design of the EAP module, suggested firstly that I examine the course documents. Of these, the course study guide and assessment tasks were the most significant sources of empirical evidence about the nature of academic literacy. My rationale was that these documents would provide accounts of what the Department of Education and Languages consider to be key academic literacy practices for students. They would also reveal how the department planned to make such practices accessible to students in various fields of study. These documents provided the rationale for academic literacy and showed how academic literacy was understood in the Department of Education and Languages. Most importantly, these documents laid bare the dominant approach used in teaching academic literacy. I therefore analysed the EAP study guide, course outline and four examination papers from 2015 to 2016 to determine the values and beliefs that underpinned them.

### ***3.4.2 Semi-structured interviews***

Berg (2007) recommends that it is particularly important to use multiple procedures (triangulation) to reduce possible sources of error. In line with this thinking, I used semi-structured interviews to complement the primary data of course documents. Interviews are an efficient and valid way of understanding someone's perspective and can provide additional information that was missed in other analysis (Maxwell, 2005, p. 94). The purpose of the interviews was primarily to probe academics' perspectives of academic literacy and the principles that underpinned the design of the EAP module. The interview participants were comprised of two former EAP lecturers, who were key people in the design and implementation of the course, and two of the current full-time EAP lecturers. These lecturers were chosen randomly. Although initially I hoped to interview three current lecturers, due to time constraints and colleagues' heavy workloads, I was only able to interview two lecturers.

Interviews with the same focus were carried out with both these sets of individuals and insights gained from them were particularly pertinent. The interview questions were given to the participants a week before the scheduled interview date. Participants were informed about the purpose of the research prior to the interviews (see Appendix 2 for participant consent form) and

were also given advance notice of the date and time. I emphasised anonymity and tried to make the participants as comfortable as possible by allowing them to choose when and where they wanted to be interviewed. Participants were also made aware that their responses were being recorded. These recorded interviews were then transcribed to allow me to capture participants' responses verbatim. This provided me with accurate accounts of participant insights. In the next section, I focus on the method that was used to analyse the data.

### **3.5 Data analysis**

With the key focus on understanding the EAP course designers' assumptions about academic literacy, relevant documents were analysed first for themes. These were concepts of academic literacy that were repeated in different contexts or emphasised in any way. Assignments and their rubrics were also reviewed to see which course outcomes were prioritised through assessment.

The interview data helped me to detect the extent to which there was unanimity in the course writers' understanding of the EAP module and its design. Instances of tension and agreement that emerged were signal points of interest in the data analysis. In addition, the responses from the semi-structured interviews with both the course designers and EAP lecturers on their understanding of what constitutes AL, enabled me to foreground the assumptions that underpinned the design of the EAP course.

Data was analysed from each of the sources described above by coding transcripts and documents. Coding is essentially a way of disaggregating data, breaking it down into manageable segments (Schwandt, 2000). It also enables a researcher to identify and name those segments. Coding, therefore, involved the process of finding commonalities, categorising them and then linking common elements to other parts of the data that share something with the emerging theme. This process of coding and analysing was done on the dominant AL concepts emerging from the documents and from interview responses. In this way, not only did the participants' voices come through in the final reporting of the themes that emerged, but they also emerged through data collection. Grouping was done of themes that might have something in common, even if that commonality consisted of differences or contradictions.

### **3.6 Validity**

Cohen et al. (2000) posit that validity is the key to effective research (p. 105). According to Bertram and Christiansen (2014), it is particularly important that interpretive research is credible and that it reflects the participants' reality. Although notions of validity are central tenets of interpretive paradigms, Guba and Lincoln (1985) have been instrumental in showing that validity issues are critical in any study. In this study, triangulation of data increased the trustworthiness of the conclusions it drew (Bertram & Christiansen, 2014). Cohen et al. (2000, p. 112) define triangulation as the use of two or more methods of data collection in the study of some aspect of human behaviour. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research (Campbell & Fiske as cited in Cohen et al., 2000). It enabled me to see if the data collected from one source confirmed or contradicted data which was collected from a different source. In the current study, the documents offered baseline insight into the dominant influences on the design of this module. Then, the semi-structured interviews with the course writers and lecturers supplied explanations and justifications for the design of the EAP module, as well as additional insights into priorities. The recorded interviews were then transcribed and given to the course writers for verification, ensuring that the views of participants emerged clearly. My theoretical and analytical framework as indicated in Chapter Two utilised a range of academic literacy theories derived from various linguists such as James Gee, Mary Lea and Brian Street.

### **3.7 Limitations of the study**

A major limitation of this study was the sampling. In the first place, the study was concerned with one literacy module (EAP) at the researched university. It is alleged that this focus on just one module may limit the analysis and generalisation to that particular institution and Department. Unfortunately, the research was also hampered by time delays, mostly caused by seeking permission from different authorities to conduct the research since, although I am a lecturer, I am a relative newcomer and was not familiar with the institution's protocols. A final limitation was that some officials were reluctant to share information pertaining to the EAP course, as manifested by the long delays in responding to emails. Responses that took so long to compile may not be a full and open account of events.

### **3.8 Ethical considerations**

For this case study, ethical consideration and procedures met with NUST requirements, as well as with Rhodes' ethical standards. In order to negotiate access and acceptance, permission was obtained firstly from the Registrar of the university. Secondly, a formal written request was sent to the Head of Department requesting access to data. Thirdly, interviewees were given informed consent forms to inspect a week before the agreed upon interview date, in which the reason and purpose of the study were outlined. Informed consent is defined by Diener and Crandall (as cited in Cohen et al., 2000) as "the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions" (p. 181). In line with the four principles of competence, voluntarism, full information and comprehension, both course designers and lecturers received a clear written explanation outlining the purpose and goal of the study, the research questions, and the length of time the research would take. This was so that they would be able to assess whether they wished to take part in this study. In addition, they were made aware that they could withdraw at any time they wished to. Confidentiality and anonymity were prioritised in this study. Those who agreed to participate were assured that they would be provided with pseudonyms. Unfortunately, it proved impossible to give anonymity to the university as Namibia has only one University of Science and Technology, and an understanding of the science focus of the university is essential to some of the critique suggested in Chapter Four.

Being a part-time lecturer at the university and having professional relationships with some of the EAP lecturers, brings into question further issues of positionality and validity. As a researcher, I maintained an informed reflexive consciousness to contextualise my own subjectivity in data interpretation, and in the representation of experiences in this report. Participants were informed from the onset of the study that they should not feel pressured to take part in this study or to share their materials and viewpoints unwillingly. They were also notified that the main aim of this study was to identify the module's strengths and weaknesses and to recommend changes if need be. This I believe created a sense of partnership among the lecturers in the study. As academics, we all want our students to thrive not only in EAP, but in their fields of specialisation. I believed that if the participants felt a sense of partnership, my positionality would be less of an issue.



### **3.9 Conclusion**

In this chapter I discussed the data collection methods used in this study. I presented the research methods that were used, together with the paradigms and ontology that framed the research and analysis of the data. Issues of data collection, sampling, and data analysis were discussed. Also discussed were ethical issues, as well as methodological limitations. The methodology described in this chapter clarified how the academic literacy principles and approaches that underpinned the design of the EAP course were investigated. This chapter therefore provided a thorough background and context for Chapter Four, which blends the findings with a discussion of the data.

## CHAPTER FOUR

### PRESENTATION AND INTERPRETATION OF DATA

*Enhancing student learning through separate study skills courses is ineffective, and the term 'study skills' itself has misleading implications, which are counterproductive to learning.*  
(Wingate, 2006, p. 457)

#### 4.1 Introduction

The methodology described in the previous chapter was the baseline for data gathering. In this chapter, I present and interpret data collected from documents and interviews. Data from documentary evidence was mainly in the form of department documents such as the EAP Study Guide, the course syllabus and assessment tasks from 2016. Semi-structured interviews were conducted with some of the course designers and two of the full-time EAP lecturers. The analysis in this section is largely descriptive and is concerned with identifying what is privileged as valuable academic literacy knowledge in the Department of Languages and Education at the Namibia University of Science and Technology (NUST). In line with this, I also sought to identify prominent discourses which were apparent in this data set. The rationale for this was derived from Bernstein's (2000) understanding of the *pedagogic device*, by which assumptions and perceptions are turned into actual teaching materials and practices. Bernstein's conception of the process by which perceptions become practices is a useful lens for this EAP curriculum because it enabled insights into the way the official structuring of the EAP pedagogic discourse and practice was a relay for power, and the impact this had on identity.

This data constitutes the textual evidence of discourses that frame academic literacy in the *English for Academic Purposes* course. The discussion is related to the principal question guiding this study:

- What are the valued aspects of the EAP curriculum; what is foregrounded by the course designers in course outlines, assessment tasks and study guide?

Faculty documents like the course readers and course study guide provided accounts of what was perceived as worthwhile knowledge, while interviews provided verbal accounts of the participants' understanding of their context. The first section of this chapter presents findings emanating from the course Study Guide, followed by that from the assessment tasks. The last section of this chapter will present findings stemming from the interviews.

## **4.2 History of the Department of Languages: Documentary evidence**

Research conducted by Makamani (2012), shows that the English Curriculum (Communication Skills) offered at the former Polytechnic of Namibia, now the newly formed Namibia University of Science and Technology “did not empower students to effectively use English for academic purposes and English for professional purposes, hence compromising their effectiveness both as students and future professionals” (p. 2). Furthermore, these courses did not prepare learners for the challenges of the 21st Century workplace (Makamani, 2012). In 2012, in an attempt to empower students to use English effectively for both academic and professional purposes, the *English for Academic Purposes* and *English for Professional Purposes* modules were introduced.

The language faculty member who initiated the idea of introducing the *English for Academic Purposes* module at the Polytechnic of Namibia was not part of the group that designed the syllabus and assessment criteria. Instead, English language specialists were responsible for developing sections on the rhetorical and linguistic conventions of academic writing. Because of this, the philosophy of teaching was drawn from a narrow range of teaching and learning approaches, especially the traditional lecture, group work and self-study. Makamani's study (2012) shows that lecturers in the Department of Communication were not adequately trained to teach *English for Specific Purposes* and that this explained why students were not being taught according to their needs. To aid the transition from a Communication Skills module to an EAP module, a three-day professional development workshop was proposed to enable the 12 lecturers from the Department of Communication in 2012 to implement the proposed new ESP curriculum by August 2012.

Makamani (2012, p. 2) presents the objectives of this workshop for participants below:

- Define English for Specific Purposes (ESP) and explain its branches and genres;
- Apply ESP methodologies in their lectures;
- Select authentic texts suitable for teaching English for Academic Purposes (EAP);
- English for Professional Purposes (EPP); and
- Use ESP assessment and evaluation strategies.

However, an interview with one of the key initiators of EAP, who was not part of the implementation process, revealed that this workshop never took place. Also, there was an argument that the Technikon was still small and offering EAP and ESP would not be feasible, because of the cost of designing and implementing a discipline specific EAP curriculum. This is a common concern in universities. Wingate (2006), citing Drummond et al., states that the predominant bolt-on model of developing study skills is due to difficulties in implementing an embedded approach. Such difficulties are usually organisational and there are managerial challenges in coordinating a progression of skills development throughout a degree course. In addition, there is the complexity of conceptualising ‘study skills’ and aligning perceptions of learning (Wingate, 2006). She suggests that teaching embedded skills requires staff consultation and development and thus relies on the commitment of all academics that are teaching degree courses (Wingate, 2006). Mani, a course designer, showed that Wingate’s claim applied also to NUST when he maintained that “*there was some resistance here and there in the department*”. Despite this resistance, EAP was introduced in 2012, replacing the English Communication Skills module.

The Department of Languages and Education sees its role as teaching the English skills required to meet the demands of the students’ future working environment, thus contributing towards sustainable national development (EAP Study Guide, 2012). This mission is a testimony to the university’s desire to produce graduates able to function in employment using English, which has become an economic imperative. It is aligned with Hyland’s findings and is similar to goals of universities in other countries (2006, p. 2).

A key question then, is how the department has interpreted and translated this aim into the design and pedagogic practices of the EAP course. This question is significant in light of what Bernstein (2000) refers to as the pedagogic device, which serves, as I mentioned above, to convert assumptions about knowledge into pedagogic communication. The assumptions regarding academic literacy will inevitably influence what is taught in the EAP course. With this in mind, I present below firstly the analysis of course documents and secondly, of interviews with lecturers and course designers.

### **4.3 Document data**

The documents analysed for this study were the EAP Syllabus, the Study Guide of the same course, and the course assessment tasks from both semesters of 2016.

#### ***4.3.1 English for Academic Purposes Syllabus: An overview analysis***

Prior to enrolling for the compulsory EAP course, students must have passed the *English in Practice* course or gained exemption by obtaining 1 or 2 points in English as a first language in the Higher International Graduate Certificate of Secondary Education (HIGCSE) (see Appendix 3a for a better understanding on Namibia's grading system) or by scoring above 65% in the mature entry English test (EAP Syllabus, 2012, p. 1). This exemption should be aligned with revised departmental regulations and exemptions (EAP Syllabus, 2012, p. 1). The comprehensive learning outcome of the EAP module is that students should be able to “communicate accurately, appropriately and effectively in academic speech and writing within an academic context” (EAP Syllabus, 2012, p. 2).

My experience as a part-time EAP lecturer shows that students are placed randomly in the EAP course. Because they are not grouped according to their fields of specialisation, a problematic aspect of the course is: what ‘academic context’ does the syllabus refer to? In order to accommodate the differences this inevitably creates, all activities and reading texts in the EAP Study Guide are generic rather than discipline specific (see summary table of Unit 3-9 in Appendix 4). A closer look at the EAP Study Guide also revealed that writing in this course is assumed to be a context free activity in which technical skills and rules are transferable to all writing (Lea &

Street 2000; Ivanic, 2004). The data examined in this research appeared to promote students' adherence to conventions of the formal features of academic writing: grammar, punctuation, spelling, referencing, library usage, dissertation formatting and academic writing. This was further confirmed in the analysis of the Study Guide presented in the next section and aligns with Lea & Street (2006) and Hyland's (2006) description of a skills-based approach.

Another aspect of the course, which carries into all aspects of teaching and assessing, and which I argue has an overriding influence on the course, is the assumption that all students enter university without adequate skills to study effectively. The *English for Academic Purposes* course for example, aims to:

Equip students with reading strategies to achieve fluency and competence in the area of vocabulary recognition and expansion in order to acquire a better command of English for purposes of reading and writing academic materials. Also, it aims to develop and expand students' linguistic competence, critical reading ability, and the ability to respond logically and effectively through writing and speaking activities (and case studies) related to their field of study. (EAP Syllabus, 2012, p. 1)

Because they lack these skills, students need to be equipped with critical reading, writing and linguistic competence. While this is not explicitly mentioned, the embedded assumption is that non-native English speakers come particularly underprepared for university. Consequently, the EAP course attempts to 'fix' that under preparedness (Jacobs, 2000b; Wingate, 2006) and provide the knowledge and skills needed for them to thrive in their fields of specialisation. This understanding resonates with the educational myth of a normative approach to teaching academic literacies. Kress, as cited in Lillis and Scott (2007), states that the focus of such an approach is on identifying and inducting. The "emphasis is on identifying academic conventions – at one or more levels of grammar, discourse or rhetorical structure or genre – and on exploring how students might be taught to become proficient or 'expert' and developing materials on that basis" (Lillis & Scott, 2007, p. 13). Hyland's (2002) challenge to this premise is: "are there skills and features of language that are transferable across different disciplines and occupations, or should we focus on the texts, skills and language forms needed by particular learners?" (p. 385). The course aims quoted above are the same as those of early EAP modules at UNAM and universities in England, which pushed for the study skills approach.

The EAP Syllabus suggests:

Furthermore, upon completing the course, assessment must show evidence of students' ability to:

- Recognise the purposes of and differences between spoken and written communication in English in academic contexts.
- Practice interactional and linguistic aspects of participation.
- Participate in effective discussions and presentations conforming to academic conventions using graphs and audio-visual aids and PowerPoint.
- Write functions common in written academic discourse.
- Analyse the content and structure of information delivered both orally, in print and electronic form.
- Expand relevant features of grammar and vocabulary through a range of course related academic texts, and improve pronunciation utilising dictionaries (to obtain lexical, phonological and orthographical information).
- Use the library and the Internet effectively to find information and to note and reference sources correctly.
- Engage with existing technologies to improve on-line discussion and writing (EAP Syllabus, 2012, pp. 1-2).

Successful mastery of these abilities suggested an institutional assumption that by completing the EAP course, students would make meaning within unfamiliar discourses, for example, being able to find information in the library and on the Internet. Also, that they would without difficulty understand the rhetorical processes needed for the construction of knowledge, by using appropriate conventions. The syllabus also expressed the assumption that students would be empowered to participate in their fields of specialisation through these tasks. The emphasis on students acquiring "a better command in English for the purpose of reading and writing academic materials" (EAP Syllabus, 2012, p. 2) suggested that the course would focus on the grammar and linguistic (technical) aspects of the English language. Although technical skills are vital in a student's academic life, literacy is not a unitary concept (reading and writing), as the syllabus suggests. Rather, literacies are cultural and social practices and vary depending upon the particular context in which they occur (Lea, 2004). Courses that privilege the teaching of reading and writing academic literacy skills have been strongly challenged by scholars such as Gee (1991), Street (1996), Boughey (2000), Lea (2004), Jacobs (2005), and Wingate (2006).

Scholars of the New Literacy Studies, such as those identified above, do not agree with EAP courses which focus on generic skills. Instead, they encourage a shift in views on the study and acquisition of literacy. Gee (1996) who generated the NLS theory, argues that reading and writing make sense only when viewed in the context of the social and cultural practices from which they emerge. The NLS promotes a shift “from the dominant cognitive model, with its emphasis on reading and writing, to a broader understanding of literacy practices in their social and cultural contexts” (Gee & Street as cited in Street, 2005, p. 417). It is with this understanding that I offer a critique of the EAP Syllabus, Study Guide and a sample of recent assessments.

In addition, the EAP Syllabus (2012) pointed out that the EAP course should be “a learner-centered teaching environment and a constructivist approach is adopted based on the topic at hand” (EAP Syllabus, 2012, p. 6). Emphasis was placed on it being learning-driven, rather than exam-driven. This meant that coursework writers believed that the focus should primarily be on mastering academic literacy skills needed for students to thrive at university. On closer examination, there was considerable ambiguity in this premise. Until now, there has been no needs assessment of students to establish exactly what they need and how they might prosper in a university environment. Also, the EAP Syllabus allows for a semester course offered over only four months. It does not seem feasible for students to attain all these vital academic literacy skills needed at tertiary level over a period of four months, even though, because there is no needs assessment, there is also no evidence regarding the impact of the EAP module. A recommendation about this issue will be provided in the concluding chapter.

Finally, citing from the EAP Syllabus (2012), the assessment of this module intended to support learning and was used to provide proper feedback to students on both their strengths and weaknesses.



This course would be assessed by using a combination of the following: continuous assessment and an end-of-semester examination:

**Full- and part-time students:**

60% Continuous Assessment

40% Examination (One three-hour paper)

A candidate will gain admission to the examination by obtaining a continuous assessment mark of at least 50%. In order to pass the subject, a student needs a sub minimum of 40% in the examination and a minimum final mark of at least 50%.

**CASS:** 400 Divided by 4 = %

2 Assignments (200) + 2 Tests (100) +1 Presentation (100)

**COLL Students:**

340% Continuous Assessment

70% Examination (One paper, three hours)

A candidate will gain admission to the examination by obtaining a continuous assessment mark of at least 50%. In order to pass the subject, a student needs a sub minimum of 40% in the examination and a minimum final mark of at least 50%. (EAP Syllabus, 2012, p. 6)

These assessment criteria suggest that students were being tested to see if they had mastered course content, rather than achieving true academic literacy or being assessed for their potential to succeed in other courses. Dudley-Evans (1998, p. 8), a key contributor to the field of ESP, emphasises that:

The ESP practitioner will be involved in two kinds of evaluation, the testing of learner' achievement during and at the end of a course and also whether the learner has the requisite skills to undertake an academic course in English or a particular career that requires a good mastery of English.

The assessment that was common in the EAP course was typical of the autonomous model of literacy that assumes that “the acquisition of literacy will in itself lead to, for example, higher cognitive skills, improved economic performance, greater equality, and so on” (Street, 2005, p. 417). Wingate (2006) criticises this type of assessment, which she maintains fosters a surface approach to learning. A major drawback is also cited by Street (2005), that “curricula and assessment reduce literacy to a few simple and mechanical skills and fails to do justice to the richness and complexity of literacy practices in people's lives” (p. 420). Dudley-Evans (1998)

warns that in an EAP course it is particularly important to gauge learners' ability to transfer their learning to the activities that they are faced with, and to ask them whether on the basis of their actual experience, they feel that tuition has helped (p. 8). He claims that a good time to ask about the effectiveness of an EAP course is when students have fully engaged in their specialism. At NUST, because EAP is a four-month semester course which can be taken at any time of a student's academic career, it is difficult to assess any benefit to students.

This section has presented a brief analysis of the 2012 EAP Syllabus and has argued that it favoured an autonomous approach to the teaching and learning of academic literacy skills. Elements of this interpretation will be returned to, in the following sections, which present and interpret findings from the EAP Study Guide and the course assessment.

#### ***4.3.2 EAP Study Guide (2012-2016)***

Because of the length of the EAP Study Guide (183 pages), there was a need to select significant sections if close analysis was to be attempted. Many of the units, for example the section on critical thinking, are a collection of materials from the Internet and other sources. In order to ensure that the authentic voice of the designers was interrogated, I selected Units 1 and 2. In addition I reviewed an addendum on "Grammar review and usage" which was a response to a high proportion of students being ESL speakers. This addendum revealed that the overwhelmingly valued aspects of this EAP curriculum was the grammatical and linguistic aspects of English. This finding is key in answering the principal question of this study.

In order to select Units 1 and 2, I first reviewed all the units. The review of Units 3-9 is provided as Appendix 4 and these units were not analysed in detail.

It is worth mentioning at this point that the EAP Study Guide has been in use since 2012 with minimal changes. This is an indication that a needs analysis has never been administered by faculty members either at the beginning or end of each semester. Rather, it supports the assumption that students are a homogeneous group and that they face common language problems which persist from year to year and can be corrected by this generic course. As I mentioned in the first chapter,

one of the main reasons for this research was my concern at the high EAP failure rate (see Appendix 3b). I also believe that an English module should be regularly revised to accommodate the changing needs of students and the evolving academic demands from faculties and departments. In addition, the Addendum to the Study Guide, “Grammar review and usage” states “This addendum serves as a guide to help you improve your writing by correcting common errors – your level of fluency will make a lasting impression on your marker when writing a report or any academic essay” (EAP Study Guide, 2016, p. 169). This suggests academic literacy is viewed as autonomous literacy learning, consisting of generic skills that the students must master to produce successful academic texts (Boughey, 2002). This finding was a recurring theme in the analysis.

The Study Guide was designed primarily as a resource parcel for students, although lecturers are also expected to use it for planning lectures. The aim of the course was to “equip students with reading and writing strategies to achieve fluency and competence in the area of vocabulary recognition and expansion in order to acquire a better command of English for purposes of reading and writing academic materials” (EAP Syllabus, 2016, p. 1). This aim presupposes firstly that all students lack study skills and thus need support to attain them. The review presented as Appendix 5 shows that reading and writing are emphasised rather than multimodal, computer or other literacies.

The perception that reading and writing skills are enough, is challenged by Braine (2002) who argues that good reading and writing skills form only the foundation for the acquisition of academic literacy (Braine, 2002). For students to succeed at graduate level, they need in addition to adapt “smoothly to the linguistic milieu of the host environment and to the culture of their academic departments and institutions” (Braine, 2002, p. 60). The view that literacy is a unitary concept – reading and writing – has also been challenged by Gee (1991), Street (1996) and Lea (2004). These authors argue that literacies, not literacy, are cultural and social practices, and differ depending upon the particular context in which they occur (Lea, 2004).

In spite of this, reading and writing supported by language tuition were realised in a total of seven of the nine units in the EAP module (please refer to Appendix 4 for a more detailed breakdown).

The units are:

Unit 3:	Introduction to academic reading
Unit 4:	Introduction to academic writing
Unit 5:	Comparing and contrasting
Unit 6:	Showing cause and effect
Unit 7:	Research writing
Unit 8:	Report writing
Unit 9:	Effective listening and presentation skills

The next three sections present a more detailed analysis and discussion of the first two units of the EAP Study Guide, and the grammar review addendum to the guide.

#### ***4.3.2.1 Analysis of Unit 1: Bridging the gap between school and university***

Unit 1 is an orientation chapter, covering key skills needed at tertiary level. It is a self-study unit for both full- and part-time learners and is the most direct expression of course designers' assumptions about the course and the students. It has no activities and is heavily reading-based.

As a result of this unit (EAP Study Guide) students should:

- Show adjustment to university learning;
- apply an independent learner strategy;
- discover your time and work organisation strategies;
- cope with lectures;
- listen actively to take notes and;
- think critically and reflectively upon your learning experiences. (p. 4)

##### ***4.3.2.1.1 Students as self-regulated learners***

The first assumption the coursework writers have made about students in the EAP course is that they can and will make time to read through the 22 pages of the guidelines by themselves:

You are probably here because you want to learn about your subject, but there is much more to it: as well as the broader life skills, you will learn the 'academic literacy' of your subject: that is, the communication and other skills associated with your field. Perhaps one of the best things about studying in HE is the opportunity to hone your thinking skills. As well as taking in material in your lectures, reading and other work, you are expected to engage with other's work critically. The centre of academic culture is to do with testing

and furthering knowledge, and you are part of this culture. As you progress through your degree, developing your skills for critical thinking and use of literature to explore and rationalise your knowledge of your subject will become increasingly important. (EAP Study Guide, 2016, p. 4)

While these assumptions attribute a high level of self-regulation and reading skills to the student, this is problematic and sets up a central contradiction in the course and in the Study Guide. Firstly, one can reasonably ask whether students will read either the unit or the course outline. Wingate (2004) maintains that, since many students are already overburdened with the amount of reading in their subject area, they might not find it easy to read through lengthy guidelines on study skills, or make the effort to transfer them to their particular context. Secondly, this flattering construction of the students as highly literate and independent learners is undercut by many other elements of the unit which present them as deficient in the skills and abilities needed to thrive at tertiary level. The syllabus makes a similar assumption about the students' needs, as discussed earlier.

Other sections of the Study Guide presented similarly conflicting assumptions about the students and below I highlight three aspects of the deficits students purportedly bring.

#### *4.3.2.1.2 Common concerns*

An assumption the coursework writers have made about the EAP students is that they are a homogenous group with similar backgrounds and viewpoints when they register at a university. For example, the following remarks in Unit 1 are explicitly entitled 'Common Concerns'.

Many students feel anxious when they first start university and may experience culture shock, perhaps due to leaving a familiar environment. It can result in a mixture of feelings and emotions such as reduced confidence or homesickness. However, as an individual with unique life experiences, you have many resources to draw upon to help you through the challenging times. Although you are expected to be more autonomous in Higher Education (HE), this does not mean that you are alone. Other students, lecturers, advisors and counselors as well as family and friends can offer support. Reflecting upon your reasons for attending university may help boost enthusiasm during difficult times. (EAP Study Guide 2017, p. 4)

An associated section on ‘Skills Development’ makes similar assumptions:

You are probably here because you want to learn about your subject, but there is much more to it: as well as the broader life skills, you will learn the ‘academic literacy’ of your subject: that is, the communication and other skills associated with your field. Perhaps one of the best things about studying in HE is the opportunity to hone your thinking skills. As well as taking in material in your lectures, reading and other work, you are expected to engage with other’s work critically. The centre of academic culture is to do with testing and furthering knowledge, and you are part of this culture. As you progress through your degree, developing your skills for critical thinking and use of literature to explore and rationalise your knowledge of your subject will become increasingly important.

Getting a degree does not just depend on how much you know, or how much work you do, but also on how well you communicate and apply your knowledge and understanding. So, it is really helpful to develop self-awareness in relation to your personal, professional and academic strengths and weaknesses in order to work on them. (EAP Study Guide, 2017, p. 4)

These comments suggest that students have already been labelled as individuals of a particular kind before they have even begun the course. The expectation is that their learning experience will be alienating to students. While their previous experiences are acknowledged (“However, as an individual with unique life experiences, you have many resources to draw upon to help you through the challenging times”) the tone of this section is unintentionally patronising. An additionally problematic assumption is that the writers are welcoming first year students. As mentioned in Chapter One, EAP can be done at any stage of a student’s university career. This puts experienced students back to the level of newcomers for the duration of this course. Finally, while the tone may be intended as encouraging, it is clear that students’ performance depends on their own level of motivation, confidence, cognition, or language abilities (Boughey & Mckenna, 2016). This blames the students for any difficulties they may have, in another facet of the deficit discourse.

Also, since language and culture are intertwined, the ‘culture shock’ the writers assume implies that students are not from an educated or English background and are alien to this environment. In doing so, the writers suggest the students lack academic literacy and need assistance from ‘experts’ to develop crucial skills. They will be apprehensive, experience culture shock and have reduced confidence, needing motivation, practice and support from the experts in order to then control their learning experience (EAP Study Guide, 2016). While the notion that a university has

such a distinct culture would not necessarily be contested, it tells only half the story, and omits the need to highlight the many layers of cultures and subcultures that comprise most modern societies. The potential for exclusion from the ‘university culture’ for students entering higher education from diverse backgrounds and with differing abilities and levels of motivation, is equally multi-layered and complex. Educators should conversely make a conscious effort to create an environment that aims at contributing to the reconstruction of academic discourse so as to contribute to the emancipation of all students, irrespective of language or culture. A deficit assumption, however, suggests that students may always be outsiders. Although this unit aims to develop students’ confidence, critical thinking and self-direction skills, the way it proposes to do so is of debatable value. Although it suggests supporting the novice through scaffolding, a critical feature of the ideological model of academic literacy, the image it provides of students is not an encouraging one.

#### *4.3.2.1.3 Specialised academic literacy skills*

In addition, Unit 1 proposes that students will learn the ‘academic literacy’ of their subjects meaning the communication and other skills associated with their field of study (EAP Study Guide, 2016, p. 4). Gee (2006) terms this process ‘enculturation’. He mentions that academic disciplines do not just teach students to read and write in certain ways, but also teaches them to act and value in certain ways (Gee, 2006). Although that is what the module theoretically proposes, the structure of the programme does not facilitate this. In practice, students in the various EAP groups at NUST are not placed according to their fields of specialisation, so they are unable to learn the practices and values of their own subject choices. Instead, the class is made up of students from various fields of studies. To pursue Boughey’s metaphor mentioned in Chapter Two, they may be drinking at the wrong bar, a bar at which they are unable to learn the ‘academic literacy’ of their subjects.

#### *4.3.2.1.4 Time management*

Unit 1 continues to guide students on how to get organised – by “managing time, not procrastinating, creating a learning environment and being able to handle stress” (Study Guide, 2016, p. 9). It provides tables that students can replicate and use for time-management. This expresses the author’s general notion that these students lack time-management skills, self-control,

and discipline, which are needed for self-guided study or to manage study-related stress. It adds to the picture, constructed in other ways, of students at risk. This picture is based on the deficit model of providing support to weak students, which is a common and continuing practice at many universities (Wingate, 2004), just as it is at NUST. A persistent irony is that these principles are all expounded in a self-study section which presupposes already high levels of the literacy skills and application which the course claims to address.

Three other aspects of Unit 1 present the same kinds of ambiguity, and are discussed below. They are the issues of technology, of critical thinking and of reflection. In all three cases the Unit – for self-study – presents complex skills in a disembodied, theoretical way which is unlikely to help students to learn these skills, which need practice and practical application.

#### *4.3.2.1.5 Technology*

In this section, technology such as the intranet, virtual learning environments, blogs and wikis is discussed. The inference here is that all students are computer literate and should be able access these websites on their own. This suggestion is contradictory and ironic, considering the deficits assumed in the same unit. It aligns with observations made in earlier sections: that while it offers a more affirming identity for students it may at the same time suggest that those who fail to grasp these technologies are personally lacking.

#### *4.3.2.1.6 Critical thinking skills*

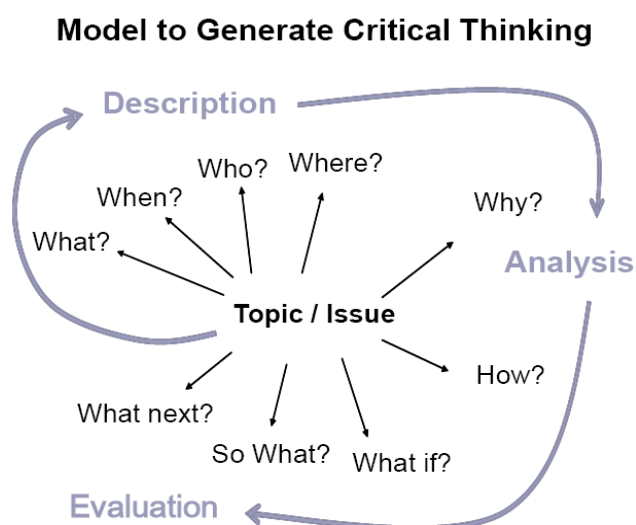
Critical thinking is addressed at length in this unit (pp. 14-21). The coursework writers' notes and the activities in the EAP Study Guide (2016), suggest that the majority of students coming into higher education do not only lack critical thinking skills, but also do not understand the meaning of the concept. Hence, the definition and these introductory comments (p. 14):

It is important to ask and answer questions. In everyday life the term “critical” is often seen as negative or destructive. Being critical in academic life, however, does not mean questioning things randomly, or for the sake of disapproving or fault-finding. Instead, academic work aims to get as near as possible to the truth. Critical thinking in any subject or discipline is the way in which this is done, alongside more specialised applications of theory, the methods and techniques, which have been developed for the specific subject.



Critical thinking then, is the effort to ask and answer questions systematically. This means asking the most useful questions in the most productive sequence in order to yield a coherent and credible “story”. So, thinking critically means asking questions. Instead of accepting “at face value” what you read or hear, critical thinkers look for evidence and for good reasons before believing something to be true. This is at the heart of what it means to be a scientist, researcher, scholar or professional in any field. Whatever you are studying, critical thinking is the key to learning and to making progress.

Students are encouraged to study the following diagram to help their critical thinking skills.



**Figure 4.1: Starting to think critically** (EAP Study Guide, 2016, p. 15)

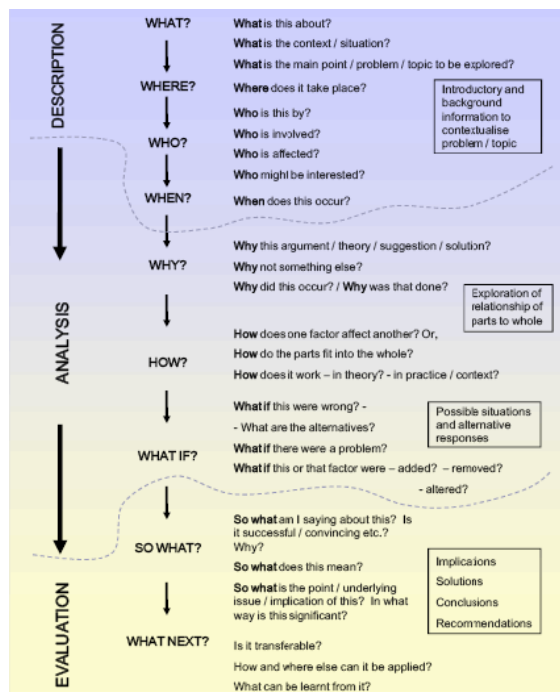
The assumption is that students can apply the model in a coherent and thoughtful way to their own learning through self-study. There are a number of problems inherent in this assumption. Firstly, I believe that teaching critical thinking is a complex issue, which would surely require cooperation between departments. Secondly, is the issue already mentioned, of disembedded learning. What, for example, would critical thinking look like in engineering or the sciences? In my experience, in order to engage students in critical thinking, both the language and the subject specialists need to facilitate discussions and encourage a freer thought process. Thirdly, it could be argued that critical thinking is particularly valued by Arts and Social Sciences and may have little relevance to Science

students. Its inclusion betrays the history of the Study Guide, which was developed by English lecturers. Finally, the development of this complex skill will surely not happen through studying a model or reading through some steps.

In his useful analysis, Smit (2008) makes an interesting comment that, since fostering self-reliance and critical thinking is a life-long process, true academic literacy cannot be achieved by simple language lessons. He further contends that some of the qualities, such as the enhancement of critical thinking skills and self-reliance, challenge easy reduction to attainable course goals and are difficult to quantify through assessment. Following this logic, it is possible to argue that a description of what critical thinking is and how to attain the skill in theory will not be enough to learn this complex skill. The need to teach critical thinking skills is a discourse which is related to the concept of the ‘autonomous’ model of academic literacy.

#### 4.3.2.1.7 Developing an argument

A similar pattern occurs with the material on the skill of argument. Once again there is a figure for self-study:



**Figure 4.2: Developing argument skills** (EAP Study Guide, 2016, p. 17)

Once again, the coursework writers assume that students will develop argument skills by studying this figure with the goal of “developing an argument: from description to analysis and evaluation” (p. 17). It can be inferred that the coursework writers view critical thinking and argument skills as similar, discrete skills, although argument is about logic and marshalling factual support.

Boughey (2002, p. 301) is particularly critical of such an approach to teaching argument, as she contests that:

While the need to teach skills of argument might make perfect sense, therefore, it is perhaps ironic that there is a perceived need to teach them in conjunction with study skills when skills of argument are dependent on a text being autonomous of context and reading skills assume that text are context dependent.

Following this logic, it is possible to argue that a simple description of what critical thinking is and how to attain the skill or how to develop an argument will not be enough to learn these complex skills. I am adamant that reading or studying these rules of critical thinking will surely not contribute to the development of this pivotal academic literacy skill. Instead, the teaching of critical thinking ought to be an ongoing, lifelong collaborative endeavour.

Another tier of the critical thinking process is reflective thinking which refers specifically to the processes of analysing and making judgments about what has happened. Once again, a similar pattern can be detected.

#### *4.3.2.1.8 Reflections*

The final assumption in Unit 1 is that through the explanation of the ‘why’ and ‘how’ of reflection, students will master the skill and apply it in their academic life. It shows the content bias of the writers that this genre has been included in an introductory unit, since reflective writing is characteristic of the Arts and Social Sciences, but not of Science or Engineering. The Study Guide (p. 22), makes these comments about the importance of reflection:

Reflection constructs/builds on all your learning at university and it will be an essential part of your later professional practice. Simply put, reflection is ‘looking back’ on experiences; in a university and professional context, so as to learn from them. Thus, reflection is a way of constructing knowledge about one’s self and about the world.

Once again, the course designers suggest that a definition and description will be enough for students to master a complex written genre. Wingate (2006) advises that for the “development of effective learning, students need to be given the experience of dealing with academic tasks, and feedback on this experience in order to encourage reflection” (p. 458). She asserts that through reflection, students can develop concepts and strategies to deal with similar tasks more expertly. I agree with her point that “instructional texts do little for experiencing and reflecting” (Wingate, 2006, p. 458).

All the above-mentioned study skills techniques suffer from the limitation that they are difficult to assess. Having discussed the strategies that students can theoretically employ to bridge the gap between school and university, the next section presents and discusses a unit titled ‘Using the library and Internet’.

#### ***4.3.2.2 Analysis of Unit 2: Using the library and Internet***

The second unit of this Study Guide orientates students to using the library/Internet for academic purposes and for referencing. Like Unit 1, it is a self-study unit. An analysis of this unit confirmed trends set up through the analysis of Unit 1: ignorance of the true needs of the student, matched with assumptions both of students’ ignorance while at the same time relying on high levels of literacy, in this case computer and Internet literacy. The following are the objectives of Unit 2:

By the end of this unit, you will be able to:

- Describe the contents of the Library’s collections;
- search the Library’s Online Public Access Catalogue (PolyCat);
- locate books in the Library using the Dewey Decimal Classification system;
- plan a search strategy in order to find information in the Library and online;
- search for information online;
- use information legally/acknowledge sources using the APA system. (EAP Study Guide, 2016, p. 27)

This unit therefore covers two skills critical to student success in their specialist subject. Library/Internet usage and referencing are crucial if students are to successfully compile any assignments. This section will start with library and Internet usage followed by referencing.

#### *4.3.2.2.1 Library and Internet usage*

The assumption of the coursework writers, supported by definitions of the various IT terminologies and descriptions of how to use the library and Internet, was that students could master these complex skills through theory only. The EAP writers gave descriptions of the library's collections contents (pp. 27-28). They also gave information about searching the Library's Online Public Access Catalogue for completion of assignments. For example:

Often when you are given assignments by your lecturer, you are expected to consult various information sources in or through the Library. For Library books, the quickest way to find out if the titles needed for your assignment are available, is to search the Library's Online Public Access Catalogue (OPAC), also known as PolyCat. (EAP Study Guide, 2016, p. 29)

It is unrealistic to expect students to apply these skills with ease or successfully complete their assignments after this introduction, not to mention writing a test or exam (see Appendix 5a & 5d) on this topic. Since NUST is a university of science and technology, mastering the Internet is essential to achieve the university's vision as "a premier university of science and technology preparing leaders for the knowledge economy" (Namibia University of Science and Technology Year Book, 2017, p. v). I believe however that the focus should be on application and concrete experience. A difficulty with this EAP curriculum is mentioned by Turner (2004), who comments that "students become demotivated by the focus on study skills and the learning process when these become not only the intended outcome of practice, but also the topic content of texts and discussions facilitating those outcomes" (p. 103).

#### *4.3.2.2.2 Referencing*

Once again, a crucial skill for success in assignment writing, referencing, was presented in this self-study unit. Similar to findings of the previous sections, coursework writers supposed that referencing could be easily learnt through reading alone. Students were provided with nine pages

of examples of various sources and how they are cited within a text and how to write a reference list for each (EAP Study Guide, 2016, pp. 38-45). It is introduced by this statement (p. 38):

Using information legally is important in academia. When you write your assignment, you MUST acknowledge where you got your information. Copying and pasting information in your assignment, and hoping your lecturer won't notice will not work. When you use someone else's words, and you do not acknowledge them as your source, you are "plagiarising"; when you acknowledge them as a source, you are "citing".

Students are also provided with tips on how to write a reference or bibliography (p. 44). The unit ends with one page of referencing activities. I would argue that referencing conventions are complex and require adequate practice and thorough knowledge. It is clearly not enough to give students a set of referencing guidelines to follow and expect them to master this skill. This finding echoes the earlier work of Lillis and Turner (2001) who suggest that a call for students to cite authorities and sources does not help them work out when it is necessary to refer to sources. Neither do calls to avoid plagiarism help students to work out what counts as plagiarism, or how to write in their own words. Once again, the data of this section showed a focus on technical proficiencies as a discourse in the teaching and learning of academic literacy through the EAP module.

#### ***4.3.2.3 Addendum 1: Grammar review and usage***

The grammar section has been added to the Study Guide as a student reference and self-tuition section. These topics are accompanied by common errors apparently made by students, with activities to help improve them (EAP Study Guide, 2016, pp. 168-183).

As I mentioned at the beginning of this chapter, the grammar component was probably included because a significant proportion of the students are not EFL speakers. This section followed the same approach as the previous two units, by opening with statements that seem to view all as students in 'deficit'. Its introductory statement reads "This unit serves as a guide to help you improve your writing by correcting common errors" (Study Guide, 2016, p. 169). It further states that "your level of fluency will make a lasting impression on your marker when writing a report or any academic essay" (*ibid.*). Students are perceived to have limited writing skills and inherent in this understanding is the idea that language proficiency is the major factor affecting the development of academic literacy. This is another manifestation of the widely held belief in

academia that equates academic literacy with English language proficiency (Boughey, 2000), as I have mentioned earlier in this chapter.

It is undeniable that students' success is measured largely through writing (since writing is the common denominator as mentioned in Chapter Two) in assignments and examinations, but many writers challenge the idea that academic success is achieved by good language use only. The "Grammar Review" section clearly endorses the notion that grammar is at the root of academic literacy. Although the schooling system has been identified as a causal mechanism for the challenges students face with writing, the dominant practice, evident so far in the documents, has been to write of these challenges as if they were a problem located in the students, rather than an epistemological problem "which is all about – acquiring knowledge and beliefs, changing the mind, and moving from intuition to rules" (Lave, 1996 p. 156).

Unfortunately, such a view of students and academic literacy has helped to propagate the notion that solving surface language problems such as grammar, will lead to improved academic performance in students (Jacobs, 2010a). This EAP module seems to reinforce the popular educational myth common in the study skills model and the autonomous approach – that of "identify and induct" (Lillis & Scott, 2007). The emphasis here is on identifying academic conventions at one or more levels of grammar, exploring how students might be taught these conventions, and developing materials on that basis (Lillis & Scott, 2007).

Having discussed the data from Units 1, 2 and the grammar section, as key indicators of values and orientation of lecturers and course designers, I turn to a brief review of the remaining units.

#### ***4.3.2.4 Review of Unit 3 - 9***

Due the length of the EAP Study Guide, a table with descriptions and general comments on text and language is provided as Appendix 4.

At the beginning of each unit the authors first mention the importance of the topic to a university student, very like the introductory comments of Unit 1 and 2. This can be argued as an act of identifying and inducting through an adjunct English course. It is pivotal for students to clearly

see why and how this is important to them personally and how it applies to their studies. If students cannot see how they can apply the skills of the EAP course to their field of specialisation, my view is that motivation towards the course and their studies will be significantly reduced.

Although it is critical for students to understand the way language is used to structure experience within the university, since this is different to the way experience is organised by other, non-academic discourses (Boughey, 2002), this is not the focus of these units. Instead, the focus is on the teaching of language as an ‘instrument of communication’. This is evident in the manner in which the course materials are presented, for example in Unit 1 and 2. These are designed to develop students’ academic literacy, but theoretically. This is the introduction to Research Writing:

In higher education you will, at one point or the other, be asked to write a research essay which your lecturer has chosen for you or one which you have chosen for yourself. The whole process is important, satisfying and a key area of your education. At face value it appears like a very simple exercise in which you are merely required to have a topic, gather information about it and then write down your thoughts on the topic for assessment by your lecturer. It is, however, not so simple, as most students find out when they get their research assignments back and discover that they have a poor or failing grade. In reality research writing involves a complicated and complex process of gathering, interpreting and documenting relevant information, developing and organising ideas, using this information and ideas to come to sound conclusions, and communicating clearly. (EAP Study Guide, 2016, p. 34)

The assumption of the coursework writers is that academic literacy can be acquired apart from its context. Jacobs (2005) problematises this when she asserts that “academic literacy is instead best acquired by students when it is embedded within the contexts of particular academic disciplines, and where reading and writing are developed within the ways in which particular disciplines use language” (p. 477). Her argument reinforces Street’s (2003) sentiments that literacy is always rooted in social practices, and the priorities or valued forms of those social groups, for example, “a particular educational context and the effects of learning that particular literacy will dependent on those particular contexts” (p. 78).

The authors of this coursework seem to assume that the communication of meaning is dependent on getting the medium ‘right’. Boughey (2002) found a similar approach, in which lecturers assumed that if the “tool of communication is used ‘correctly’; the ‘pre-formed’ meanings will be sent and received” (Boughey, 2002, p. 299). This approach takes no account of research which



shows that writing is a process of discovering meaning and that writers only succeed in writing coherent sentences as the thoughts themselves become coherent (Boughey, 2002). Like her research, the data in these units focus on “sentence correctness, suggesting that the thoughts already exist and have only to be encoded into a grammatically correct form to be conveyed to others” (p. 300).

This is confirmed in other units, for example, in the module “Effective Listening and Presentation Skills”. In the excerpt below, the metaphor is that of language as a medium through which information is received:

Listening is a very important skill and has to be cultivated – it is not an automatic human quality. The inability to listen to what people say is often the cause of misunderstanding. In the case of students, the tendency is to hear (simply because you are not deaf!) rather than listen. How many times have you been taught something in class or been given an instruction by your teacher, only to have to go to him/her a day later and ask him/her to repeat everything all over again? This wasted your time and the teacher’s. It also frustrates people when they know they have sent a clear message, but the receiver has not listened properly. (pp. 156-157)

It is worth noting that it will be the student’s fault if listening is not effective. These types of guidelines and author comments are features of a study skills approach to the teaching and learning of academic literacy, which “not only uses wordings to denote conventions as if they were transparently meaningful but works with the metaphor of language itself as ideally transparent” (Lillis & Turner, 2001, p. 58). The implication is that, once these skills are gained students can unproblematically transfer them to their fields of specialisation. This position seems to ignore any ways in which language might be a tool for epistemological access. Similar comments found in all the Units raised the fundamental questions regarding epistemology mentioned by Lillis and Turner (2001): What counts as knowledge within this context? Who can determine what counts as relevant knowledge?

Evidence from Unit 4 and 8 indicates that a significant element of the EAP discourse is ‘objectivity’ or the absence of the agent. Simply put, academic English rhetoric is considered to be content prominent, rather than author prominent. Students are thus discouraged from using first person pronouns, slang, clichés, colloquialism and contractions.

In the report writing unit, students are reminded of this objectivity through a list of tips for writing:

- Do not use clichés – expressions that have been ‘overused’ and have lost their effectiveness.
- Do not use shortened forms/contractions (don’t, can’t, isn’t) and slang expressions.
- Do not use first person pronouns like I and we. Refer to yourself as ‘the writer’ or use the passive voice. Use tenses consistently. Stick to the tense that is appropriate to what you are writing about. For example, if you are writing about something that happened in the past, stick to past tense.
- Do not use long sentences. Exclude any unnecessary words. (EAP Study Guide, 2016, p. 129)

Although that is what the coursework writers require from students, it is ironic that some of the units in the study guide contradict these style recommendations. There are instances of first-person pronouns in the following example:

In conclusion therefore, here are the main three differences between buying fresh foods and buying canned foods. As we can see it comes down to a personal choice and individual preferences, based on the time each person has, the money and the importance he/she gives to his/her nutrition and health. Therefore, it is important that you consider your possibilities and choose the best type of foods for your convenience and lifestyle. (EAP Study Guide, 2012, p. 91)

Because developing academic literacy is a complex process, I feel it is important for materials to model correct academic writing or use rhetorical conventions valued by the academic community if we expect that from students.

In addition, a closer look at all the reading texts from the manual showed that they were taken from a range of genres including articles dealing with contemporary issues, academic journal articles, textbooks and web pages, from sources such as Wikipedia or from newspapers. No technical readings from any of the students’ fields of specialisation in Science and Technology were included. Problematically, since the implementation of the course, none of the readings that students were exposed to resemble the texts they were expected to produce in their fields of specialisation. This undercuts the potential advantage of using authentic material. Lillis and Scott

(2007) argue that academic literacy only makes sense to students when it includes and challenges the ‘taken for granted’ conventions that they are expected to write within. The readings suggested that the broad focus of the EAP course was generic academic English and not specific academic English. This conclusion was validated by Rick, a course designer in his interview, who said that, “*considering resources for all programmes, degrees that students are doing, it can still just be General English for Academic Purposes*”.

An evaluation of a coursework’s syllabus and materials would not be complete without an evaluation of the assessment, as assessment can both affect tuition and be a powerful indicator of what is valued in a course. I therefore turn to a brief evaluation of the assessment tasks before concluding the chapter with the interview data.

### ***4.3.3 EAP assessment tasks***

I have selected the 2016 assessment tasks as the most recent representation of lecturers’ priorities in the course. Assessment often ‘drives’ a course because inevitably lecturers teach so that students will pass the exam, although the syllabus suggested that this was not the case, and that “emphasis is placed on being learning-driven, rather than exam-driven” (p. 4).

During the two semesters of 2016, the EAP assessment tasks consisted of an examination, three assignments (an argumentative or expository essay, research and report writing assignments), two tests (reading comprehension, academic research writing and referencing test), and finally, a presentation activity. The approach for these assessment tasks was the same in both semesters although the content of each task changed. In the following sections I turn to an analysis of the examinations, followed by the assignments and tests and ending with the presentation tasks.

#### ***4.3.3.1. Examinations***

As a summative assessment of the course, students wrote a three-hour paper consisting of four sections. Section 1 was a reading comprehension section, Section 2 was an academic continuous writing section and Section 3 was a theory section of questions based on Unit 2 to 9. The last section was a referencing and academic research writing section. Each section was out of 25 marks, bringing the paper to a total of 100 marks (see Appendix 5a for examination papers).

These examinations attempted to measure students' ability to read for meaning, using various reading skills and techniques taken from Unit 3, such as skimming and scanning reading skills, guessing the meaning of unfamiliar words from contexts, pronoun references and identifying signpost words and their function. Both examinations included an extended writing task (an argumentative essay and a report writing task), academic literacy theory questions and referencing skills. Since these examinations were created by the EAP lecturers, they represented their understanding of academic literacy. One can infer from them that academic literacy proficiency is gained through learning about rather than practicing skills. If they fail, then the deficit discourse will immediately construct students who do not manage to pass as lacking in ability. It is my contention that even though "students might not have demonstrated mastery of the literacies of the academy; they would nonetheless have demonstrated mastery of some literacies" if granted that opportunity (p. 89). Mani, a course designer, confirms this view:

*As I was moderating, yes, I could see that for example they would have a passage and ask certain generic questions. It's a slight improvement but it's not the kind of ideal English for Academic Purposes course that you would desire for a university.*

As mentioned in Chapter One, more than 40% of students fail this EAP module (see Appendix 3a for the statistics of November 2016) and it is known for being the root cause of delays in obtaining qualifications. The data of the examination papers showed that course designers and lecturers believed that students should exhibit skills that are not necessarily expected of them in their various fields of specialisation.

#### **4.3.3.2 Continuous assessment tasks**

The continuous assessment tasks given to both full and part-time students followed the same pattern. The following table outlines the order of these tasks and the academic literacy skills which each assess (see Appendix 5b for all the assessment tasks).

**Table 4.1: EAP continuous assessment tasks**

<b>EAP Assessments Tasks</b>	<b>Academic literacy skill</b>	<b>Marks</b>
Assignment 1: Essay Writing	General/generic argumentative essay writing skills	50
Assignment 2: Research Writing	General/generic academic research writing skills	50
Assignment 3: Report Writing	General/generic report writing skills	100
Test 1: Academic Reading	Generic academic reading skills and techniques	25
Test 2: Referencing and Academic Research Writing	Referencing and generic academic research writing techniques	25
Presentations	Oral presentation skills	50

Firstly, all the EAP assignment guidelines (see Appendix 5c) indicate how the assignments were to be assessed. On the basis of the assignment topics, instructions and focus, it is clear that students were required to write about general contemporary topics that are not discipline focused. These are broad topics relating to African, Namibian and NUST issues. Also, students' general essay, research, report writing and referencing skills were assessed through these topics. It seems that these generic contemporary topics were used to assess students' essay, research and report writing skills and are viewed as vehicles for writing similar genres in their fields of specialisation. Similarly, this suggests that the assignments are not designed to test specific skills but a range of generic skills. The writing assignments seem to be an opportunity for students to express themselves in longer genres. Both the topics and the genres may relate to the history of this course, as Mani, a coursework designer, mentions in an interview:

*We are a small institution and also to try and implement the kind of curriculum, that textbook kind of curriculum as advocated by EAP practitioners is not quite practicable, given that it will then require us to have various specialist kind of English for Academic teachers or lecturers responsible for various faculties. By that time the department was not ready for it and was not adequately prepared to implement it.*

Rick, the other coursework writer, argued along similar lines when he stated that due to limited human resources he still thinks that students can still use the General English for Academic Purposes course (see Section 4.3.2).

These findings are pivotal in answering the research question of what the strengths and enabling factors of this EAP course are. One of the key strengths and enabling factors could be that of helping students gain the technical language (grammar, reading, writing & presenting skills) needed to learn to manipulate in a very specific way when writing within academia. Dudley-Evans' (1998) claim that the key purpose of EAP is not to teach the subject content, "but to provide learners with sufficient awareness of language, rhetoric and study skills to enable them to learn the subject content" (p. 6) is corroborated. In addition, he also maintains that though discipline/profession-specific teaching plays a vital role in ESP, common-core skills or genres that belong to any discipline or profession should be considered and that EAP ought to include teaching of language and the skills related with various disciplines. However, in a university of science and technology, the question whether students will in fact be required to write extended essays is a field of further research.

On the other hand, Nizegorodcew (2007) disagrees with Dudley-Evans' argument as he asserts that the "aim of the EAP course is to develop novices' oral and written skills, drawing on specific genre of international academics in those fields" (p. 35). This line of thinking is championed by Hyland (2006) who contends that current EAP courses should be "specialised English-language teaching grounded in the social, cognitive and linguistic demands of academic target situations, providing concentrated instruction informed by an understanding of texts and the constraints of academic contexts" (p. 3).

Notwithstanding Dudley-Evans' argument, I am in favour of Nizegorodcew and Hyland's contention because NUST is no longer a small Technicon but a fully-fledged university. There are some elements which clearly originate from previous historical priorities as mentioned by course designers Mani and Rick. The current 'skill based' design of assessment activities might have been

suitable four years ago, but now that the institution is a fully-fledged university, I believe that both Nizgorodcew and Hyland's line of thinking should be applied.

Finally, students were expected to do a presentation on a topic of their choice for 50 marks (see Appendix 5e for the marking grid). They were free to choose a topic from their field of study or any contemporary issue using a PowerPoint presentation. No other guidelines were given. Lecturers were left to decide on how they wanted their students to go about this activity. It seems that, in this case, the assessment task continues the theme of attributing a high level of skill and presentation literacy to students, who may struggle with such an open-ended challenge. If they fail, the discourse of the syllabus and Study Guide will confirm to them that they are lacking in application, motivation or ability.

Overall, the data presented in this section emerging from the analysis of documents, so far exhibits the dominance of the autonomous or study skills approach in the teaching and learning of academic literacies. The picture of what is valued in the EAP course is given further distinction in the next subsection, which focuses on findings that emerged from the interview data.

#### **4.4 Interview data**

To supplement the results of the document analysis and to create an opportunity for additional insights, two categories of semi-structured interviews were conducted with two coursework writers and two full-time EAP lecturers. The purpose of these semi-structured interviews was, among other things, to understand the goals and values that shaped course designers' and EAP lecturers' perceptions of academic literacy. These two sets of interviewees suggest the empirical knowledge that the participants had of academic literacy.

The questions revealed three broad themes or discourses in the designers' and lecturers' perceptions of the course. Firstly, they commented on the adequacy of the course, secondly on the deficit discourse inherent in the module and thirdly, factors which excluded students from epistemological access. The following discussion focuses on these three broad themes as additional

to and supporting of, the preceding data and its analysis. This analysis is in line with the second and third sub-questions in this study mentioned in Chapter Three:

- What are the module's strengths and enabling elements?
- What are the module's weaknesses and inhibiting elements?

#### ***4.4.1 Adequacy of the course***

Lecturers made a variety of comments on the ability of the EAP course to achieve its outcomes. The adequacy of the course was most commonly described in terms of the positive improvement that students demonstrated as a result of the correction or input from the lecturers. Ment, for example, commented that, *"the strength of EAP is assisting students with reading and writing skills they need to pursue their studies – they use these reading and writing skills in their main disciplines"*. Also, Ra claimed that EAP *"is there to assist other disciplines, the main discipline in which the students find themselves so that if they are expected in Human Resource in Engineering, Accounting and Finance to produce a report, they have the basic skills from EAP"*. These views showed that interviewees were broadly satisfied with the course and uncritical of its foundational philosophies. They suggested, in spite of the large failure rate in the course, that students were successful at the end of the semester because of the academic literacy knowledge they had gained from the EAP lecturers. This is in line with Lea and Street's (1998) view on autonomous literacy practices. They suggest that teaching academic literacy with a focus on error correction through the teaching of reading, writing, speaking and listening, supposes that fixing problems with students' writing will automatically assist them in developing literacy practices that are required in the university.

Neither of the two lecturers related the adequacy of the course to the process of design which represented standard knowledge of the students' various fields of specialisation. Jacobs (2010a) asserts that dominant discourses which conflate academic literacy with mastery of the English language, give rise to dominant institutional practices such as academic literacy teaching through add-on and autonomous modules. As Jacobs (2010a) also argues, such courses are marginal to the mainstream curriculum, and both these factors are clearly evident at NUST.



By contrast, Mani, one of the key people in the introduction of the EAP course, had the opposite viewpoint:

*I actually advocated a situation where Engineers will be taught on their own, those who are doing commercial subjects will then be taught on their own, but what they then did, what they did is they actually did the opposite in the sense that they designed a study guide and this study guide does not differentiate what an Engineering student, the kind of English that an Engineer student learns as opposed to one doing Tourism for example, for argument sake. It doesn't, so this course is still kind of bunched.*

Lecturers and coursework writers made additional comments on the length of the course, the content of the course and their own role or agency. These focused firstly on the duration of the course (four months, see course outline Appendix 3c). They strongly believed that because of this, not all the students' needs could be addressed. Ra and Ment, for example, remarked:

*Ra: The weakness would be that the course is very short, it is just a semester and as mentioned earlier in the interview it takes you only two weeks, it must take you two weeks to cover each and every unit and remember that some of the students are very slow. The time they are about to catch these reading skills and strategies it's the time we are moving on to a new unit and then they are again left behind.*

*Ment: Unfortunately, due to time constraints in our situation at NUST we end up not having enough time to let students practice long enough.*

However, they also suggested that a longer course would provide more grounding in grammar and technical aspects of English, rather than other elements of the course. This focus reflected the view that equates academic literacy with English language proficiency (Boughey, 2000). In spite of the limited time, lecturer's comments, for example those cited below, suggested that they were generally satisfied with the course and its goals. They appeared to believe that it supplied the academic literacy skills needed for students to thrive at tertiary level. For example, Ra and Ment both commented:

*Ra: One can say that the strength of this course is that it attempts to address the key language skills and seeks to balance theory and practice. How do you conduct or write a research, even though not going into detail. It is there to assist other disciplines, the main discipline in which the students find themselves so that if they are expected in Human Resource in Engineering, Accounting and Finance to produce a report, they have the basic skills from EAP.*

Ment: *I think there are a lot of strengths because it does really assist students with their writing and for them even to produce academic text would be an indication that they are able to read critically. So, their reading skills would then be covered, so those are the two, that is the strength of EAP, it is assisting students to read and write skills they need to pursue their studies. They use these reading and writing skills in their main disciplines.*

In addition, some comments explicitly highlighted the benefits of teaching academic conventions. For example, Rick commented:

*English for Academic Purposes is a course that introduces students to academic writing, academic conventions, you know, the language you need when you are doing research for example, the language that is not impersonal, the language that is objective, language that is cautious, very tentative, that is how I understand English for Academic Purposes to be.*

Rick: (later) *But the rationale was, we need to introduce academic conventions to students. How do you cite other people's work for example, you see.*

So, it appeared that both designers and lecturers found the course content and delivery, as revealed in the analysis of the EAP Syllabus and Study Guide earlier in this chapter, relatively unproblematic. Later they described rhetorical conventions such as how to write various academic genres, speaking (presentation skills) and reading. In this way, they constructed language as a 'communication tool' in line with the description by Christie (as cited in Boughey, 2002). She writes that "a model of language as an instrument of communication centres on the understanding that information, thoughts, ideas, beliefs and attitudes are constructed independently of language, which is then used as a 'vehicle' or 'tool' to communicate these to others" (p. 298). These educators did not express an understanding of academic writing, critical thinking and presentation as being central to academic literacy. As the sections quoted above are the only mention they made which criticised the adequacy of the course, it suggested that communication knowledge takes priority in the mind of the educators. This contradicts the findings of researchers like Dudley-Evans (1998), who believes that common-core skills or genres that belong to each discipline or profession should be highlighted. In his view, EAP ought to teach the language and the skills related to each discipline. He maintains that the key purpose is not to teach the subject content, "but to provide

learners with sufficient awareness of language, rhetoric and study skills to enable them to learn the subject content” (p. 6).

The comments made by the lecturers and course designers, supported by the way in which the examinations were set, suggested that academic literacy was perceived as a medium by which students proved that they had learnt skills presented in the course. Failure to do this would suggest that they were inadequate to the demands of university study and place them in deficit, a point I pick up in the next section.

#### ***4.4.2 Deficit discourse***

A persisting dominant assumption that was revealed, not only in Unit 1 of the EAP Study Guide (2016) but also through interview remarks made by the two EAP lecturers and the one coursework writer, was deficit conceptualisation of students. The data revealed the extent to which educators complained about the kind of students that were admitted to this university. For example:

*Ra: Our learners have a weak high school pass in English in most cases, so we try to cater for them. The whole objective, that is the purpose of EAP – it is even initially called a ‘service course’. Remember that some of the students are very slow. The time they are about to catch these reading skills and strategies it’s the time we are moving on to a new unit and then they are again left behind.*

*Ment: For instance, while the syllabus may be well structured, often some students themselves lack the motivation to apply themselves adequately due to negative perceptions of English as not so important in their ‘science/technology’ studies.*

*Rick: There are students especially in the Namibian context who come to university with very very poor English. EAP should be introduced in the first year because this is a course that should help students to write assignments even in other courses, you understand.*

In Namibia’s education system, similar to other systems such as South Africa, it is widely accepted that students from socio-economic and educationally disadvantaged backgrounds tend to perform poorly at tertiary level. The above comments expose the deeply-rooted subtle socio-cultural stereotypes that these educators have of students enrolled at NUST, the majority of whom are non-native speakers of English. Related to such an understanding is the construction of difference in

academic ability as a consequence of linguistic backgrounds. The need to address the perceived linguistic ‘deficit’ is a distinct practice at universities that remains largely unchanged, and academic literacy is still based on a “deficit model of providing support to weak students” (Wingate, 2004). This school of thought is disputed by McKenna as cited by Bengesai (2010), who states that research has long shown the poor dependability of Grade 12 scores, proposing therefore that “success in school English does not necessarily indicate proficiency in the language” (p. 152).

The comments above of Ra, Ment and Rick might explain the welcoming comment which introduces Unit 1 of the EAP Study Guide (2012, p. 4):

Congratulations – you are on a NUST programme! Like many other students, you may be feeling a little apprehensive about studying at HE. Perchance you might be doubtful about your ability to study at this level, or you may have been away from education for some time and feel that you are out of practice. Don’t panic! Remain calm. These feeling are quite natural and can be overcome with time, practice, motivation and support so you can take control of your own learning experience.

Drawing from the above stated quote and Ment’s comments above, differences in linguistic and cultural backgrounds are also used to explain student motivation. It seems that educators have informally and probably unconsciously labelled students as ‘different’ from an ideal student based on their performance in English. What is more, this discourse promotes English as the acceptable standard of literacy. This may be inevitable as it is Namibia’s language of teaching and learning. The EAP module is then in the words of Ra supposed to ‘service’ or as mentioned by Lecturer 2 ‘cater’ for these deficit students, who “*have a weak high school pass in English*” (Ment). English Second Language (ESL) students are thus subtly constructed as the ones who are most likely to benefit from the module because they come with “*very, very poor English*” (Rick). In this way, the ESL status is correlated with deficit.

It is important to note that when educators stereotype students based on their linguistic background and through their performance in English, it negatively influences the goal of improving academic literacy practices of these students. This is because these stereotypes may affect the confidence and motivation with which students approach their work. As I mentioned in Chapter One, this

study was undertaken due to a concern about the prevailing high EAP failure rate at NUST. As stated before, I was affected by the disillusion and cynicism of colleagues and my own frustration that students struggled to acquire the academic literacies they needed to pass the module. Gee (1999) demonstrates that in contexts where issues of stereotypes are triggered, students' performance is affected. This would perhaps explain why students in this context fail the EAP module as already mentioned.

It would thus not be wrong to conclude that stereotyping gives an unfair advantage to students who are proficient in English, and that issues of power, social practice and identity are implicated in the *English for Academic Purposes* module. Boughey (2002, p. 296) highlights as problematic the way in which academic literacy may mask other inequalities:

The attribution of the difficulties experienced by students to a lack of academic literacy thus not only avoids the innately racist labels of cognitive and cultural differences associated with apartheid, but also challenges the imputation of those difficulties to problems associated with language (where the term is used in a 'narrow' sense).

Mgqwashu (2011, p. 163) contextualises the issue and contends that students who speak English and Afrikaans as first languages have been enjoying epistemological access – they are familiar with many of the knowledges – as they have been taught in their mother tongue since primary school education. Issues of inequality and epistemological access are tightly bound together.

The deficit discourse regarding students in the EAP documents and the semi-structured interviews, not only highlighted the question of which skills were privileged skills in this module; the deficit discourse also suggested who was “unworthy” of inclusion.

#### ***4.4.3 Exclusion from epistemological access***

The last discourse, and the one perhaps most critical to students' success, which emerged from both the documentary and interview data, can be termed “exclusion from epistemological access”. Remarks of the interviewees showed that the course focused on improving the students' English language proficiency. In the interview excerpts, the repetition of the word 'English' and associated

terms such as grammar, reading, writing and critical thinking also supported this understanding. It expressed the educators' underlying belief that this was an English language course.

This is confirmed by these additional comments:

*Ra: Students are introduced to the various English skills such as reading, writing, listening and speaking. Even though listening is not taken into detail per se, but it is part of the English skills. In EAP we focus on academic writing essays, we look at the two types of essays being expository and argumentative and then we move on to write what is an academic research essay, just as an introduction to research writing being one of the most important components when it comes to university level and the last one would be report writing. Reports are very important as finally after you produce your academic research essay, you now have to compile a report and this becomes in future your thesis at undergraduate level and a dissertation at postgraduate level.*

*Ment: A holistic EAP course develops in students the four language skills namely: listening, speaking, reading and writing as well as critical thinking.*

*Rick: We need to introduce academic conventions to students. How do you cite other people's work for example, you see. How do you conduct research, even though not going into details - it is students who need to write research eventually, maybe not extended research or it is rather students who need to write academic essays, especially academic essays. Students who should start giving academic presentations using academic language, not using necessarily emotions.*

Common to all these responses is the belief that academic literacy comprises a general and generic knowledge of English. These academics understood academic literacies teaching as being about advocating general language proficiency, enabling students to understand English as a medium of instruction and using grammatically correct English. This understanding is underpinned by the notion that the barrier to students' success in their tertiary studies is the medium of instruction, and these academic literacies pedagogy is strongly found within the autonomous, add-on support model.

This approach is challenged at a fundamental level by Morrow (2009), who argues that one of the core functions of higher education is to give students access to what he calls 'epistemic values,' that is, the forms of inquiry of the disciplines. He maintains that this is more than disciplinary content; that it is the "grammar of inquiry" (p. 37).

The model chosen for the delivery of EAP is very unlikely to achieve this deep understanding of knowledge fields. Firstly, EAP is a generic, add-on course, in which the deep knowledge of the disciplines does not appear. Secondly, the course has been conceptualised as a solution to the deficits students bring with them, rather than an induction to subject specific ways of knowing and being in Higher Education. This is because lecturers' and designers shared understanding is that literacy is a neutral 'technology' involving print encoding and decoding processes termed by Street (as cited by Boughey, 2002), the 'autonomous' model. In this case 'English language proficiency' is equated to academic literacy. However, this practice is contrary to the principles propounded by Morrow (2009, p. 120), who explains that:

Any established and disciplined practice, such as civil engineering, teaching, mathematics, legal practice, biochemistry, history or primary healthcare, can be said to be constituted by a particular (but not necessarily exclusive) grammar. ... Higher knowledge of the practice in question would consist in understanding the constitutive grammar of the practice, the grammar that makes the practice what it is.

He is clear that this is not knowledge for knowledge's sake, but knowledge with a purpose. He asserts that "a modern society does not so much value knowledge per se, but rather that kind of knowledge that is a potential, and potent, catalyst for innovation and growth" (p. 121).

Bengesai (2010) takes this argument into the realm of power when she states that by focusing on English language proficiency as an end, and not a means to an end, the pedagogic device reproduces the unequal distribution of academic literacy (the capital) that is accepted in the university (p. 199). Gee (1999) however warns that discourses are not mastered through explicit teaching as the case comments from the EAP lecturers and designers suggested. Instead, he argues, discourses are acquired through a process of apprenticeship, where students learn to drink at the same bar as their teachers by doing authentic activities in their discourse community. While the realities of the course suggested that EAP designers and lecturers were unaware of an apprenticeship model, in fact they were not. Instead, all the interviewees' comments showed that they were sensitive to the need for this approach.

Mani: *You see, the ideal is exactly what I have mentioned to you that it should be tailor made to suit the learning needs of students because people like Dudley-Evans and St. Jones who write on EAP, EAP practitioners and scholars Hardson and Waters, they advocate for a learner centered curriculum and the moment you talk of a learner centered curriculum it's a curriculum that is designed to meet the learning needs of the learners. The course suggests that this knowledge takes priority in the mind of the tutor.*

Ment: *EAP at NUST and indeed at any other University must be understood in relation to the socio-cultural environment of the learners. We need to make it discipline specific. For instance, create specific syllabi for each faculty or related faculties e.g. Engineering, Management Sciences.*

Ra: *I'm thinking, we can make it English for Academic Purposes by assigning a lecturer to each department or to two departments that are closely linked, Economics and Accounting can have one EAP lecturer to work closely with the department specialised, to find out the language used in that department, the type of writing approach used in that department as there are some figures and graphs involved. Then we have another lecturer assigned to the Engineering department, Bio Medical Science, Health and Applied, then you look at the ones that are related since we have a shortfall of lecturers – so that's why I think two departments per lecturer will work then it's easy. You get your material from that department or you do research based on the department that you are having. And through that you start to cater for English for academic purposes. Which academic purposes? I think that will be the best way.*

Rick: *Considering resources for all programmes, degrees that students are doing it can still just be general English for Academic Purposes. But if students are doing an Honours degree or Masters' degree level then it should become Specific English for Academic Purposes but right now there are really skills that cut across all courses that can really be taught general English for Academic Purposes, it can be done.*

Mani, Ment and Ra seemed to have an understanding of “academic literacies teaching as being about making visible for students the ways in which their discipline operated as a site of discourse and power” (Jacobs, n.d., p. 135). Although this understanding was just expressed verbally, there nonetheless was a shift in their understanding of the teaching of academic literacies from an add-on generic model to a collaborative pedagogy. These shifts seemed to move along a continuum of understandings, from a study/academic skill understanding to academic literacies understanding (Jacobs, n.d.).



However, with these views being expressed so clearly, it was frustrating to acknowledge that the focus on skills resulted in the exclusion of students from effective participation in their discourse community. These comments highlighted the need for academic literacy to be imbedded in every field of specialisation offered at NUST, as well as an awareness of this need. If this is done, academic literacy will enable students to have access to the ways in which knowledge is constructed in the university (Bharuthram & McKenna, 2012, p. 581). Academic literacy conceived in this way, will enable students to use the language of the discipline in ways that are accepted by members of the discipline. I return to this point in the final chapter.

## **4.5 Conclusion**

This chapter has presented a descriptive analysis of the academic literacy context, drawn from documentary evidence and the semi-structured interviews conducted with the EAP course designers and full-time lecturers. It firstly revealed that, theoretically, the way in which the course was designed did not develop students' subject identities, thus denying them from participating in the social practices of their discipline. This is because the practice was framed within an autonomous or study skills approach, which unfortunately does not allow students to meaningfully participate in the practices of their discipline.

Secondly, the analysis also showed three dominant discourses in the teaching and learning of academic literacy skills. These were: adequacy of the course, the deficit discourse and exclusion from epistemological access. These discourses hindered both students and educators from fully participating in the teaching and learning of relevant academic literacy practices, with educators making assumptions about what needed to be done to address such deficits. This limited learning opportunities for students and was implicated in the academic exclusion of these students. Consequently, although the coursework writers intended redress for students who had been previously excluded from higher education, the design and pedagogical approach of this course, which leaned towards literacy as a skill, was unlikely to achieve these aims.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

*Enhancing student learning through separate study skills courses is ineffective, and the term 'study skills' itself has misleading implications, which are counterproductive to learning.*  
(Wingate, 2006, p. 457)

#### **5.1 Introduction**

The purpose of this study was to examine the conceptualisation principles that frame the design, assessment and pedagogical practices of the EAP module, a course intended to facilitate the teaching and learning of academic literacy. Examining these principles revealed discourses that are privileged by education practitioners at NUST and some of the underlying strengths and weaknesses of such discourses have been discussed. In this chapter, I reiterate the process of my exploration and also provide broad conclusions, evaluating the implications of the findings for the current understanding of the relationship between academic literacy and institutional exclusion. I will first reflect on the research process.

This chapter begins with a brief overview of my thesis in the following section, followed by a discussion of the methodological considerations. I then address the major findings of my study, followed by a description of the three major contributions of my study. After outlining recommendations for EAP practitioners, my concluding remarks are outlined in the final section.

#### **5.2 Overview of thesis**

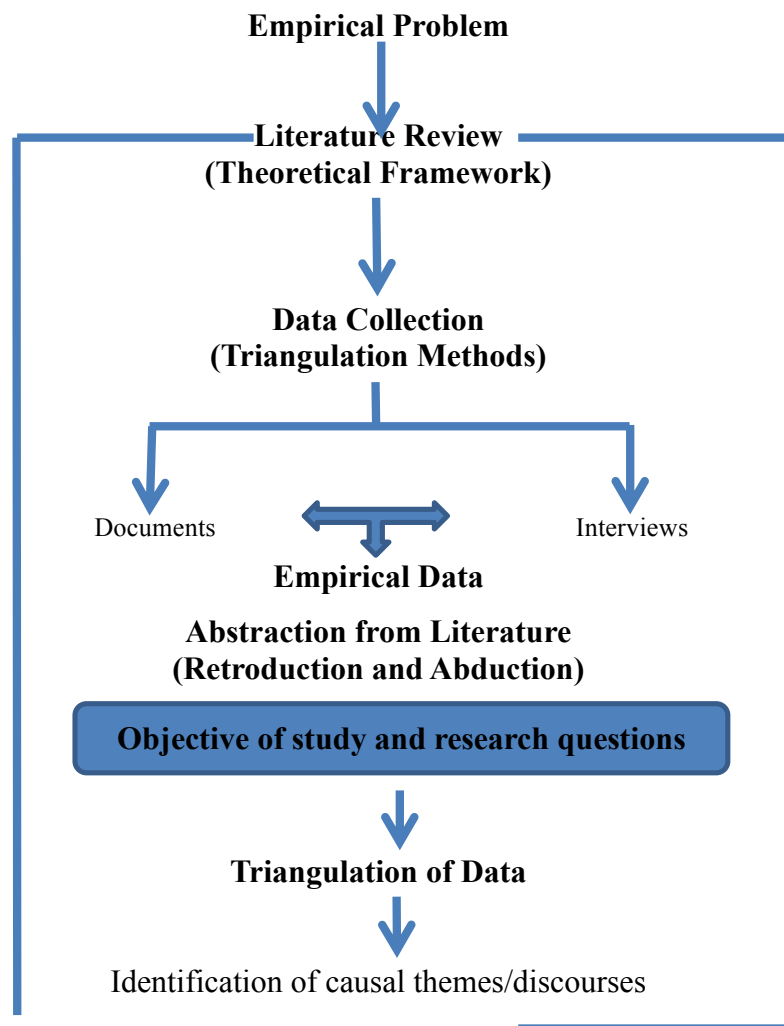
The research objectives of this study were to:

- To develop an understanding of course designers' and lecturers' priorities in academic literacy as expressed in the design and assessment of the EAP module.
- To identify the module's strengths and weaknesses and recommend changes where necessary.

The study was also guided by these questions:

- What are the valued aspects of the EAP curriculum; what is foregrounded by the course designers in course outlines, assignments and study guide?
- What are the module's strengths and enabling elements?
- What are the module's weaknesses and inhibiting elements?

To achieve the above objectives and to answer the research questions, the research design summarised in Figure 5.1 below was adopted.



*Figure 5.1: Summary of research design*

### 5.3 Methodological consideration

The study was guided by an interpretive paradigm which aims at finding new interpretations or underlying meaning in a current practice. The interest of interpretivists is not the generation of a new theory, but to judge or evaluate, and refine interpretive theories. I found this method relevant to this study because I wanted to understand the perceptions and experiences of the EAP coursework writers and educators in the facilitation of academic literacy at NUST and, as a result of that investigation, to refine them if necessary. Given that this study was about the teaching and learning of academic literacy, the focus was on the extent to which discourses in the teaching and learning context enable or prevent epistemological access. Thus, my ontological view was concerned with the orientations people have towards academic literacy. Reflecting on the stratification of reality within an interpretative framework, data was collected to correspond with the empirical domain (documents and interviews). Table 5.1 below presents the summary of the findings.

***Table 5.1: Summary of findings***

<b>Data collection</b>	<b>Domain of Reality</b>	<b>Summary of findings</b>
Interviews with EAP Lecturers	Empirical	The perception that students cannot write, have limited 'English' language proficiency emerged as major reasons why a course such as EAP was necessary. Academic literacy was perceived in terms of rhetorical and textual issues such as use of language and structure.
Interviews with EAP Coursework writer 1	Empirical	The perception that students have limited English language proficiency emerged as the major reason why a course such as EAP was necessary. Academic literacy was perceived in terms of rhetorical and textual issues such as use of language and structure.
Interviews with EAP Coursework writer 2	Empirical	The perception is that the way of teaching academic literacy at NUST should instead be a practice of applied linguistics, as well as that of language teaching as influenced by interests in the socio-cultural environments of the students' fields of specialisation.
Faculty documents and course packs	Empirical	Three discourses emerged from the faculty documents. a) Academic Literacy was reduced to English language proficiency with the assumption that it aids with reading and writing needed in students' specialisation fields; b) ESL students admitted at NUST are at deficit hence need a 'service course'; c) Exclusion from epistemological access.

## 5.4 Summary of findings

The analysis of the findings suggests that it was important in the context of this study to adopt an interpretive framework. The two instruments (interviews and documents) yielded different though related findings which were instrumental in addressing the three research questions. For instance, focusing on documents only would not have revealed how embodied views about the nature of academic literacy are enacted in the teaching and learning context. From an interpretivist point of view, it would have conflated object with perception. Below, I discuss the broad findings that emerged from the study.

The overall conclusion that can be drawn from this study is that orders of discourse (Fairclough, 2007) related to academic literacy at NUST seem to conflate academic literacy with English language proficiency. It is for this reason that in EAP, a compulsory module, lecturers are appointed so that they can address the linguistic deficits that students bring with them. This aligns with the autonomous and study skills models of literacy described in Chapter Three. These models claim that language problems faced by non-native speakers of English are fixable through generic language courses (Street, 2005). This notion is particularly relevant to the milieu of this study, as it is a commonly held view by some of the educators at NUST. This was particularly clearly revealed in the interview section of Chapter Four.

Fandrych (2003) makes an interesting point that making EAP courses compulsory entails the importation of British academic culture and the further imposition, therefore, of some form of “post-colonialism which is conveyed to the students as if it was the only academic culture in the world” (p. 17). This assumption continues to subjugate students’ minds and perpetuate various forms of social inequality (Tupas & Rubdy, 2015). In this way, the Department of Languages and Education at NUST is subtly affirming and perpetuating the hegemonic power (Street, 2005) of English today. By privileging the English language as the dominant form of literacy, students are denied access to targeted discipline specific knowledge, which unfortunately has been mystified in the opaque language of instruction. There similarly seems to be a general belief that through acquiring the language, students will automatically assimilate the socio-cultural and disciplinary nuances of writing in their fields of specialisation. However, this practice imposes a number of

constraints on the students. First, disciplinary practices and language as a medium of conveying knowledge are both opaque knowledge. Furthermore, academic discourse is governed by discourses which are entrenched in institutional cultures which are often mystified (see Lillis, 1999). Yet, this study shows that these discourses were often taken as transparent and students were expected to study within them without support and to reproduce them without difficulty in their writing.

Furthermore, depictions of students also tended to draw on an autonomous understanding of academic literacy. Due to literacy being generally equated to English language proficiency, students' ESL status was seen as the main cause of the academic challenges they faced (Street, 2005). Therefore, students were represented in a deficit mode and the EAP lecturers were framed as saviours who had the ability, through grounding students in grammar, to save them from their deficient linguistic and educational backgrounds. Students would thus need a 'service course' to fix their English language deficits. Consequently, regardless of the benign intentions of the coursework writers regarding social justice for students who have been traditionally excluded from higher education, the theoretical design and pedagogical approach of this course leaned towards a traditional study skills approach. As such, notions of academic literacy also included the non-textual aspects of the English language mechanical elements. Hence, there is not a singular view of academic literacy, but rather multiple perspectives. From an interpretivist perspective, this could mean that although structures and mechanisms are enduring, the way they combine to produce events at the level of the actual and experiences at the level of the empirical where social interaction occurs, cannot always be predicted (Boughey, 2012). All these notions of academic literacy rest on an understanding that knowledge of academic literacy is just general/generic knowledge of English. Similarly, English language proficiency is appropriated to academic literacy.

## 5.5 Conclusion of the study

With regard to these findings, I make the following conclusions:

- Although the module on which this study draws on is designed in such a way that it helps students gain generic English skills through participation both practically and textually, the socio-discursive space of students as writers can hinder this acquisition. A number of reasons can be given for this. To start with, the teaching and learning of academic literacy is characterised by the autonomous belief that it can be taught in a class on generic English language skills using lecturers from the Humanities, who do not themselves have access to the various home discipline discourses. This misperception is driven by the underlying belief that literacy is a set of neutral skills that can be explicitly taught. For the EAP course the result was the explicit teaching of technical aspects of writing (academic essays, report/research writing and referencing).

This finding is critical in addressing question two and similarly question three of this study: what are the module's strengths and enabling elements? For the lecturers and the one coursework writer, strengths lay in the fact the students were taught generic English language skills through lectures and textbook materials, and were then expected to apply this skill to their home disciplines. Mgqwashu (2011) however asserts that within higher education, academic success is dependent on students' ability to produce discipline-specific and an acceptable quality of written work, either as assignments or during the examination period (p. 176). He further claims that "the assessment and acceptability of such written work at university level involves rather more than endorsing students' ability to regurgitate tutorial, lecture, or textbook material, but an evaluation of the extent to which students, regardless of linguistic, cultural, and even class backgrounds, can manipulate language academically" (Mgqwashu, 2011, p. 176). Describing this aspect of EAP as a strength is clearly problematic and at odds with the alarmingly high failure rate for the module.

- Having established that the idea that academic literacy can be taught as a module is faulty both on the level of epistemology (it hinders the acquisition of the disciplinary knowledge) and ontology (it is contrary to the nature of academic literacy as a set of practices emerging

from the discipline), this study also makes the assumption that the length of the EAP course is not justifiable. It is offered for a semester (four months) at any time of a student's academic career depending on their Grade 12 English symbol as explained in Chapter One. As such, there is no coordination between when the students take the course and the time when they are expected to apply the knowledge gained in the module in their home disciplines. Exacerbating this problem, the module is designed in a way that rushes both educators and students so that students fail to even master the basic generic English language skills. This favoured practice is contrary to Street's (2005) ideological model of literacy that describes literacy as a social practice, not simply as a technical and neutral skill.

- Although the module was designed to aid students with academic literacy skills needed in their home disciplines as revealed in documentary data in Chapter Four, the mode of delivery is at odds as it fails to acknowledge that acquisition of academic literacies is tied to norms, values and knowledge structures of a discipline, which educators coming from the Humanities might not necessarily possess. The literacy 'messages' conveyed by the EAP learning materials, the type of assessments students engaged with (particularly, perhaps, the way in which examinations are experienced), seems to suggest that there is a fixed body of knowledge that could be learnt, memorised and 'transferred' to any other 'similar' context. This is the 'de-contextualised' view of language that characterises autonomous models of literacy, and leads to lecturers having their already entrenched assumptions about 'language' reinforced i.e. that 'language' is neutral and that simply by learning to read and write in a particular way, students' educational and social conditions will improve.



## 5.6 Future directions for practitioners

The following recommendations are offered for practitioners in the field of academic literacy at NUST:

- If there is an aspiration for students to have access to epistemology, much more is involved than simply attending to students' reading and writing habits. Parallel with Jacobs (2007; 2010a; 2010b) I am convinced by the findings in this study enough to argue that the Faculty of Languages and Education at NUST needs to consider redefining the roles that both academic literacy lecturers and disciplinary lecturers play in literacy pedagogy. What has emerged is a stand-alone 'academic literacy' module that, despite the best of autonomous intentions, loses its way in a plethora of English mechanical and textual elements that ultimately works to undermine the very goal it sets out to achieve – which is the acquisition of an academic literacy needed for students in their home discipline.
- Academic literacy practitioners at NUST should shift from the dominant understanding which reduces academic literacy to English language proficiency and deduces that students' ESL status is the main cause of the academic challenges they face. They should similarly shift from the resulting skills based/ autonomous approaches, to alternative ways (ideological and academic literacies models of literacy) of thinking about academic literacies-situated social practices, embedded in disciplines (Jacobs, 2010a). Since NUST is now a fully-fledged university, the time is long overdue to return to the basic tenet of the NLS, that literacies are always situated within specific social practices (as ideologically and politically embedded) within specific discourses. The implications for the teaching of ALs would be that they are best within the context of particular academic disciplines, by 'insiders' who have 'mastered the discourse' of that particular academic community (Jacobs, 2005). Coming from a Humanities background does not automatically qualify one to be an academic literacies practitioner.
- The recommendations of colleagues such as Jacobs (2010b) on multiliteracies, and the advocacy of situated practice, overt instruction, critical framing and transformed practice

(p. 228) provides intriguing possibilities for a framework. To reiterate, *situated practice* involves immersing students in genuine literacy practices within a community which in this case would be the NUST Science programmes. *Overt instruction* makes students explicitly aware of the learning acquired through situated practice, and this could be done by specialists embedded in each department. These literacy specialists could also alert students and staff to the *critical framing* of subject specific dynamics of power, politics, ideology and values. Through *transformed practice* in academic literacies, students might be enabled to convey knowledge to other contexts. Jacobs' (2010b) call of "putting this knowledge into action, reflecting on it, creatively extending it and innovating" (p. 229) seems particularly relevant in the NUST context.

## **5.7 Concluding remarks**

This study has revealed through Chapter Two and Four that academic literacy is surely a fluid and well contested term, meaning different things to different people. As expressed through the design and assessment tasks of the EAP module and the interview data, the understanding of academic literacy of these faculty members is conceptualised by the 'deficit' metaphor and its associated discourses. This is a demonstration that their understanding and priorities of academic literacy is one that is framed by the autonomous (Street, 1984) or study skills (Lea & Street, 1998) model of literacy. There is also evidence that the common-sense notions that link academic literacy to English language proficiency are still well embedded in the EAP course and in the perceptions of the lecturers and designers in the Language and Education Faculty. The result is that the study skills approach to the teaching of academic literacy became and is now the norm. Consequently, when students fail to benefit, they are automatically constructed as being in deficit. I would thus conclude by recommending, that as the 'new directions' recommended in the previous section become inscribed in new academic literacy curricula in the Faculty of Languages and Education at NUST, they be constituted as research projects. This is a watershed moment in the history of the faculty and to capture the change and transformation process that emerges from it would make a critical contribution to the higher education research agenda not only at NUST, but in Namibia at large.

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## APPENDICES

### Appendix 1a: Permission letter

Namibia University of Science and Technology  
Windhoek  
Namibia  
15 March 2016

#### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT NUST**

To whom it may concern

My name is Angelina Mize-Medzo Onomo, and I am an English Language Teaching student at Rhodes University (RU) in Grahamstown. The research I wish to conduct for my Master's half thesis involves "understanding the conceptualisation principles of an academic literacy course: the English for Academic Purposes module at NUST". This research will be conducted under the supervision of Dr. Caroline van der Mescht (RU, South Africa).

I am hereby seeking consent to approach both the Dean and Head of Department of the school of Human Sciences, in particular the language department, to provide participants for this research (the EAP course designers and full-time EAP lectures), as well as analyse all relevant EAP documents.

I attach a copy of my research proposal which includes copies of the consent and assent forms to be used in the research process, as well as a copy of the ethical clearance certificate which I received from the Rhodes University Education Department Higher Degree Committee, which is responsible for ethical clearance. Upon completion of the study, I undertake to provide the Department of Languages with a bound copy of the full research. If you require any further information, please do not hesitate to contact me on +26481 428 2410 and [angelinamize@gmail.com](mailto:angelinamize@gmail.com).

Thank you for your time and consideration in this matter.

Yours sincerely

Angelina Medzo-Onomo  
Rhodes University

## Appendix 1b: Response from the Registrar



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**Office of the Registrar**

13 Storch Street  
Private Bag 13388  
Windhoek  
NAMIBIA

T: +264 61 207 2118  
F: +264 61 207 9118  
E: registrar@nust.na  
W: [www.nust.na](http://www.nust.na)

06 April 2016

Ms Angelina Mize-Medzo Onomo

via Email: [angelinamize@gmail.com](mailto:angelinamize@gmail.com)

Dear Ms Onomo

**RE: CONSENT TO CONDUCT RESEARCH WITH THE NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY  
STAFF AND STUDENTS**

The letter with approval date 04 February 2016 from Prof Mellony Graven, Rhodes University, and your email correspondence received on 06 April 2016 has reference.

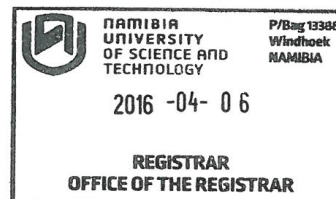
Approval is hereby granted for you to conduct the research on "*Understanding the Conceptualisation Principles of an Academic Literacy Course: An Interpretive Study of English for Academic Purposes Module at a Namibian University*" in the Namibia University of Science and Technology. Any information gathered during the research is to be used for the purpose of the study only and must be treated as confidential. The results of the study should be shared with the University. Individual information of staff and students will not be made available, nor will biographical information of students be made available in such a way that individual students can be identified.

You are advised to contact the Director: Human Resources, Ms Riette Duvenhage, to compile a list of possible respondents to your data collection instrument.

I wish you all the best with your research.

Yours sincerely,

  
Corneels H. Jafra  
REGISTRAR



CC: Director: Human Resources  
Deputy Vice-Chancellor: Academic Affairs  
Assistant Registrar: Academic Administration  
Director: DICT

## **Appendix 2: Informed consent letter**

### ***Informed Consent***

*On understanding the conceptualisation principles of an academic literacy course: An interpretive study of English for Academic Purposes module at a Namibian university*

#### **TITLE OF STUDY**

On understanding the conceptualisation principles of an academic literacy course: An interpretive study of English for Academic Purposes module at a Namibian university

#### **PRINCIPAL INVESTIGATOR**

Angelina Mize-Medzo Onomo  
English Language Teaching  
P. O. Box 26117  
+26481 428 2410  
angelinamize@gmail.com

#### **PURPOSE OF STUDY**

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. The purpose of this study is to basically understand the design of the English for Academic Purposes at the University of Science and Technology (NUST).

#### **DURATION AND LOCATION OF STUDY**

If you agree to participate in this study, your participation will last for approximately two months and will take place at NUST.

#### **STUDY PROCEDURES**

Firstly, a semi-structured interview will be held with the course designers. Secondly, the EAP course coordinator will be interviewed, and the final set of participants to be interviewed will be some of the full-time EAP lecturers. The interview with the course designers is envisaged to be less than an hour and the interview with the other participants is envisaged to be under 30 minutes. The interviews will be audio recorded, which will then be transcribed. A copy of the transcript will be given to each relevant participant to check for accuracy.

#### **RISKS**

I understand there are no known or anticipated risks associated with participation in this study. You may, however, decline to answer any or all questions and you may terminate your involvement at any time if you choose.

#### **BENEFITS**

There will be no direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may perhaps bring to the fore areas in the design of the EAP module that requires improvement. Similarly, improved pedagogical practices might be

sought after. This might have a positive impact on the development of academic literacy skills in students as required.

### **CONFIDENTIALITY**

For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.]

Participant data will be kept confidential.

### **CONTACT INFORMATION**

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact my supervisor at office phone: 046 603 7618 or Email: [c.vandermesch@ru.ac.za](mailto:c.vandermesch@ru.ac.za)

### **VOLUNTARY PARTICIPATION**

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

---

**\*I CERTIFY THAT I AM AT LEAST 18 YEARS OLD AND I AGREE TO PARTICIPATE IN THIS RESEARCH PROJECT.**

### **CONSENT**

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Investigator's signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 3a: Statistics of students' performance in EAP November examination

Table 1: EAP511S student performance per mode of study for November 2016 exam

Subject Code	Distance			Distance %			Full-time				Full-time %			
	Fail	Pass	Total	Fail	Pass	Total	Fail	Pass	(blank)	Total	Fail	Pass	(blank)	Total
EAP511S	361	235	596	60.60%	39.40%	100.00%	84	265	9	358	23.50%	74.00%	2.50%	1

Part-time			Part-time %	
Fail	Pass	Total	Fail	Pass
17	81	98	17.30%	82.70%

Table 2: EAP511S overall student performance for November 2016 exam

Subject code	Fail	Pass	Blanks	Total	Fail	Pass	Blanks	Total
EAP511S	462	581	9	1052	43.90%	55.20%	0.90%	100.00%

### Exam results per study mode

FM	# OF STUDENT
2ND OPP EXAM ALLOWED	7
CREDIT	27
EXEMPTION	40
FAIL: NO ADMISSION TO EXAM	2
FAIL: SUPPLEMENTARY ALLOWED	114
PASS	163
PASS WITH DISTINCTION	5
PASS: CREDIT	123
PASS: MERIT	17
(blank)	16
<b>Grand Total</b>	<b>514</b>

### Performance per study mode

Exam results	# of students	% of students
Fail	123	29%
Pass	308	71%
Actual Exams	431	100%
No Exams	83	
Expected Exams	514	

PM	# OF STUDENT
2ND OPP EXAM ALLOWED	6
CREDIT	13
EXEMPTION	23
FAIL: NO ADMISSION TO EXAM	2
FAIL: SUPPLEMENTARY ALLOWED	66
PASS	46
PASS WITH DISTINCTION	2
PASS: CREDIT	75
PASS: MERIT	12
(blank)	18
<b>Grand Total</b>	<b>263</b>

DI	# OF STUDENT
2ND OPP EXAM ALLOWED	39
CREDIT	17
EXEMPTION	12
FAIL: NO ADMISSION TO EXAM	122
FAIL: SUPPLEMENTARY ALLOWED	340
PASS	98
PASS: CREDIT	8
(blank)	1
<b>Grand Total</b>	<b>637</b>

Exam results	# of students	% of students
Fail	74	35%
Pass	135	65%
Actual Exams	209	100%
No Exams	54	
Expected Exams	263	

Exam results	# of students	% of students
Fail	501	83%
Pass	106	17%
Actual Exams	607	100%
No Exams	30	
Expected Exams	637	

## Appendix 3b: English service courses placement guide: 2016

Note this matrix does not replace the rules in the Prospectus					
The [x] indicates the English course the student should be <b>registered</b> for.					
Various English results/ courses	LIP 411S Lang. in Prac	EPR511S English in Prac	EAP511S Eng. Acad. Purp	PWR611S Prof Writing	PCO611S Prof Comm
NSSC/HIGCSE					
<b>English First Lang.</b> Gr. 1, 2, 3, 4	/	/	x	x	x
NSSC/IGCSE					
<b>English First Lang.</b> Gr. A, B, C	/	/	x		
Gr. D and below	/	x			
NSSC/HIGCSE					
<b>English Second Lang.</b> Gr. 1,2,	/	/	x		
Gr 3, 4		x			
NSSC/IGCSE					
<b>English Second Lang.</b> Gr. A, B	/	x			
Gr. C and below	x				
<b>NAMCOL</b> Eng. Com Modules 1-4	/	x			
(B. Trans.& Log) Foundation Eng.	/	/	x		
UNAM Courses					
ACB2151 (Eng. & Com Skills)	/	x			
UCG/ULEG/ULGE/ULCE	/	x			
UCE/ULCA English Com. & Study	/	/	/	x	x
Skills 1, 2 & 3					
UCA/ULEA (Eng. For Ac. Purpose)	/	/	/	x	x
Intro to Communication 1 & 2	/	x			
ICC0101-0103(Intro. Com. 1,2,3)	/	/	x		
<b>AEC2341</b> (Com & Info Systems) <b>AND</b>					
<b>ACB2151</b> (Eng. & Com Skills)	/	/	x		
<b>Mature Age</b>	<b>40-59%</b>	<b>60-69%</b>	<b>70-90%</b>		

### NOTES:

1. Please refer any **OTHER CONCERNS (also Angolan)** to the Department at **Ext. 2443**
2. If no English courses were completed in the **past eight [8] years**, the grade 12 results will be used to place the student. The student MAY approach the Department to request for possible exemptions.
3. Students who have done English courses Modules 1 – 6 at NUST (Poly), and their results are 8 years and older, have to write a placement test or mature age test.

**ANYTHING NOT SHOWN** on this matrix must be referred to the Department.

All other students should be registered accordingly. They do not need to complete an exemption form.

## Appendix 3c: EAP course outline



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**Faculty of Human Sciences**

Department of Education and Languages

13 Storch Street  
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Windhoek  
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T: +264 61 207 2443  
F: +264 61 207 9443  
E: [edl@nust.na](mailto:edl@nust.na)  
W: [www.nust.na](http://www.nust.na)

### **ENGLISH FOR ACADEMIC PURPOSES (EAP 511S) Full- and Part-Time Lectures, Semester 1, 2016**

**LECTURER:**.....

**Office:** ..... **Tel :** ..... **E-mail :** .....

#### **Introduction**

This is a summary of the most important information about the English for Academic Purposes course.

#### **Objectives**

At the end of English for Academic Purposes course, students should be able to:

- Recognise the purpose of differences between spoken and written communication in English in academic contexts;
- Practise interactional and linguistic aspects of participation;
- Participate in effective discussions and presentations conforming to academic conventions using graphs, audio-visual aids and PowerPoint;
- Write functions common in written academic discourse;
- Analyse the content and structure of information delivered both orally in print and electronic form;
- Expand relevant features of grammar and vocabulary through a range of course related academic texts, and improve on pronunciation utilising dictionaries (to obtain lexical, phonological and orthographical information);
- Use the library and the internet effectively to find information and to note and reference sources accurately;
- Engage with emerging technologies to improve on-line discussion and writing.

#### **Syllabus**

<b>Introduction</b> Adjusting to University learning Becoming an independent learner Coping with lectures Listening and note taking Organising time and work Dictionary work Grammar review	<b>Using the library and the internet</b> Finding books in the library Electronic information resources APA Referencing
<b>Academic Reading</b> Review strategies (SQ3R Technique, Summarising and Paraphrasing) Reading for study General summary Note taking	<b>Academic Writing</b> Note-taking The writing process Researching and summarising specific information Avoiding plagiarism Citing evidence (quoting) Referencing Proofreading and editing Developing advanced writing skills
<b>Comparing and contrasting</b> Extracting information for comparing and contrasting Organising information for comparing and contrasting Cohesive devices for comparing and contrasting	<b>Cause and effect</b> Extracting information on cause and effect Organising information for cause and effect Cohesive devices for cause and effect



<b>Report Writing</b> Formats (Standard Information and Recommendation Report) Passive voice Applying cause/effect and compare/contrast to writing of reports	<b>Presentation Skills</b> Structure and language Visual aids Verbal and non-verbal skills Voice modulation
--	---

**Note:** The course outline, which follows, is a GUIDELINE to the way in which the course will be presented. There may be deviations if it is found that students need more attention in specific areas.

**Note:** ☺Tutorial and Library work is COMPULSORY.

#### **COURSE OUTLINE**

**Note:** Accurate grammar is important in all the writing and speaking tasks. Aspects of grammar outlined in the syllabus will therefore be integrated into all work, and will be dealt with as and when necessary. Use the British Spelling.

Week 1 (3- 5 Feb)	Week 2 (8 -12 Feb)	Week 3 (15 – 19 Feb)	Week 4 (22 - 26 Feb)
<b>Intro to EAP: (Self-study unit)</b> <i>Features of Academic Lang.</i> <i>Note Taking</i> <i>Univ. vs High School</i>	<b>Academic Reading:</b> <i>Comprehension,</i> <i>Vocabulary in context,</i> <i>relationships in the text</i>	<b>Academic Reading: Critical reading:</b> fact and opinion; <i>inferences; main points and supporting details</i>	<b>Academic Writing:</b> <i>Using others' ideas: quoting, paraphrasing &amp; summarising</i> <i>In-text citation and APA</i> <i>Expository and Argumentative Essays</i> <i>Library</i>
☺ No Tutorials	☺ Tutorials	☺ Tutorials	☺Tutorials
Week 5 (29 Feb – 04 Mar)	Week 6 (07 – 11 Mar)	Week 7 (14 - 18 Mar)	Week 8 (22 – 24 March)
<b>Academic Writing: using others' ideas: quoting, paraphrasing &amp; summarising</b> <i>In-text citation and APA</i> <i>Expository and Argumentative Essays</i> <b>Test 1</b> <i>Library</i>	<b>Patterns of organisation</b> <i>Cause and Effect</i> <i>Compare and Contrast</i>  <b>Assignment 1 due</b>  <i>Library</i>	<b>Patterns of organisation</b> <i>Cause and Effect</i> <i>Compare and Contrast</i>   <i>Library</i>	<b>Research Writing Process</b> <i>Topic selection &amp; analysis</i> <i>Narrowing the topic</i> <i>Research question formulation</i>   <i>Library</i>
☺ Tutorials	☺ Tutorials	☺ Tutorials	☺ Tutorials
Week 9 (29 Mar-01 April)	Week 10 (04 - 08 April)	Week 11 (11 – 14 April)	Week 12 (18 – 22 April)
<b>Mid Semester Break</b>	<b>Research Writing Process</b> <i>Research Structure</i> <i>Research outline</i> <b>Assignment 2 due</b> <i>Library</i>	<b>Presentation Skills:</b>  <b>Presentations begin</b> <i>Library</i>	<b>Presentation Skills</b>  <b>Test 2</b> <i>Library</i>
☺ Tutorials	☺ Tutorials	☺ Tutorials	☺ No Tutorials
Week 13 (25 - 29 April)	Week 14 (03 May)	Week 15 (09 –13 May)	Week16 (16 - 20 May)
<b>Report Writing:</b> Information and Recommendation Reports <i>Strictly in groups of 4 or 5</i>	<b>Report Writing:</b> Information and Recommendation Reports <b>Assignment 3 due</b>	Any unfinished work  <b>Special Test</b>	<b>Revision [Lectures End]</b>  <b>Signing of Semester Marks</b>
☺ Tutorials	☺ Tutorials	☺ No Tutorials	

## Appendix 4: Table of Units 3 - 9

Unit Title	Academic Literacy Skills Targeted
<p><b>Unit 3:</b> Introduction to Academic Reading (pp. 68 – 81)</p> <p><b>Introduction</b></p> <p>In this section we will look at academic reading skills and strategies needed to succeed in your studies. Reading academic texts is different from reading for pleasure; in academic reading you employ techniques that help you to fulfill the different purposes of academic reading. Some assignments require us to read and respond to comprehension question, other assignments require us to read critically and respond beyond the information provided in the text. Other skills that we will look at are note-taking, paraphrasing, summarising, which are critical skills needed especially when we are reading for research purposes.</p> <p><b>Objectives:</b></p> <p>At the end of this unit, you will be able to:</p> <ul style="list-style-type: none"> <li>• recognise, apply and demonstrate reading strategies in the stages of the reading process</li> <li>• demonstrate skimming and scanning strategies on a text</li> <li>• paraphrase and summarise written information</li> <li>• take notes from academic texts</li> <li>• explain and apply the SQ3R reading technique</li> <li>• explain and respond critically to a text</li> <li>• recognise and describe features of academic writing</li> <li>• explain and demonstrate the process involved in the production of academic writing</li> </ul> <p><b>Reading Texts:</b></p> <ul style="list-style-type: none"> <li>✓ National report on the Development of Education in Namibia (p. 51)</li> <li>✓ A History of Namibia (p. 61)</li> <li>✓ The Tortoise and the Hare: How African economies withstand the financial crisis (p. 66)</li> </ul>	<p><b><u>Reading Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Recognising main ideas</li> <li>• Following logic</li> <li>• Pronoun reference</li> <li>• Ellipsis</li> <li>• Dealing with unfamiliar words</li> <li>• Understanding viewpoint</li> </ul> <p><b><u>Reading effectively</u></b></p> <p>Reading techniques: SQ3R</p> <p><b>Three stages in the reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• During reading</li> <li>• After reading</li> </ul> <p>Reading difficult material</p> <p>Note-taking</p> <p>Note-making</p> <p>Critical approach to reading</p> <p>Paraphrasing and summarising</p>

<p><b>Unit 4: Introduction to Academic Writing</b> (pp. 82 – 104)</p> <p><b>Introduction</b></p> <p>Academic writing is written “for a critical and informed audience, based on closely investigated knowledge.” In the case of university students, the lecturers, examiners and fellow students are the immediate audience. Academic writing conventions have to be learned by both English first language speakers and second language speakers. Academic writing can be defined as the form of writing that is expository and argumentative in nature used by students and researchers in expression of information on a certain subject.</p> <p>In this section we will cover critical thinking, which is an impeded important aspect in academic writing. We will also look at the features that distinguish academic writing from other types of writing. In order to produce a well written piece one has to be aware of stages in the writing process. We will also look at a general structure of academic writing.</p> <p><b>Objectives:</b></p> <p>At the end of this section, you should be able to:</p> <ul style="list-style-type: none"> <li>✓ recognise the purposes of and differences between spoken and written communication in academic context;</li> <li>✓ apply and write functions common in written academic discourse;</li> <li>✓ comprehend and observe how to avoid plagiarism by reading the given essay;</li> <li>✓ use and apply accurate referencing.</li> </ul> <p><b>What is academic writing?</b></p> <p>When you write in an academic writing style, you don't write as you would normally speak. You avoid using more informal language, such as slang or colloquialisms, or contractions. You structure your language carefully, using complete sentences and paragraphs. Although bulleted lists are also acceptable, they shouldn't be overused, because your writing would start to look like it was just notes.</p> <p>You can get an idea of the kind of writing favoured in your subject area by looking at relevant research papers in academic journals, and at academic posters. When you're doing the reading for your course, you might find it useful to look at the style of writing, as well as reading for the information. You'll find your ability to write in</p>	<p><b><u>Academic writing:</u></b></p> <p>is formal</p> <p>is impersonal and objective</p> <p>is cautious or tentative</p> <p>references other writers' work</p> <p><b><u>Genres of Academic writing:</u></b></p> <p>Essays</p> <p>Research writing</p> <p>Report</p> <p><b><u>Academic style guides:</u></b></p> <ul style="list-style-type: none"> <li>✓ Tentative rather assertive language</li> <li>✓ Formal vocabulary</li> <li>✓ Formal grammar</li> <li>✓ Avoid use of personal pronouns</li> <li>✓ Avoid short disconnect sentences Avoiding the use of rhetorical questions</li> <li>✓ Avoiding the use of contractions</li> <li>✓ Avoiding the overuse and misuse of certain logical connectors</li> </ul> <p><b><u>Format of an Academic essay:</u></b></p> <p>Introduction</p> <p>Body</p> <p>Conclusion</p> <p>Reference list</p>
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<p>an effective academic style will improve the more you read, and the more practice you get in writing.</p> <p><b>Reading Text:</b> Effects of family size on welfare of members (p. 74)</p>	<p><b><u>Writing Process:</u></b></p> <ol style="list-style-type: none"> <li>1. Pre-writing</li> <li>2. Drafting</li> <li>3. Review and revising</li> <li>4. Rewriting</li> <li>5. Editing</li> <li>6. Proof-reading</li> </ol>
<p><b>Unit 5:</b> Comparing and Contrasting (pp. 105-117)</p> <p><b>Introduction</b></p> <p>This unit will help you first to determine whether a particular assignment is asking for comparison/contrast and then to generate a list of similarities and differences. In addition, you will learn how to decide which similarities and differences to focus on, and organise your academic paper so that it will be clear and effective. It will also explain how you can (and why you should) develop a thesis that goes beyond aspect A and aspect B are similar in many ways but different in others.</p> <p>In your career as a student, you'll encounter many different kinds of writing assignments, each with its own requirements. One of the most common is the comparison/contrast essay, in which you focus on the ways in which certain things or ideas—usually two of them—are similar to (this is the comparison) and/or different from (this is the contrast) one another. By assigning such essays, your lecturers are encouraging you to make connections between texts or ideas, engage in critical thinking, and go beyond mere description or summary to generate interesting analysis: when you reflect on similarities and differences, you gain a deeper understanding of the items you are comparing, their relationship to each other, and what is most important about them.</p> <p><b>Objectives:</b></p> <p>Upon completion of this unit you will be able to:</p> <ul style="list-style-type: none"> <li>• <i>consider</i> two or more items and identify how they are similar to or different from each other;</li> <li>• <i>summarise</i> specific information for comparing and contrasting;</li> <li>• <i>organise</i> compare and contrast structure to construct an outline;</li> <li>• <i>write</i> a text using compare/contrast organisation;</li> <li>• <i>use</i> compare/contrast cohesive devices.</li> </ul>	<p>Recognising comparison/contrast in assignments</p> <p><b><u>Academic literacy skills:</u></b></p> <ul style="list-style-type: none"> <li>• Using comparison/contrast for all kinds of writing projects</li> <li>• Discovering similarities and differences</li> <li>• Organisation for cause and effect writing</li> <li>• Block Arrangement/Method (Simplified to four paragraphs)</li> <li>• Point-by-Point or Alternating Arrangement (5 Paragraphs)</li> <li>• Your thesis</li> <li>• Related cohesive devices</li> </ul>

<p><b>Reading Texts:</b></p> <ul style="list-style-type: none"> <li>✓ Vacationing on the beach or on the mountain (p. 91)</li> <li>✓ Consuming Fresh Foods instead of canned foods (p. 92)</li> </ul>	
<p><b>Unit 6: Showing cause and effect (pp. 118- 155)</b></p> <p><b>Introduction</b></p> <p>The cause and effect essay is critical to academic success and writing the cause and effect essay is an important writing phenomenon of academic studies. In a cause and effect piece of writing, you examine a problem, event, condition or situation, focusing either on the reason why it exists (the cause) or on the results or consequences it may have (the effect). It's all about presenting a cause and then detailing the effects of this cause. It is a simple yet elegant weaving of elements. First you need to introduce an event. This could be a trend, a problem, a current phenomenon, an incident or happening, etc. A detailed background on the chosen topic is needed so that the readers can quickly get a solid grasp of the basis of your essay. This is where you lay out the overall design. Once the cause is fully set out and explained, it is time to move on to outlining the effects. The cause and effect essay always needs to thread cause and effect together, to weave them back and forth. So, as you introduce a given effect, link it back to the cause. It's up to you to show how they are stitched together and this really is the whole point of the paper, to help the reader process the connections between the cause and its effects. And here is where we remind you to weave in the strong threads of evidence (citations, references, etc.)</p> <p><b>Objectives:</b></p> <p>Upon completion of this unit you will be able to:</p> <ul style="list-style-type: none"> <li>• explain a cause and effect relationship</li> <li>• use cause and effect structure to construct an outline</li> <li>• write a text using cause and effect organisation</li> <li>• use cause and effect transitions and phrases</li> </ul> <p><b>Reading Texts:</b></p> <ul style="list-style-type: none"> <li>✓ Effects of watching too much TV (pp. 113-114)</li> <li>✓ Why boys stand up their girlfriends during a date (pp. 114-115)</li> <li>✓ The effects of standing your girlfriend of a date (pp. 115-117)</li> </ul>	<p><b><u>Academic Literacy skills:</u></b></p> <ul style="list-style-type: none"> <li>• Reading and identifying cause and effect relationships</li> <li>• Narrowing a large topic</li> <li>• Organisation for cause and effect writing</li> <li>• Related cohesive devices</li> </ul>

<p><b>Unit 7: Research Writing (pp. 118 – 131)</b></p> <p><b>Introduction</b></p> <p>In higher education you will, at one point or the other, be asked to write a research essay which your lecturer has chosen for you or one which you have chosen for yourself. The research essay is a presentation of your investigations on a selected topic. It is supposed to be a personal creation that is unique to you because it is based on your thoughts as well as ideas and facts you have gathered from books, journals, the internet and other sources of knowledge like interviews, surveys, observations or personal experiences. The whole process is important, satisfying and a key area of your education.</p> <p>At face value it appears like a very simple exercise in which you are merely required to have a topic, gather information about it and then write down your thoughts on the topic for assessment by your lecturer. It is, however, not so simple, as most students find out when they get their research assignments back and discover that they have a poor or failing grade. In reality research writing involves a complicated and complex process of gathering, interpreting and documenting relevant information, developing and organising ideas, using this information and ideas to come to sound conclusions, and communicating clearly.</p> <p>This unit will show you how to overcome the many challenges associated with the process of research writing so that you meet the expectations of your lecturers. After completion of this unit you should be able to write a good research essay.</p> <p><b>Objectives:</b></p> <p>Upon completion of this unit you will be able to:</p> <ul style="list-style-type: none"> <li>• <i>explain</i> the concept of research writing</li> <li>• <i>select</i> (or <i>find</i>) and <i>analyse</i> a research topic</li> <li>• <i>gather</i> and <i>summarise</i> specific information for a research topic</li> <li>• <i>apply</i> the compare and contrast concept to research writing</li> <li>• <i>apply</i> the cause and effect concept to research writing</li> <li>• <i>quote</i> and <i>cite</i> evidence from relevant sources to support your ideas</li> <li>• <i>reference</i> sources in research writing</li> <li>• <i>write</i> a research essay on a specific topic</li> </ul>	<p>What is academic research writing?</p> <p><b><u>Research Writing skills:</u></b></p> <ul style="list-style-type: none"> <li>• Topic Selection (Finding) and Analysis</li> <li>• The research question</li> <li>• Structure of a research paper</li> <li>• Researching and summarising specific information</li> </ul> <p><b><u>The writing process for research:</u></b></p> <ul style="list-style-type: none"> <li>• The outline</li> <li>• Writing the introduction</li> <li>• Writing the body</li> <li>• Writing the conclusion</li> <li>• Editing the essay</li> <li>• Applying compare/contrast and cause/effect (to research writing)</li> <li>• Quoting support</li> <li>• Citing evidence and referencing of sources of knowledge (in research writing)</li> </ul> <p><b><u>Referencing skills:</u></b></p> <p>(see pp. 128-129)</p> <p><b>Note on Plagiarism</b> (see p. 130 of Study Guide)</p>
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<p><b>Reading Texts:</b> No reading texts in this unit</p>	
<p><b>Unit 8:</b> Report Writing (pp. 132 – 155)</p> <p><b>Introduction</b></p> <p>Every one of us has to write a report of some type at some point in our lives. It can be a requirement of a specific course, a requirement of law, a requirement of our job description, a requirement by donors or financiers of our projects etc. The main aim of report writing is to give feedback to those who assigned us a job or gave us resources to implement a particular project. The people to whom they are submitted use the reports in various ways. In most cases they are used for information, documentation or control to ensure that things are done the way they should be done. A report might be just a simple report to the police about a crime, or it might be a long formal report on the outcome of an investigation. Whether the report is an assignment at a tertiary institution or a job requirement, it should be done well. This unit will help you acquaint yourself with specific skills you need to write an academic report.</p> <p><b>Objectives:</b></p> <p>Upon completion of this unit you will be able to:</p> <ul style="list-style-type: none"> <li>• Structure reports into appropriate sections according to their function and content.</li> <li>• Construct effective introductions, draw appropriate conclusions and make suitable recommendations.</li> <li>• Select the appropriate tone, style and language for your report.</li> <li>• Incorporate graphs, diagrams or other illustrations effectively and appropriately.</li> </ul> <p><b>Reading Texts:</b> None in this unit</p> <p><b>Summary</b></p> <p>Report writing might be a bane for any student's life, but because reports are also a common form of workplace communication, it is important that you learn effective report writing skills. Reports represent a highly structured form of writing, in which</p>	<p><b><u>Academic Report writing skills:</u></b></p> <ul style="list-style-type: none"> <li>• Academic Report format</li> <li>• What is a report?</li> <li>• Common features of reports</li> <li>• Report Format</li> <li>• Report headings</li> <li>• Applying compare/contrast and cause/effect</li> </ul> <p><b><u>Table 1: Report Types</u></b> (see p. 133 for report types)</p>

<p>information is organised under headings and sub-headings. Just like different types of reports have common features, report headings are similar across disciplines. Find out from your lecturer which headings to include when you write reports for assessment purposes.</p> <p>Reports serve various purposes. Information in the report should be organised to reflect the purpose of the report. You can use compare and contrast/cause and effect organisation in your report. You also have to choose whether to write in the active voice or the passive voice. You need to find out from your lecturer which one to use or whether to combine the two.</p>	
<p><b>Unit 9:</b> Effective listening and presentation skills (pp. 156-168)</p> <p><b>Introduction</b></p> <p>At university level students engage in researching and writing academic papers. These academic papers are usually presented at the end of the semester. At the beginning of the semester, the student is encouraged to find a topic of interest in a respective field of study. As the semester progresses, the student researches and drafts the paper. It is the main points and interesting fact findings of this paper that are presented in class toward the end of the semester. The mini classroom presentations are usually 5 to 15 minutes long. The audience is fellow students and your lecturers and other lecturers on campus. In this unit we will look at tips that you need to know for your academic presentation.</p> <p><b>Objectives:</b></p> <p>At the end of this unit you should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate the ability to listen critically and analytically;</li> <li>• extract specific information while listening;</li> <li>• prepare, plan and deliver a well-structured, informative presentation;</li> <li>• prepare and use appropriate and effective audio-visual aids and handouts to support a presentation.</li> </ul> <p><b>Reading Texts:</b></p> <ul style="list-style-type: none"> <li>✓ Effects of watching too much TV (pp. 113-114)</li> <li>✓ Why boys stand up their girlfriends during a date (pp. 114-115)</li> <li>✓ The effects of standing your girlfriend of a date (pp. 115-117).</li> </ul>	<p><b><u>Listening skills:</u></b></p> <ul style="list-style-type: none"> <li>• How to listen effectively</li> <li>• Listening comprehension</li> <li>• Effective oral presentation:</li> <li>• Planning and preparation</li> <li>• Structure</li> <li>• Delivering a presentation</li> </ul>



## Appendix 5a: Examination papers



**NAMIBIA UNIVERSITY**  
OF SCIENCE AND TECHNOLOGY

**FACULTY OF HUMAN SCIENCES**

DEPARTMENT OF EDUCATION AND LANGUAGES

<b>QUALIFICATION :</b>	
<b>QUALIFICATION CODE:</b>	<b>LEVEL:</b>
<b>COURSE CODE:</b> EAP511S	<b>COURSE NAME:</b> ENGLISH FOR ACADEMIC PURPOSES
<b>SESSION:</b> JUNE 2016	<b>PAPER:</b> THEORY
<b>DURATION:</b> 3 HOURS	<b>MARKS:</b> 100

<b>FIRST OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINER(S)</b>	Mr A. NDLOVU Mr T. CHUNGA Ms Y. LYAMINE Ms T. KAVIHUHA Ms E. /UCHAM Ms A. MIEZE Mr D. DUBE Ms I. BEZUIDENHOUD
<b>MODERATOR:</b>	<b>DR R. MAKAMANI</b>
<b>INSTRUCTIONS</b>	
1. Answer ALL the questions. 2. Write clearly and neatly. 3. Number the answers clearly.	

## PERMISSIBLE MATERIALS

1. Examination paper.
2. Examination script.

**THIS QUESTION PAPER CONSISTS OF 6 PAGES** (Including this front page)

### SECTION A: READING

**[25]**

Read the following research article and answer the questions below.

- A** Spice plants, such as coriander, cardamom or ginger, contain compounds which, when added to food, give it a distinctive flavour. Spices have been used for centuries in the preparation of both meat dishes for consumption and meat dishes for long-term storage. However, an initial analysis of traditional meat-based recipes indicated that spices are not used equally in different countries and regions, so we set about investigating global patterns of spice use.
- B** We hypothesised initially that the benefit of spice might lie in their anti-microbial properties. Those compounds in spice plants which give them their distinctive flavours probably first evolved to fight enemies such as plant-eating insects, fungi, and bacteria. Many of the organisms which afflict spice plants attack humans too, in particular the bacteria and fungi that live on and in dead plant and animal matter. So, if spices kill these organisms, or inhibit their production of toxins, spice use in food might reduce our own chances of contracting food poisoning.
- C** The results of our investigation supported this hypothesis. In common with other researchers, we found that all spices for which we could locate appropriate information have some antibacterial effects: half inhibit more than 75% of bacteria, and four (garlic, onion, allspice and oregano) inhibit 100% of those bacteria tested. In addition, many spices are powerful fungicides.
- D** Studies also show that when combined, spices exhibit even greater anti-bacterial properties than when each is used alone. This is interesting because the food recipes we used in our sample specify an average of four different spices. Some spices are so frequently combined

that the blends have acquired special names, such as ‘chilli powder’ (typically a mixture of red pepper, onion, paprika, garlic, cumin and oregano) and ‘oriental five spices’ (pepper, cinnamon, anise, fennel and cloves). One intriguing example is the French ‘quatre epices’ (pepper, cloves, ginger and nutmeg) which is often used in making sausages. Sausages are a rich medium for bacterial growth, and have frequently been implicated as the source of death from the botulism toxin, so the value of the anti-bacterial compounds in spices used for sausage preparation is obvious.

- E** A second hypothesis we made was that spice use would be heaviest in areas where foods spoil most quickly. Studies indicate that rates of bacterial growth increase dramatically with air temperature. Meat dishes that are prepared in advance and stored at room temperatures for more than a few hours, especially in tropical climates, typically show massive increases in bacterial counts. Of course, temperatures within houses, particularly in areas where food is prepared and stored, may differ from those of the outside air, but usually it is even hotter in the kitchen.
- F** Our survey of recipes from around the world confirmed this hypothesis: we found that countries with higher average temperatures used more spices. Indeed, in hot countries nearly every meat-based recipe calls for at least one spice, and most include many spices, whereas in cooler ones, substantial proportions of dishes are prepared without spices, or just a few. In other words, there is a significant positive correlation between mean temperature and the average quantity of spices used in cooking.
- G** But if the main function of spices is to make food safer to eat, how did our ancestors know which ones to use in the first place? It seems likely that people who happened to add spice plants to meat during preparation, especially in hot climates, would have been less likely to suffer from food poisoning than those who did not. Spice users may also have been able to store foods for longer before they spoiled, enabling them to tolerate longer periods of scarcity. Observation and imitation of the eating habits of these healthier individuals by others could spread spice use rapidly through a society. Also, families that used appropriate spices would rear a greater number of more healthy offspring, to whom spice-use traditions had been demonstrated, and who possessed appropriate taste receptors.

- H** Another question which arises is why did people develop a taste for spicy foods? One possibility involves learned taste aversions. It is known that when people eat something that makes them ill, they tend to avoid that taste subsequently. The adaptive value of such learning is obvious. Adding a spice to the food that caused sickness might alter its taste enough to make it palatable again (i.e. it tastes like a different food), as well as kill the micro-organisms that caused the illness, thus rendering it safe for consumption. By this process, food aversions would be associated with spicy foods, especially in places where foods spoil rapidly. Over time people would have developed a natural preference for spicy food.
- I** Of course, spice use is not the only way to avoid food poisoning. Cooking, and completely consuming wild game immediately after slaughter reduces opportunities for the growth of micro-organisms. However, this is practical only where fresh meat is abundant year-around. In areas where fresh meat is not consistently available, preservation may be accomplished by thoroughly cooking, salting, smoking, drying, and spicing meats. Indeed, salt has been used worldwide for centuries to preserve food. We suggest that all these practices have been adopted for essentially the same reason: to minimize the effects of harmful, food-borne organisms.

## QUESTIONS

1. Which is the best title for the reading passage? Choose the correct letter (A, B, C or D).  
[1]
  - A. The function of spice in food preparation
  - B. A history of food preservation techniques
  - C. Traditional recipes from around the world
  - D. An analysis of chemical properties of spice plants
2. Match the paragraph letters with the information they contain. For example, 2.1 A. [7]
  - 2.1. An example of a food which particularly benefits from the addition of spice
  - 2.2. A range of methods for making food safer to eat.
  - 2.3. A comparison of countries with different climate types
  - 2.4. An explanation of how people learnt to select different spice types.
  - 2.5. A method of enhancing the effectiveness of individual spice
  - 2.6. The relative effectiveness of certain spices against harmful organisms

2.7. The possible origin of dislike for food which is not spiced

3. What is the meaning of the following words as used in this passage? [5]

- 3.1. Flavour (para A, line 4)
- 3.2. Afflict (para B, line 9)
- 3.3. Hypothesis (para C, line 2)
- 3.4. Particularly (para E, line 14)
- 3.5. Substantial (para F, line 10)

4. Rewrite the following sentence making it impersonal. [2]

We found that countries with higher than average temperatures used more spices.

5. What are the functions of the following cohesive devices as used in the text? [5]

- 5.1. In addition (para C, line 11)
- 5.2. Indeed (para F, line 6)
- 5.3. Whereas (para F, line 9)
- 5.4. Another (para H, line 1)
- 5.5. However (para I, line 7)

6. According to the writers, why do people in places with higher temperatures use more spice than those in areas with lower temperatures? [2]

7. Find one example of the use of tentative and cautious language in paragraph G.

[1]

8. According to the text, what are the two main uses of spice in food? [2]

## **SECTION B: WRITING** [25]

Although many English Second Language (ESL) students at university have a general understanding of grammar rules, not many are able to write academically at levels expected of them. Write an

information report in which you discuss three essential characteristics of a well-written body paragraph for an academic paper.

- Remember to write in a grammatically correct, clear and concise language and in an academically appropriate style.
- Your report should be between 450-500 words in length.
- Use the outline below to write the report.

Report title [2]

1. Introduction [3]

2. Essential characteristics of well-written paragraphs

2.1 Characteristic 1 [4]

2.2 Characteristic 2 [4]

2.3 Characteristic 3 [4]

3. Conclusion [3]

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ [1]

Please note: **4 marks** will be awarded for correct grammar and style.

### **SECTION C: EAP THEORY [25]**

1. Name the process described in each of the following statements. [5]

- a) When you read in order to find out if a text book contains the right information to enable you to write an assignment.
- b) When you read carefully in order to understand a text fully.
- c) When you leave out some words so as to avoid repeating yourself when you write.
- d) When you rewrite information in your own words without changing its original meaning.
- e) When you ask yourself questions and answer them systematically in order to form a judgement about information presented to you.

2. Explain the following terms associated with academic writing. [3]

- a) formality
- b) objectivity
- c) hedging

3. Draw and explain the use of a Venn diagram. [4]

4. Give a brief description of the following elements of an introduction. [3]

a) Background information

b) Thesis statement

c) Essay outline

5. Imagine you have been invited to speak to students in your class about the importance of English for Academic Purposes to all NUST students. Give a brief outline (in point form and not in question form) of what you would include under each of the following stages of your presentation:

a) Introduction. [2]

b) Body (write 2 main points followed by 2 sub-points under each main point). [6]

c) Conclusion [2]

## SECTION D: REFERENCING AND RESEARCH WRITING [25]

### Question 1

1.1 Why do academic writers provide other writers surnames in their texts? [2]

1.2 Using the method provided, and following the rules for citing authors, compile a 'reference list' for the following items:

**Journal article:** [5]

### Method

Surname, Initials. (Year) Title of article in sentence case: subtitle in sentence case. *Journal article Title in Title case and Italics*, volume number in italics (issue number), Pages. Doi: 10. XXXXXXXXXXXXXXXXXXXXXXXX

### Source of reference:

Journal: Diseases in Childhood, 1983, 58, p.454-456. Title: Age of Appearance of Circadian rhythm in salivary cortisol values in infancy. Author: D.A. Price

a) **Book:** [5]

### Method

Surname, Initials. (Year). Title of the book in italics and in sentence case: subtitle in italics and in sentence case (ed.). Place of publication, Country if not in the USA: Publisher.

**Source of reference:**

**Book title:** BASIC PHOTOGRAPHIC MATERIALS AND PROCESSES

**Publisher:** FOCAL PRESS

**Place:** BOSTON, MASS

**Date:** 2000

**Authors:** Richard Zakia; John Campton; Ira Current; Leslie Stroebl

**Edition:** Second Edition

**Question2**

- |      |  |     |
|------|--|-----|
| 2.1. | How can you avoid plagiarism?  | [3] |
| 2.2. | Define academic research writing?  | [3] |
| 2.3. | What are the steps that you must follow when you write a research essay?                     | [3] |
| 2.4. | Briefly explain the two methods which can be used when writing a compare and Contrast essay? | [4] |

**End of Paper**





**NAMIBIA UNIVERSITY**  
OF SCIENCE AND TECHNOLOGY

**FACULTY OF HUMAN SCIENCES**

**DEPARTMENT OF EDUCATION AND LANGUAGES**

<b>QUALIFICATION :</b>	
<b>QUALIFICATION CODE:</b>	<b>LEVEL: 5</b>
<b>COURSE CODE:</b> EAP511S	<b>COURSE NAME:</b> ENGLISH FOR ACADEMIC PURPOSES
<b>SESSION:</b> NOVEMBER 2016	<b>PAPER:</b> MAIN PAPER
<b>DURATION:</b> 3 HOURS	<b>MARKS:</b> 100

<b>FIRST OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINER(S)</b>	Mr A. Ndlovu Mr T. Chunga Ms Y. Lyamine Ms T. Kavihuha Ms E. /Ucham Ms A. Mize Mr D. Dube Ms I. Bezuidenhoudt Mr A. Tjijoro
<b>MODERATOR:</b>	<b>Mr P. Paulus</b>

<b>INSTRUCTIONS</b>
1. Answer ALL the questions. 2. Write clearly and neatly. 3. Number the answers correctly.

## PERMISSIBLE MATERIALS

1. Examination paper.
2. Examination script.

**THIS QUESTION PAPER CONSISTS OF 7 PAGES** (Including this front page)

### SECTION A: READING

[25]

Read the following article and answer the questions below.

#### **“Maybe you don’t want to face it”- College students’ perspectives on Cyberbullying**

**By Katie Crosslin and Mandy Golman**

- A Cyberbullying is a growing phenomenon in our society with the technological advances that are occurring. While cyberbullying has been defined as repeated, unwanted harassment using digital technologies (Adams & Lawrence, 2011; Kraft & Wang, 2010), there are several other definitions discussed in the literature focusing on threats of physical harm to online aggression to the use of specific technology such as web cams (Sabella, Patchin, & Hinduja, 2013). Although better consensus is needed for a clear definition, cyberbullying can have potentially long-lasting effects on victims and further research is needed to understand the context in which it occurs. Traditional bullying is often contained to the schoolyard; however, cyberbullying can occur at all hours via text message, email, or social networking sites. The frequency of victimization may be greater given the fact that our lives are intricately connected to technology and the permanency of what is written is an added consequence.
- B Cyberbullying victims have reported effects such as emotional distress, anxiety, and isolation (Hinduja & Patchin, 2010; Kaminski & Fang, 2009; Roland, 2002; Schenk & Fremouw, 2012). Unfortunately, suicide has occurred among some cyber victims and the media has highlighted certain cases, such as Tyler Clementi and Jessica Logan. For instance, Tyler’s college roommate recorded his intimate encounter with another man and **this** was streamed live on the Internet. Tyler **subsequently** committed suicide three days later (Foderaro, 2010). Similarly, Jessica Logan was cyberbullied via text message when her ex-boyfriend **disseminated** a nude picture of her to hundreds of adolescents.

Jessica endured a great deal of harassment and name-calling before she ended her life (Wells, 2012). The fact that these lives were tragically impacted by the inappropriate use of technology warrants more data on why students are engaging in this type of behaviour. Furthermore, given that these specific instances occurred among college-age students, this raises the important question of how older students are affected by cyberbullying.

- C Because cyberbullying occurs in high school (Hinduja & Patchin, 2007; Hinduja & Patchin, 2010; Kaminski & Fang, 2009; Patchin & Hinduja, 2010; Roland, 2002), as well as in the workplace (Privitera & Campbell, 2009; Science Daily., 2012), it is logical to infer that college students also face these challenges. One study indicated that cyberbullying in high school may also lead to further cyber- bullying in college (Kraft & Wang, 2010). The prevalence of college-level cyberbullying ranges from 8% to 21% (Kraft & Wang, 2010; McDonald & Roberts-Pittman, 2010; Schenk & Fremouw, 2012) and may include receiving threatening text messages, sexually harassing messages, spreading rumours, and faking someone's identity (Walker, Sockman, & Koehn, 2011).
- D To what extent are college students really impacted by cyberbullying, especially given **their** age and experience? Researchers have sought to describe the **ramifications** of college-level cyberbullying to better understand the mental health outcomes. In a recent study, the psychological state of college cyber victims was characterised by interpersonal sensitivity, depression, hostility, and psychotic behaviours when compared to controls (Schenk & Fremouw, 2012). On a behavioural basis, cyber victims became less trusting of people and avoided certain situations (Crosslin & Crosslin, 2014; Schenk & Fremouw, 2012). Cyber victims were not the only ones affected, but cyberbullies themselves also displayed psychological effects as a result of the victimization. Interestingly, cyberbullies manifested many of the same symptoms as victims, but also reported increased aggression levels, violence, and drug crimes compared to controls (Schenk, Fremouw, & Keelan, 2013).

- E Given the psychological states of students involved in cyberbullying, it is crucial to learn more about how **this** phenomenon is affecting the social and learning environments in college. When cyberbullying occurs in high school or in the work place, there are trusted people who can assist with these situations (e.g., parents, counsellors, supervisors); however, college students may not have many resources at **their** disposal, particularly at a time when independence and autonomy is reinforced. Previous research has largely been quantitative to better describe the scope of the problem. Nevertheless, there are very few qualitative studies in the published literature about how college students perceive cyberbullying. Qualitative approaches are crucial to glean more in-depth descriptions of cyberbullying and to determine whether college students view cyberbullying as an issue.
- F Furthermore, prevention programmes are more effective when the social context is understood instead of relying solely on individual skills (Page & Page, 2011). Prevention requires understanding the factors that lead to cyberbullying, and the interplay of factors in social environments is often explained well with the Socio-Ecological Model (SEM) (Centres for Disease Control & Prevention [CDC], 2013). This includes levels of influence (i.e., individual, organisational, community, and policy) that impact cyberbullying attitudes and behaviours in college students. By applying the SEM, **salient** factors may be identified to guide multi-level interventions to prevent cyberbullying.

### Questions

1. What is the difference between traditional bullying and cyberbullying? [4]
2. Explain why the frequency of victimisation is greater with cyberbullying. [1]
3. List the possible effects of cyberbullying on the mental health of victims. [2]
4. Summarise the reasons the author provides to justify the need for further research in the area of cyberbullying. [4]

5. To what do the words in bold in the sentences below refer? [4]

1.1. Given the psychological states of students involved in cyberbullying, it is crucial to learn more about how **this** phenomenon is affecting the social and learning environments in college. [Par. E]

- (a) psychological states of students
- (b) social and learning environments
- (c) The phenomenon of Cyberbullying

1.2. ... college students may not have many resources at **their** disposal .... [Par. E]

- (a) college students
- (b) parents, counsellors and supervisors
- (c) independence and autonomy

5.3 Tyler's college roommate recorded his intimate encounter with another man and **this** was streamed live on the Internet. [Par. B]

- (a) college roommate
- (b) intimate encounter
- (c) the Internet

5.4 To what extent are college students really impacted by cyberbullying, especially given **their** age and experience? (Par. D)

- (a) college students
- (b) cyberbullying
- (c) experience

6. Provide an example of tentative use of language from paragraph C. [1]

7. Find another word in the text which means the same as '*nevertheless*'. [1]

8. Provide synonyms (words which mean the same) for the words listed below. [4]

- (a) Subsequently [Par. B]
- (b) Disseminated [Par. B]
- (c) Ramifications [Par. D]
- (d) Salient [Par. F]

9. Indicate whether the statements below are TRUE or FALSE. [4]

- (a) Cyberbullying is restricted to the school yard.
- (b) Jessica Logan committed suicide shortly after her nude picture was disseminated.
- (c) Cyberbullying negatively impacts both the victim and the victimiser.
- (d) College students respond to cyberbullying better than high school students.

## SECTION B: WRITING

[25]

Many people believe that television violence has a negative effect on society because it promotes violence. Do you agree or disagree? Write an argumentative essay in which you discuss your views. Use specific reasons and examples to support your response and remember to offer a balanced argument on the issue. **Your essay should not exceed 350 words.**

## SECTION C: EAP THEORY

[25]

1. Read the text below and answer the following questions.

[5]

<sup>1</sup>Old shipping containers can be easily converted into useful structures. <sup>2</sup>This process can create instant infrastructure in poorer communities, and lends new meaning to the idea of recycling. <sup>3</sup>All over the world, non-profit organisations and enterprising locals are refurbishing rusty containers discarded by shipping companies, turning them into

classrooms, crèches, shops, storage units, soup kitchens and more. <sup>4</sup>Some are even turned into homes. <sup>5</sup>These containers have often travelled around the world. <sup>6</sup>They have the advantage of being strong and easy to secure, as well as fire-proof and waterproof-all useful attributes in informal communities. <sup>7</sup>They are also relatively portable-unlike most buildings, they can be loaded onto a truck. <sup>8</sup>They have disadvantages too: they are swelteringly hot in summer, and often very cold in winter.

(Taken from *English for Academic Purposes* by Helen Moffett)

- (a) Identify the topic sentence of the paragraph. Write the sentence number only.
- (b) Identify one sentence which does not fit well within the structure of the paragraph and can easily be left out. Write the sentence number only.
- (c) Explain why your answer in (a), above, is the topic sentence?
- (d) This paragraph does not have a concluding sentence. Formulate one.
- (e) Write the sentence which functions to give examples.

2. Name any five characteristics of academic writing and explain them. [10]

3. What do the following terms mean in Report Writing? [5]

- (a) Acknowledgements
- (b) Abstract
- (c) Literature review
- (d) Recommendations
- (e) Appendices

4. What is the difference between the following pairs of words? [5]

- (a) Skimming and Scanning
- (b) Reference List and Bibliography
- (c) Note taking and Note making
- (d) Fact and Opinion
- (e) Paraphrasing and Summarising

## SECTION D: REFERENCING AND RESEARCH WRITING

[25]

### QUESTION 1

[12]

The following references contain some errors in either the order of elements, punctuation, capitalisation, or the year of publication. Write out the correct reference using the American Psychological Association (APA) style.

1. Stein, H. (1995). *Economics of my time and yours*. Business Economics, 4, 30, 19-21.
2. Shimada, S. (Eds). 1995). Coherent light wave communications technology. London: Chapman and Hall.
3. Winston, P.H. (1985). artificial intelligence. New York: Wesley.
4. Maudlin, T. (year 2011). Quantum non-locality and relativity: Metaphysical intimations of modern physics (3rd Ed.). Hoboken, NJ, Wiley-Blackwell.

### QUESTION 3

[3]

Give an example of in-text citation of a paraphrased sentence using the following information.

**Sentence:** Her life spanned years of incredible change for women

**Authors:** Daly, F., Teague, P., & Kitchen, P.

**Year:** 2003

### QUESTION 4

[3]

Write an in-text citation of a direct quotation using the following elements:

**Sentence:** The current proactive ethos towards academic integrity places great expectations on academic staff and raises questions about how academics themselves view their roles and responsibilities.

**Authors:** Kreimer, A., Arnold, M., Barham, C., Freeman, P., Gilbert, R., Krimgold, F., Vogt, T.

**Publication date:** 2015

**Page number:** 436



**QUESTION 5**

[7]

Create an outline for a Research Paper using the following subheadings:

- (a) Topic: The benefits and challenges of the Harambee prosperity plan (HPP)
- (b) Introduction (2)
  - write the thesis statement and the research question only
- (c) Body (4)
  - include two benefits and two Challenges
- (d) Conclusion (1)

**END OF PAPER**

## Appendix 5b: Assignments

### Semester 1: Assignment 1



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#### ENGLISH FOR ACADEMIC PURPOSES (EAP511S)

#### ASSIGNMENT 1: ACADEMIC ESSAY WRITING

Marks: 100 [50 x 2]

##### Instructions:

1. Design a **cover page** for the assignment. Your **full name, student number, group and lecturer's name** should appear on the cover page.
2. Give the assignment an **appropriate title**.
3. The essay must be typed. Use Times New Roman or Cambria font, 12 point font size and 1, 5 line spacing.
4. The **assignment length** should be **between 400 and 450 words**.
5. **Acknowledge** your **sources** appropriately using APA referencing style. Include at least **four** references.
6. Use the attached marking grid to guide you when writing your essay.
7. This is an individual assignment. Each student must submit his/her own assignment.

---

##### Submission date:

The assignment is due on the last EAP class of week 6 (7-11 March). Submit a hard copy directly to your lecturer during class.

**Write an argumentative essay using ONLY one of the topics below.**

##### Topic 1

It is generally believed that internet has made life easy for everyone living in the 21<sup>st</sup> century. However, due to the digital divide that exists within many developing countries, and in the globalized world, some people argue that internet has complicated the lives of many people. In the light of the views above, write an essay in which you support or oppose online submission of assignments at the Namibia University of Science and Technology. Remember to offer a balanced argument on the issue while maintaining a clear position.

##### Topic 2

Write a convincing argument on the evaluation and grading of lecturers by their students as is done in many Universities around the world including NUST. Include both the pros (supporting ideas) and the cons (opposing ideas) of the argument and take a clear stand. NB. **PLAGIARISM** is a serious academic offence and necessary punitive measures will be taken against offenders.

## Semester 1: Assignment 2



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### ENGLISH FOR ACADEMIC PURPOSES (EAP511S)

#### ASSIGNMENT 2: RESEARCH ESSAY WRITING

MARKS: 100 [50 X 2]

---

#### Instructions:

1. This is a **group assignment**. It covers **Unit 7** in your Study Guide. Please read **Unit 7** thoroughly before completing the assignment.
  2. Design a **cover page** for the assignment. The **full name** and **student number** of **all group members**, the **class group** and **lecturer's name** should appear on the cover page.
  3. Give the assignment an **appropriate title**.
  4. The assignment must be typed. Use Times New Roman or Cambria font, 12 point font size and 1, 5 line spacing.
  5. **The assignment length should be between two and three pages, excluding the cover page and references. Do not exceed 550 words.**
  6. **Acknowledge** your **sources** appropriately using APA referencing style. Include at least **four** references.
  7. Use the attached marking grid to guide you when writing your research essay.
- 

#### Submission date:

The due date for this assignment appears on your course outline, but the exact date will be communicated to you by your lecturer. Submit a hard copy directly to your lecturer during class.

#### **Topic:**

- Write a research essay on how higher education goals in Namibia should facilitate the attainment of the United Nations Post -2015 development agenda.
- You will do research-by-reading only. *You do not have to do field research.* Your use of APA will be assessed in this assignment. Make sure that you cite the sources used accordingly.

#### **Your assignment should consist of five main sections only:**

1. Title
2. Introduction

3. Discussion
4. Conclusion
5. References

**Requirements and mark allocation of each section above**

1. The title will receive two marks, if you formulate a clear topic in a statement form, no spelling errors; it is in sentence case (APA); in bold and not underlined; 12 sized font, appears on cover page and on the first page.
2. Your introduction should consist of an explanation of **(a) the problem**; give **(b) reasons** why you are investigating and a thesis statement.  
**(c)** Develop a research question that you will be answering throughout the paper. Total marks for the introduction are **8 marks**. Your introduction should be **one paragraph**.
3. Your **discussion section** can be **three to five** paragraphs. It is the main part of your research-by-reading assignment. It should consist of four or **more in-text citations**. As you use other writers' ideas, please **paraphrase** and **summarise or quote**. **30 marks** are allocated for the discussion section.
4. In the conclusion, give a **summary** of the paper's main points, advice or suggestions. It is one paragraph; of four sentences will be enough. **4 marks**.
5. On a separate page write a heading: *References*. Each correct reference entry will only receive **two marks** if it is appropriately cited in your essay. Do not have websites as references for this assignment. You are allowed to cite books, newspaper articles, research articles, reports, textbooks etcetera. **6 marks** for three cited references.

## Semester 1: Assignment 3



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### DEPARTMENT OF EDUCATION & LANGUAGES ENGLISH FOR ACADEMIC PURPOSES (EAP511S)

#### ASSIGNMENT 3: REPORT WRITING

**MARKS: 100 [50 X 2]**

#### **Instructions:**

1. This is a **group assignment**. It covers **Unit 8** in your Study Guide. Please read **Unit 8** thoroughly before completing the assignment.
  2. Design a **cover page** for the assignment. The **full name** and **student number** of all **group members**, the **class group** and **lecturer's name** should appear on the cover page.
  3. Give the assignment an **appropriate title**.
  4. The assignment must be typed. Use Times New Roman or Cambria font, 12 point font size and 1,5 line spacing.
  5. The **assignment length** should be **between 2½ and three pages**, excluding the cover page and references.
  6. **Acknowledge** your **sources** appropriately using APA referencing style. Include at least **four** references.
  7. Use the attached marking grid to guide you when writing your report
- 

#### **Submission date:**

The due date for this assignment appears on your course outline, but the exact date will be communicated to you by your lecturer. Submit a hard copy directly to your lecturer during class.

#### **Topic**

Write an information report in which you discuss possible causes and consequences of student protests at tertiary institutions in the SADC region.

#### **Your report should consist of the following sections:**

1. Introduction
2. Discussion

3. Conclusion
4. References

**The discussion section should consist of the following:**

1. Paragraph/s discussing **three possible causes**
2. Paragraph/s discussing **three possible consequences**
3. Graphical representation of information

**Please note:**

- Each main point mentioned in the discussion section should be supported with evidence from literature.
- Use a variety of academically appropriate sources (books & scholarly articles from journals and the internet).
- Newspaper articles should be used sparingly. Only one newspaper article will be accepted as part of the minimum number of sources you are expected to use.
- Use newspaper articles for specific examples on causes/consequences of student protests at tertiary institutions in the SADC.
- Indicate the total number of words for the report (from introduction to conclusion) after the reference section. The title, headings and/or subheadings and references should be excluded in the word count.

## Semester 2: Assignment 1



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### ENGLISH FOR ACADEMIC PURPOSES (EAP511S)

#### ASSIGNMENT 1: ACADEMIC ESSAY WRITING

Marks: 100 [50 x 2]

##### Instructions:

8. Design a **cover page** for the assignment. Your **full name, student number, group** and **lecturer's name** should appear on the cover page.
9. Give the assignment an **appropriate title**.
10. The essay must be typed. Use Times New Roman or Cambria font, 12 point font size and 1, 5 line spacing.
11. The **assignment length** should be **between 400 and 450 words**.
12. **Acknowledge** your **sources** appropriately using APA referencing style. Include at least **four** references.
13. Use the attached marking grid to guide you when writing your essay.
14. This is an individual assignment. Each student must submit his/her own assignment.

##### Submission date:

The assignment is due on the first EAP class of week 6 (15-19 August). Submit a hard copy directly to your lecturer during class.

**Write an argumentative essay using ONLY one of the topics below.**

##### Topic 1

The transformation of the Polytechnic of Namibia into a university of Science and Technology has been accomplished, but has it brought any new benefits for students? Write an argumentative essay in which you discuss your views on the transformation. Include both the pros (supporting ideas) and the cons (opposing ideas) of the argument and take a clear stand.

##### Topic 2

It was revealed recently that Namibia is ranked 8th out of 54 African countries on the United Nation's World Happiness Report of 2016. The worrisome causes of this ranking include the increasing gap between the rich and the poor, high child mortality rates and drugs and alcohol abuse. Write an argumentative essay in which you present a clear standpoint stating whether you think Namibia is a 'happy' country or not.

NB. **PLAGIARISM** is a serious academic offence and necessary punitive measures will be taken against offenders.

## Semester 2: Assignment 2



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### ASSIGNMENT 2: RESEARCH ESSAY WRITING

MARKS: 100 [50 X 2]

---

#### Instructions:

1. This is a **group assignment**. It covers **Unit 7** in your Study Guide. Please read **Unit 7** thoroughly before completing the assignment.
2. Design a **cover page** for the assignment. The **full name** and **student number** of all **group members**, the **class group** and **lecturer's name** should appear on the cover page.
3. Give the assignment an **appropriate title**.
4. This assignment must be typed. Use Times New Roman or Cambria font, 12 point font size and 1, 5 line spacing.
5. **The assignment length should be between two and three pages, excluding the cover page and references. Do not exceed 550 words.**
6. **Acknowledge** your **sources** appropriately using APA referencing style. Include at least **four** references.
7. Use the attached marking grid to guide you when writing your research essay.

---

#### Submission date:

The due date for this assignment appears on your course outline, but the exact date will be communicated to you by your lecturer. Submit a hard copy directly to your lecturer during class.

#### **Topic:**

- **Write a research essay in which you discuss the advantages and disadvantages of Namibia signing the Economic Partnership Agreement (EPA)**
- You will do research-by-reading only. *You do not have to do field research.* Your use of APA will be assessed in this assignment. Make sure that you cite the sources used accordingly.

#### **Your assignment should consist of five main sections only:**

1. Title
2. Introduction
3. Discussion
4. Conclusion
5. References



### Requirements and mark allocation of each section above

1. The title will receive two marks, if you formulate a clear topic in a statement form, no spelling errors; it is in sentence case (APA); in bold and not underlined; 12 sized font, appears on cover page and on the first page.
2. Your introduction should consist of an explanation of **(a) the problem**; give **(b) reasons** why you are investigating and a thesis statement.  
**(c)** Develop a research question that you will be answering throughout the paper. Total marks for the introduction are **8 marks**. Your introduction should be **one paragraph**.
3. Your **discussion section** can be **three to five** paragraphs. It is the main part of your research-by-reading assignment. It should consist of four or **more in-text citations**. As you use other writers' ideas, please **paraphrase** and **summarise or quote**. **30 marks** are allocated for the discussion section.
4. In the conclusion, give a **summary** of the paper's main points, advice or suggestions. It is one paragraph; of four sentences will be enough. **4 marks**.
5. On a separate page write a heading: *References*. Each correct reference entry will only receive **two marks** if it is appropriately cited in your essay. Do not have websites as references for this assignment. You are allowed to cite books, newspaper articles, research articles, reports, textbooks etcetera. **6 marks** for three cited references.

## Semester 2: Assignment 3



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(EAP511S)

### ASSIGNMENT 3: REPORT WRITING

Marks: 100 [50 x 2]

---

#### **Instructions:**

15. This is a group assignment. It covers Unit 8 in your Study Guide. Please read Unit 8 thoroughly before completing the assignment.
16. Design a **cover page** for the assignment. The **full name** and **student number** of **all group members**, the **class group** and **lecturer's name** should appear on the cover page.
17. Give the assignment an **appropriate title**.
18. The essay must be typed. Use Times New Roman 12 point font size and 1, 5 line spacing.
19. The **assignment length** should be **between 450 and 500 words**.
20. **Acknowledge** your **sources** appropriately using APA referencing style. Include at least **four** references.

---

#### **Submission date:**

The assignment is due on the **first EAP class of week 15** (17- 21 October 2016). Submit a hard copy directly to your lecturer during class.

Write a recommendation report in which you discuss strategies to combat human trafficking in Africa. In your report, recommend the best strategy to combat trafficking of humans on the continent.

**Your report should consist of the following.**

1. **A report title** [2 Marks]
2. **Introduction** [5 Marks]
  - ✓ Background information
  - ✓ Purpose statement
  - ✓ Report overview

3. **Body sections** [15 Marks]
- ✓ Discuss **three strategies**. Each strategy must be **derived from and/or supported by at least two academically appropriate sources of information**. You must use a **minimum of four sources**.
  - ✓ Information in the body section of the report should be organised under headings and/or subheadings.
  - ✓ Each paragraph under headings and/or subheadings should consist of a topic sentence, supporting details and a closing/transition sentence.
4. **Conclusion** [6 Marks]
- ✓ Restatement of purpose
  - ✓ Summary of the discussion
  - ✓ Judgement of issues/strategies discussed
5. **Recommendation** [5 Marks]
- ✓ Outline steps to be taken to implement the best strategy to combat human trafficking.
6. **Signature and date** [2 Marks]
7. **Additional marks should be awarded for the following:**
- (a) Acknowledgement of sources [5 Marks]
  - (b) Language use [5 Marks]
  - (c) Presentation [5 Marks]

**You may consult the following sources to ensure that you write in an academically appropriate style.**

8. **Rules and conventions of academic writing:** URL- [https://drhazelhall.files.wordpress.com/2013/01/2103\\_hall\\_rules-coventions\\_ac\\_writing.pdf](https://drhazelhall.files.wordpress.com/2013/01/2103_hall_rules-coventions_ac_writing.pdf)
9. **A short guide to academic writing:** URL – [twp.duke.edu/uploads/media\\_items/academic-style-guide.original.pdf](http://twp.duke.edu/uploads/media_items/academic-style-guide.original.pdf)

## Appendix 5c: Assignment rubrics

### Assignment 1

SPECIAL GRID FOR ESSAYS

ARGUMENTATIVE ESSAY

Marks: 25/ 50 Marks

Content	EXCELLENT	GOOD	AVERAGE	POOR
[40 Marks]	32- 40 Marks	31 – 24 Marks	23-20 Marks	0 – 19 Marks
[20 Marks]	18 -20 Marks	15 – 17 Marks	10 – 14 Marks	0 – 9 Marks
<b>INTRODUCTION</b>	Provides background, defines key terms; thesis statement clearly pronounced; main points outlined; argument fully delineated;	Background provided; key terms defined; main points listed; methodology given	Provides background; main points given; methodology given	Little or no background given; no definitions or definitions poorly/badly stated; no thesis statement; no main points given; argument not delineated; methodology not given
<b>BODY</b>	Main points explicitly stated in topic sentence of each paragraph; provides detailed supporting evidence in developers e.g. examples, explanations, illustrations, etc.; concluding sentences outlining arguments in paragraphs; detailed evidence of research; arguments and counter arguments presented; provides own opinion about issues discussed	Main points stated in topic sentences of each paragraph; enough supporting details; evidence of research available; arguments and counter arguments presented; some own opinions provided	Main points may be stated in some paragraphs; supporting details inadequate or inaccurate in some instances; arguments and counter arguments not fully developed; main ideas often unclear; own opinion not provided; little evidence of research	Little or no main points stated in topic sentences; main ideas unclear; little or no understanding of topic; no arguments or counter arguments; own opinion absent; no evidence of research
<b>CONCLUSION</b>	Fully recaps main points; strongly reiterates thesis statement; arguments and counter arguments well laid out; provides complete final judgments on issues discussed	Main points recapped; enough of thesis statement reiterated; arguments and counter arguments briefly summarised; judgments on issues raised provided	Some key points recapped; some reference to thesis statement; some arguments and counter arguments briefly summarised; some judgments provided	Little or no reference to recapping of main points; little or no reference to thesis statement; little or no summary of arguments or counter arguments; little or no meaningful judgments provided
<b>Mechanical Elements</b>				
[10 Marks] [5 Marks]	9-10 Marks 5 Marks	7-8 Marks 4 Marks	5-6 Marks 3 Marks	1-4 Marks 1 – 2 Marks
<b>Presentation, style, language and referencing</b>	Full list of references APA style; provides accurate in-text citations; paragraphing accurate; ideas fully and logically presented/sequenced; mastery of complex sentences, appropriate language and precise vocabulary; hardly any errors of spelling, tenses, grammar and punctuation	Key references provided using APA Style; minor problems with APA Style; few errors on in-text referencing; logical sequencing of ideas clear; few problems with complex sentences, appropriate language, and precise vocabulary; few minor errors of spelling, tenses, grammar and punctuation	Some key references not listed; poor understanding of APA Style; some major problems with in-text referencing; inadequate logical sequencing of ideas; problems with complex sentences, appropriate language and precise vocabulary but not enough to impede understanding; errors of spelling, tenses, grammar and punctuation but text can be understood	Serious problems with referencing, and APA Style; little or no logical sequencing of ideas; serious problems with basic sentence construction, appropriate language, and precise vocabulary; frequent errors of spelling, tenses, grammar and punctuation which impede understanding of text

## Assignment 2

Marking grid 1

### LANGUAGE

	40-50	30-39	20-29	10-19	0-9
<b>Language</b> This refers to the use of functional language and accuracy and range in grammar and vocabulary.	-Insignificant mistakes -A wide range of functional language is used appropriate for the paper -Academic vocabulary and style is used.	-Some mistakes that do not hinder comprehension. -A good range of functional language appropriate for the paper -Academic vocabulary and style for most part of the essay	-Repeated mistakes occur, which sometimes prevent understanding. -Some functional language is used. -Academic vocabulary and style not always appropriate.	-Large number of serious mistakes. -Meaning is often unclear. Limited use of functional language. -Vocabulary is frequently non-academic	-Little control of grammar and vocabulary and is unable to make meaning clear to the reader.

Marking grid 2

### ORGANISATION

Title	2 marks				
	7-8	5-6	3-4	1-2	0
<b>Introduction</b> <b>8 marks</b>	-The intro has a general to specific structure. -Clearly explains the problem. -There is a clear thesis statement -It gives the scope of the paper.	One crucial element of the intro is missing	Two crucial elements of the intro are missing	There is no logical sequence of the expected elements of the intro	The intro is almost non-existent
	26-30	20-25	15-19	10-14	0-9
<b>Discussion</b> <b>30 marks</b>	-Paragraphs follow up on the intro. -Each paragraph has topic sentences. -Relevant supporting sentences. -A concluding sentence. In-text citation Linking devices Use noun phrases summarising	The sequence of paragraphs enhances understanding of the points being made. Paragraphs follow a general to specific structure. Linking devices, and noun phrases. summarising	Sequence of paragraphs contributes to understanding of the points being made. Most para. Follow a general to specific structure.	Attempts to structure paragraphs are evident but insufficient. Lack of structure in paragraphs. Sentence linking devices, such as summarising, noun phrases, Are incorrectly or rarely used	Paragraphs are unstructured. Very few sentences linking devices
	4	3	2	1	0
<b>Conclusion</b> <b>4 marks</b>	A summary of the main ideas. Restatement of the thesis. Suggestions/advice based on discussed ideas 2 to 3 sentences	Two sentences with some details	Repetition without summarising	One sentence Details not summary	No conclusion
References	No marks should be awarded for references not found in the text! 6 marks				

## Assignment 3

### Report Writing Marking Rubric

(Content 40 + Mechanical Elements – 10)

[Total: 50X2= 100 Marks]

Content	EXCELLENT	GOOD	AVERAGE	POOR
[40 Marks]	40 – 32	31 – 24	23 – 20	0 – 19
<b>TITLE</b> <ul style="list-style-type: none"> <li>Begins with the words ‘Report on ...’</li> <li>Identifies topic of the report, including aspect/s of topic contained in report, e.g. ... effectiveness of computer-assisted instruction in the EAP writing class (not ‘Computer-assisted instruction’ only).</li> <li>Appears just above ‘INTRODUCTION’</li> </ul>	2	1 <b>Punctuation &amp; spelling errors</b>	0	0
<b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>Background provided; relevant terminology defined;</li> <li>purpose clearly explained and grabs reader’s attention;</li> <li>All relevant 5Ws &amp; H questions answered;</li> <li>organisation of report clearly explained/stated</li> </ul>	6 <b>All elements of introduction included</b>	4-5	3	1-2
<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>Main points explicitly stated in topic sentence of each paragraph</li> <li>Main issues (e.g. causes/effects/ comparison/contrast/ problems/solutions, strengths/ weaknesses, etc.) clearly outlined;</li> <li>Supports arguments/opinions with detailed and logical evidence, e.g. examples, explanations, illustrations, etc.;</li> <li>Demonstrates understanding of main issues (causes/effects/ comparison/contrast/ problems/solutions, strengths/ weaknesses, etc.).</li> <li>Presents information drawn from multiple academic sources of knowledge, e.g. books and journals;</li> <li>Interpretation/ solutions/ suggestions is/are both reasonable and objective.</li> </ul>	19 - 25	18 - 15	14 - 11	0 - 10
<b>CONCLUSION</b> <ul style="list-style-type: none"> <li>Restatement of purpose/thesis;</li> <li>Fully/very clearly recaps major/main issues/problems (causes and/or effects; comparison and/or contrast; solutions/suggestions).</li> <li>Conclusions are thorough and justified by preceding information and arranged in a clear, purposeful order.</li> </ul>	5 <b>All elements of conclusion included</b>	4	3	1-2
<b>SIGNATURE &amp; DATE</b> <ul style="list-style-type: none"> <li>Report is signed on signature line and date is written in full.</li> </ul>	2	1 <b>Date not written in full</b>	0	0

<b>Mechanical Elements [10 Marks]</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>AVERAGE</b>	<b>POOR</b>
<b>Presentation, referencing, style and language</b> <ul style="list-style-type: none"> <li>Well-written and insightful (writing demonstrates a sophisticated clarity, conciseness, and correctness);</li> <li>Extremely well-organised;</li> <li>Uses APA guidelines accurately and consistently to cite sources (full list of references APA style; provides accurate in-text citations);</li> <li>Excellent paragraphing and logical sequencing of ideas;</li> <li>Mastery of complex sentences, appropriate language and precise vocabulary;</li> <li>Hardly any errors of spelling, tenses, grammar and punctuation;</li> <li>Specific, consistent and content-focused subheadings, accurate numbering; pictures, diagrams, charts, tables etc. fully and clearly captioned</li> </ul>	<b>8 - 10</b>	<b>6 - 7</b>	<b>4 - 5</b>	<b>1 - 3</b>

## Appendix 5d: Tests

### Semester 1

#### Reading Comprehension Test

##### Gutenberg

A. If you are reading this right now, you are taking part in the wonder of literacy, because of printed words; people can rely on information across both time and space. Ideas are encoded in writing and transmitted to readers across thousands of miles and years. **Due to** this development, the words of people distant to us can influence events, impart knowledge, and change the world. Much of the credit for the development of this phenomenon can be attributed to one man.

B. Johannes Gensfleisch zur Laden zum Gutenberg, better known as Johannes Gutenberg, was born in the German city of Mainz. Though most of Gutenberg's early life is a mystery, historians believe that he studied at the University of Erfurt in 1418 and spent much of his young adult life practicing the profession of his father: goldsmithing. Having a penchant for fortune and success, Gutenberg borrowed money from investors in 1439 and found himself in financial trouble.

C. In the year 1439 the city in which Gutenberg lived was planning to exhibit its large collection of relics from Emperor Charlemagne (a famous ruler who had united much of Western Europe around 800 AD). The exhibit was expected to bring many visitors to the town, so Gutenberg took investments **and** created many polished metal mirrors which were to be sold to the visitors (it was a common belief at that time that mirrors were able to capture holy light from religious relics). The mirrors which Gutenberg produced probably would have sold well, but due to severe flooding the event was delayed by one year. The impatient investors demanded that Gutenberg return their investments, but he had already spent the money on producing the unsaleable mirrors. He was trapped in a difficult situation. In order to satisfy the investors, Gutenberg decided to share his greatest secret with them.

D. Before the spread of Gutenberg's idea, literature was primarily handwritten. That means that each copy of the Catholic bible and all of its 73 books were tediously and painstakingly hand scribed, and this was done before the invention of the ballpoint pen. Given the amount of detail that went into scribing each text, creating a single copy of a bible could take years because of the effort that went into producing them, books were extremely rare and valuable. Due to the value and scarcity of books, there was little reason for common people to learn to read or write since it was unlikely that they would ever handle a book in their lifetimes. Gutenberg's invention would change all of that. His printing press allowed literature to be produced on a mass scale. His movable metal type could be arranged once to form a page, and his press could print the page again and again.

E. The first text major text that Gutenberg produced was a 42 line copy of the bible. Written in Latin and containing 1272 pages, the Gutenberg Bible has had an immeasurable effect on the history of the printed word. Scholars estimate that Gutenberg produced between 165 and 185 of these bibles, which sold out almost immediately. Most copies went to monasteries and universities, though one bible was sold to a wealthy private individual. Copies are known to have sold for 30 florins (about three years of wages for a clerk at the time), which may seem expensive **but** was nonetheless much cheaper than a hand produced copy. Purchasing a Gutenberg Bible in the 1450s would have been a good investment if you and your descendants were able to maintain it. Only twenty-one complete Gutenberg Bibles exist today and the last one traded hands in 1987 for 4.9 million dollars, the highest price ever paid for a book at the time.



**F.** This secret would forever change the world, all of history, and even the process of keeping history. It's been argued that Gutenberg's idea was one of the greatest of all mankind. This one idea would lead to the spread of countless others. It would play a key role in the development of the Renaissance, Reformation, the Age of Enlightenment, and the Scientific Revolution. This idea would bring learning to the masses and form the backbone of the modern knowledge-based economy. Gutenberg had created the mechanical printing press with movable type.

**G.** Gutenberg's brilliant idea would soon change the world, but in the short term he bungled what proved to be a large and risky investment. He found himself in financial trouble once again and was sued by one of his investors, who accused Gutenberg of mismanaging money meant for the production of books. The courts ruled against Gutenberg and Gutenberg lost control of the shop that he had created. He was effectively bankrupt.

**H.** Though he had failed as a businessman, the technologies that he had created spread across Europe rapidly. As these printing technologies and techniques spread, news and books began to travel across Europe much faster than previously possible. The world has not been the same since. **Though** Gutenberg was financially unsuccessful in his own lifetime, he made the world a much richer place.

### Question 1

**Read each question carefully and choose the best answer. Refer to the text if necessary. Write the correct letter (answer) on your answer sheet.**

**1. Which *best* describes the structure of the text in paragraph B? (1)**

- a) Compare and contrast
- b) Problem and solution
- c) Chronological order
- d) Spatial order

**2. Which of the following expresses the correct order of events? (1)**

- a) Gutenberg was born in Mainz, invested in mirrors, and then became a goldsmith.
- b) Gutenberg created the printing press, printed the bible, and then invented the metal mirror.
- c) Gutenberg went to college, revealed his press, and then invested in shiny mirrors.
- d) Gutenberg studied goldsmithing, invented the printing press, and then lost his shop.

**3. Which *best* explains why Gutenberg's plan to sell mirrors failed? (1)**

- a) The mirrors were less popular than he had expected.
- b) Flooding delayed the event for an entire year.
- c) The investors demanded their money early.
- d) Newly invented glass mirrors rendered his metal mirrors obsolete.

**4. Which of the following did Gutenberg invent? (1)**

- a) Reflective mirrors
- b) The printing press with movable type
- c) Written language
- d) Scientific inquiry

**5. Which is not listed in the text as a movement to which Gutenberg's idea contributed? (1)**

- a) The Great Schism
- b) The Scientific Revolution
- c) The Renaissance
- d) The Age of Enlightenment

**6. Which of the following is *best* supported by evidence from the text? (1)**

- a) Gutenberg's idea was a tremendous success that made him incredibly wealthy.
- b) Gutenberg's idea didn't catch on in his lifetime, but grew very popular after his death.
- c) Gutenberg's idea did not make him rich but spread very quickly.
- d) Gutenberg's idea did not catch on right away but made him incredibly rich over time.

**7. Which *best* explains why most people were illiterate during Gutenberg's time? (1)**

- a) Books were rare and very expensive.
- b) The public school system had not yet been created.
- c) Writing had not yet been invented.
- d) Emperor Charlemagne made reading and writing illegal for common people.

**8. Which *best* explains why so few of Gutenberg's bibles were sold to private individuals? (1)**

- a) Gutenberg wanted to use his talents to help churches and universities.
- b) Gutenberg's Bible was pretty expensive and most people couldn't read.
- c) Most Europeans were not religious and did not care about the bible.
- d) Gutenberg's investors forbade him from selling the bibles to private individuals.

**9. Which of the following titles best expresses the main idea of this text? (1)**

- a) *Investing Wisely: Turning Your Good Ideas into Money*
- b) *How to Make Books Using the Gutenberg Method*
- c) *The City of Mainz: Life in Medieval Germany*
- d) *Gutenberg: A Man Who Changed the World*

## **Question. 2**

2.1. State if the following sentence is a fact or an opinion and justify your choice: **“though Gutenberg was financially unsuccessful in his life, he made the world a much richer place”.** (3)

It is both. The **first** part of the sentence can be accepted as fact, because the passage states that Gutenberg was effectively bankrupt. However, the second part of the sentence contains the writer's own opinion. One mark for "**both**" and two marks for justification....

2.2. Identify the pronouns used in **paragraph C** and state what they refer to. (3)

- a. **its**, refers to the city/city's
- b. **their**, refers to the impatient investors
- c. **them**, refers to the investors

2.3. Explain the function of the following signpost words as used in the text: (4)

Paragraph A= due to, **indicates result/outcome**

Paragraph E= but, **indicate contrast/difference between two or more things**

Paragraph H= though, **indicates condition/accept part of an argument which has been stated earlier**

Paragraph C= and, **indicates the order in which things occur**

2.4. **Vocabulary:** match the words in column A with their synonyms in column B, by writing the number and the correct letter on your answer sheet. (4)

Column A: words	Column B: Synonyms
1. Distant <b>c</b>	a. fondness
2. Penchant <b>a</b>	b. Common people
3. Painstakingly <b>d</b>	c. withdrawn
4. Masses <b>b</b>	d. carefully

2.5. What was the author's purpose of writing this text? (2)

**The purpose of the text is to highlight Gutenberg's contribution (role) to the printed (published) word. Please consider alternative correct student answers.**

**[TOTAL: 25]**

**Semester 2**

**English for Academic Purposes**

**EAP511S**

**Test 2: Using the library and the internet & Research Writing**

**Semester 2, 2016**

**Total: 25 Marks**

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**QUESTION 1: Research writing**

**[15]**

1. Explain the difference between the concepts academic research writing and academic writing? [5]

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2. Outline the stages involved in research writing. [4]

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3. Which are the two organisation patterns in academic writing? [2]

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4. Mention three elements of the introductory paragraph in a research essay. [3]

---

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5. Why do academic writers provide other writer's names in their texts? [1]

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**P.T.O.**

**QUESTION 2: Referencing (APA)**

**[10]**

1. Write a reference list citation for the following book:

**[6]**

Second edition

ENVIRONMENTAL SCIENCE Active Learning Laboratories and Applied Problem Sets

By

**Travis Wagner**, PhD and **Robert Sanford**, PhD

(Department of Environmental Science, University of Southern Maine)

Published in Hoboken NJ by John Wiley

2010

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2. Write an in-text citation for the following quotation:

**[4]**

(Note: this is the **third** quotation you have taken from the same book).

**Quotation:**

“In the absence of other data, the capacity of a pedestrian facility or walkaway can reasonably be assumed to be equal to 23p/min/ft. or 1380 p/hr/ft.”.

**Details of the book:**

**Title:** Transportation Infrastructure Engineering: A multi-Model Integration

**Authors:** Lester A. Hoel; Nicholas J. Garber and Adel W. Sadek

Page number: **205**

Year of publication: **2008**

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**End of test**

## English for Academic Purposes Test 2: Semester 2

### MEMORANDUM

1. Explain the difference between the concept academic research writing and academic writing? [5]
  - **Academic writing: adheres to a specific convention (Formal, objective, impersonal, cautious, reference others), it is argumentative and expository, and based on close research.**
  - **Academic research writing: is a process of bringing together individual insight and results of through investigations, focused on secondary material, it's a unique combination of examinations, comparisons and contrasts of documentations to allow new insights into topical issues in your studies**
  
2. Outline the stages involved in research writing. [4]
  - **Stage 1: Select a topic of interest and analyse it**
  - **Stage 2: Narrow down the topic if broad**
  - **Stage 3: Formulate research questions and select one to be the focus**
  - **Stage 4? Create an outline**
  
3. Which are the two organisation patterns in academic writing? [2]
  - ✓ **Cause and effect**
  - ✓ **Compare and contrast**
  
4. Mention three elements of the introductory paragraph in a research essay? [3]
  - ✓ **Background information**
  - ✓ **Thesis statement**
  - ✓ **Research question**
  
5. Why do academic writes provide other writers surnames in their texts? [1]
  - **To indicate that the information contained in a specific sentence belongs to someone else/acknowledge other writers work**

## QUESTION2: Referencing and Research Writing

1. Wagner, T., & Sanford, R. (2010). Environmental science: *Active learning laboratories and applied problem sets* (2<sup>nd</sup> ed.). Hoboken, NJ: John Wiley. [6]

- A mark for authors,
- ampersand,
- year in bracket,
- sub-title in sentence case and italics,
- 2<sup>nd</sup> edition in bracket
- Place of publication

2. “In the absence of other data, the capacity of a pedestrian facility or walkway can reasonably be assumed to equal to 23p/min/ft. or 1380 p/hr/ft.” (Hoel et al., 2008, p. 205)

OR

Hoel et al. (2008) state that “in the absence of other data, the capacity of a pedestrian facility or walkway can reasonably be assumed to be equal to 23 p/min/ft. or 1380 p/hr/ft.” (p. 205). [4]

- A mark for author
- year in bracket,
- quote in inverted commas
- page number in bracket

[Total: 25 Marks]

## Appendix 5e: Presentation Task



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### ENGLISH FOR ACADEMIC PURPOSES (EAP511S)

#### ACADEMIC PRESENTATIONS

Design a PowerPoint presentation from your research – by reading assignment paper. You need to highlight the main points of your paper. You will speak for five minutes. You are not allowed to present on anything else but your research paper.

#### Requirements for the slides:

**Slide 1** should contain your name, an appropriate title and the programme of study.

**Slide 2** should contain the outline of your presentation.

**Slide 3** should contain reason /s why you have chosen to research on the specific topic.

**Slide 4** should contain your introduction.

You should design the rest of the slides accordingly. All PowerPoint soft copies are due on the same day. Find out from your lecturer when slides are due.

#### Caveats:

Please do not have paragraphs on your slides.

Do not have long sentences on your slides, but main points.

You are not allowed to be reading from your slides. Remember the EAP lecturer will grade your speaking skills and not your reading skills.

No student is allowed to present without a PowerPoint

You will be graded according to the following criteria:

#### English for Academic Purposes presentation marking grid

Criterion	Score				
	5	4	3	2	1
<b>Academic language</b> , <i>vocabulary, objectivity, formality</i>					
<b>Body language</b> <i>posture, eye contact, gestures</i>					
<b>Confidence</b> , <i>relaxed, audible voice</i>					
<b>Fluency</b> , <i>speaking continuously for 5 min, audience</i>					
<b>Organisation</b> , <i>beginning, middle, ending</i>					
<b>Total marks 25x2</b>					



## Appendix 6a: Interview Transcript - Mani

### Interview with Course Designer 1

#### Themes

Key: The deficit discourse  
Adequacy of the course  
Exclusion from epistemological access

Me	<b>Good morning sir, thank you so much for making time for this interview despite your tight schedule and for agreeing to be a participant in this study. Before we start, I would like to assure you of total confidentiality. No names will be used and if by any chance you feel like stopping in the middle of the interview, you are more than welcome to do so. Do you have any questions?</b>
Course Designer 1	No questions, thank you.
Me	<b>Could you please tell me why the English Communication module was replaced by the English for Academic Purposes in 2012?</b>
Course Designer 1	I came from the university of Zimbabwe where I had been teaching English for Academic Purposes. The way, the kind of English for Academic Purposes that we were teaching at the University of Zimbabwe was faculty based, it was discipline based. So, we used to teach English for medical science, I was teaching English at some point, English for Engineering apart from other undergraduate and postgraduate that we were teaching for specific degree programs. So, when I came here, Professor then Dr. X was already in this department. They were no degrees offered in this department; it was still the department of communication. I was then assigned to teach Professional Communication which used to be module 6, it's still module 6, the last module in this list of courses offered for proficiency. So, then Communications Skills was actually offered as the 5th module, which means that it was the second last, which means also that it was the exit module to some students who were doing some other programmes where professional writing was not required. Some always had Professional writing as an exit module during that time. When I then looked at the competencies involved in terms of the proficiency and the kind of knowledge and skills that the students were expected to attain,

to be equipped with in terms of this module being an exit module then I saw certain gaps. Also, I had training, my other Masters was in Language for Specific Purposes which means that we actually dealt with English for Academic Purposes and quite a variety of English, and English for Science and Technology. So, I actually had a very good theoretical grounding. So, I then came to this office the head of department was Mr. Y who is now Professor Y, who is now at IUM as pro-vice Chancellor in charge of administration. So, I came then to his office when he was my HOD to share with him my views regarding the deficiencies that were inherent in the Communication Skills course that was offered during that particular time. And he agreed on this and he thought about it and I also shared with Professor then Dr. K the same kind of sentiments and eventually this was also taken to the Dean because there was a bit of resistance here and there in the department. Some people did not quite understand what it is and what we want to do; and I said okay, at X University they are already offering it but then they didn't have a very good high regard of some of the courses offered at X University. I also had some course outlines that I had come with from University of Zimbabwe then I started to kind of share my own understanding with colleagues in the department. I also joined an online course with the University of Oregon looking at English for Specific Purposes best practices. So, this also enhanced my understanding in terms of international standards inherent in this kind of English. So, I realised that the English that we were offering to our students here was general English, English for General Purposes. It was not specified English, so it did not adequately equip students with knowledge and skills to understand to negotiate the demands in specific disciplines. And if you offer generalised English it might not help because what it means is then you group all the students in the same group Health Science, those who are doing Engineering those who are doing Business Studies. Those are doing Social Sciences, you group them together, and those who are doing Humanities you group them together and say you two are in one class. So, it's actually as good as just offering an extended grammar course, so it does not adequately address the needs of the students. If I look at your questions here, you are saying what is your understanding of Academic Literacy?

	<p>Academic literacy is just an ability, it's supposed to give someone an ability to negotiate themselves in their learning environment. For example, here, if they are studying Health Sciences, literacy in this sense means understanding the language that is used by the lecturers, by the journals, by the text books if they are doing higher degrees, to be able to understand the language of the discipline, to be able to understand the knowledge shared in the discipline using language. So that then is Academic Literacy, the ability to make a presentation that is understood by people in that particular discipline. You see in that particular knowledge community by members of that particular knowledge community and then that becomes Academic Literacy. You know for example when you talk about reading for an Engineering student, is it the same as for an English student? Definitely not the same, so there are certain skills, there are certain levels of proficiency, skills and repertoire of knowledge and skills that this particular student would actually need in order to understand that reading in Engineering is not probably linear because you have to actually negotiate your way through modules of diagrams and many other features that you don't really see in a literature book. So, then that would be Academic Literacy, being able to understand language and learners' genres in various disciplines.</p>
Me	<p><b>Sorry Dr., before you proceed, you mentioned that that the Communication Skills module had a few deficiencies.... (interrupted)</b></p>
Course Designer 1	<p>Ja, the deficiencies being that it was generalised, being generalised it means that it didn't address specific issues that relate to discipline that is what's already said. For example, if someone is doing a degree in Tourism, they want a specific environment of English which is English for Academic Purposes in that specific field. So then if you give them general English then at university level it will not be really beneficial. People are doing medicine, you can name it and you will realise that the English I must speak, English differs across the curricular. So EAP is an English which must prepare the student to understand the dictates of a particular discipline.</p>
Course Designer 1	<p>You have another question here, why do students need EAP? I think I have already answered this. They need it to understand textbooks to be able to read textbooks, to understand lectures, to be able to understand journal articles if</p>

<p>Me</p> <p>Course Designer 1</p>	<p>they are studying at a higher level, to be able to understand how to write learners' genres in their specific discipline.</p> <p><b>Just a follow up question sir, do you think the current design of the EAP module the EAP course is .... (interrupted)</b></p> <p>What happened is that what I did with regard to the EAP, my implementation of that particular course in the department – I advocated when it came to write the syllabus and developing and so forth, people like Jane (pseudonym) – there was a special committee because by then we were having our degree programmes so I only advised. I was not actually involved in the designing and I have got my own reservations and I also raised some reservations. I actually advocated a situation where Engineers will be taught on their own, those who are doing commercial subject will then be taught on their own, but what did they then do, what they did is they actually did the opposite in the sense that they designed a study guide and this study guide does not differentiate what an Engineer student, the kind of English that an Engineer student learns as opposed to one doing Tourism for example, for argument sake. It doesn't, so there are still kind of bunched. So probably my thinking is that what was embraced is the name, EAP; but then they also had their own reasons – they said that we are a small institution and also to try and implement ... that textbook kind of curriculum as advocated by EAP practitioners is not quite practicable, given then it will then require us to have various specialist kind of English for Academic teachers or lecturers responsible for various faculties ... the department was not ready for it and was not adequately prepared to implement it. So, there are definitely certain attendant shortcomings in the current curriculum as is currently offered but however my understanding is that it has some advantages. Because also I used to moderate the exam, is only this semester when I decided that no I think I should recommend that you have another one and I recommended Thomas (pseudonym) to be responsible for moderating. As I was moderating, yes, I could see that for example they would have a passage and ask certain generic questions. It's a slight improvement but it's not the kind of ideal English for Academic Purposes course that you would desire for a university.</p>
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Me	<b>Mentioning from the very beginning in your response, you have somehow answered some of these questions...</b>
Course Designer 1	I have answered all of them....
Me	<b>So, my final question would be what would the ideal EAP module look like now that you have a fully-fledged university?</b>
Course Designer 1	<p>You see, the ideal is exactly what I have mentioned to you that it should be tailor made to suit the learning needs of students because people like Dudley-Evans and St. Jones who write on EAP, EAP practitioners and scholars Hardson and Waters, they advocate for a learner centered curriculum and the moment you talk of a learner centered curriculum it's a curriculum that is designed to meet the learning needs of the learners. How is that possible? It is possible when you start by way of, tapping into the needs of specific learners and you'll see that the learning language needs of students who are doing Mining Engineering or who are in Engineering in general, they would need a specific type of English. They have got a way of learning that is maybe different from those who are doing land management. So, we would want a situation where students are put into groups according to their learning needs and then their needs are correctly assessed and then a curriculum, a responsive curriculum in consultation with the learner and most importantly with the lecturers, subject lecturers of those fields as they are the ones with the vocabulary, and not this kind of vocabulary that you get in this generic passage which are now being used to test students and also to teach students. They are not very beneficial to students because they are not taken from specific passages that they would interact with on a normal day to day learning endeavour. So, you would like a situation where curriculum is actually designed from taking the advice from lecturers, specialised lecturers in those various disciplines and then you'll then say, this is how I used to teach when I used to teach English for Academic Purposes to Engineering students. For example, years ago when I used to teach at the University of Zimbabwe I used to go look at their textbooks, for example their introductory textbooks and you'd try to look at the language and your role as an EAP lecturer is to enable the student to negotiate her way or his way into the discourse, into the language that they need to learn as is given in their text books. So that's the starting</p>

Me	<p>point, so this is not currently obtained here, so I think the long and short of it is, the ideal situation would be to try and work very closely with lecturers in specific disciplines to design curriculum that responds to their needs.</p> <p><b>Thank you so much for your time and agreeing to meet with me and as you can see somewhere here, I will transcribe the interview and when I'm done I'll give it to you to double check and see if that actually what you said, before I...</b></p>
Course Designer 1	No problem, as long as it will not be too long, and I hope in your transcript you are going to focus on salient points.
Me	<b>No problem, I will surely do so.</b>
Course Designer 1	Thank you so much, all the best with your studies.

## Appendix 6b: Interview transcript - Rick

### Interview with Course Designer 2

#### Themes

Key: The deficit discourse  
Adequacy of the course  
Exclusion from epistemological access

Me	<b>Good morning sir</b>
Course Designer 2	Good morning
Me	<b>Firstly, I would like to thank you sincerely for agreeing to be a participant in my research. Before we start I would like to assure you of total confidentiality, no names will be mentioned and also, in the course of our interview if you want to stop, you more than welcome to do so.</b>
Course Designer 2	No problem....
Me	<b>Alright, let's get started. I would first like to know, what is your understanding of the English for Academic Purpose course and what is the main goal of this module?</b>
Course Designer 2	English for Academic Purposes is a course that introduces students to academic writing, academic conventions, you know, the language you need when you are doing research for example, the language that is not impersonal, the language that is objective, language that is cautious, very tentative, that is how I understand English for Academic Purposes to be.
Me	<b>Could you please tell me why, because I understand that you first had English Communication Skills that was replaced by the module, what was the reason for that?</b>
Course Designer 2	Yes, I was instrumental in introducing the course. I might not be aware because Mr. Y had to write a proposal so that this course would be introduced but here are some of the weaknesses of English for Communications Skills and Studies, the course that was there. That course did not specifically focus on the academic skills that students needed but general communication skills irrespective of the context, you see. Whether it was classroom, whether it was specifically applying for a job – that kind of language you need when you are doing an interview, that

<p>Me</p>	<p>kind of language you need when you are writing an email, you know, friendly letter you know, many kind of letters, you understand. It was communication focused. But the rationale was, <b>we need to introduce academic conventions to students. How do you cite other people's work for example, you see. How do you conduct research, even though not going into details.</b> So ja, I hope I have answered your questions.</p> <p><b>Yes, you have, from what I know, the time EAP is introduced, depends on your English grade upon leaving grade 12, English symbol or sometimes you have to start with the first two English modules, the LIP and the English in Practice and then you get to EAP. Now when do you think is the ideal time, or at what point of a student's tertiary phase should they be introduced to EAP and why?</b></p>
<p>Course Designer 2</p>	<p><b>I think it is in the first year, yes there are students especially in the Namibian context who come to university with very very poor English.</b> But one module before EAP should be enough in the first semester. <b>At least in the first year perhaps when the student's English is too weak, in the second semester the student should be able to start with English for Academic Purposes. I think it's in the first year because this is a course that should help students to write assignments even in other courses, you understand?</b> Maybe in the first year most courses are introduction to Economics or things like that but in the second year, they should really start applying across the curriculum what they have learned in English for Academic Purposes. I remember a student who even came to me after she has completed her second year asking me a few questions that she had forgotten because she knew that what she has been taught in that course was important for her future studies at the university for the next three years.</p>
<p>Me</p> <p>Course Designer 2</p>	<p><b>Thank you, could you perhaps tell me the students you had in mind when you, the committee were designing this course.</b></p> <p>The group of students we had in mind? I mean yes, it is <b>students who needed to write research eventually, maybe not extensive research or it is rather students who needed to write academic essays, especially academic essays. Students who should start you know giving academic presentations using academic language, not using necessarily emotions for</b> example, but start appealing to the audience to which a student is talking to. So that's what we wanted to introduce.</p>



Me	<p><b>Last year when you were still with NUST ... you designed the assessment activities. Based on these assessment activities either the exams or assignments, what core academic literacy skills do you want students to attain at the end of the course and why?</b></p>
Course Designer 2	<p>Generally speaking, one of those would be to be objective in their approach, be able to distinguish between facts and opinions is very important. If we talk about basic skills, to be able to attribute other people's knowledge, to be able to avoid plagiarism. Also, to be able to just write an academic essay or write something to the newspaper that could be read, and people can see that this person is quite objective not biased.</p>
Me	<p><b>So, at the moment though you not part of **** anymore, the course is under review. If you were to be given that opportunity to be part of that review, could you please comment on that review process and also how the course could be designed?</b></p>
Course Designer 2	<p>Let me first start with how the course could have been designed, I think one weakness that could be incorporated after the review could be the listening part. Yes, in English for Academic Purposes students should not necessarily be listening to conversations, but it should prepare students to listen to academic lectures and academic presentations. The assessment of that is not sufficient. We need to get them to listen to even MIT. The MIT for example has three videos on You Tube.</p>
Me	<p><b>What is MIT?</b></p>
Course Designer 2	<p>Massachusetts Institute of Technology. Free audio lectures so students should be made to listen to lectures and be assessed on that. Even when one student is giving a presentation, I feel that students should be assessed whether they have listened. I am just saying we need to strengthen the listening part. The writing part is already strong; I will not suggest that much should be done there. Students are introduced to the basics of writing be it small research, report or essay, topic sentences and all that. Reading, we need more reading. Students are not reading enough in EAP at ****. Even in the exams you will realise that students are given up to six to seven pages just to read and for them to apply the reading skills whether it's skimming, scanning or intensive reading. They apply it in that reading. So, two three pages are not enough, yes students in this course</p>

<p>Me</p> <p>Course Designer 2</p>	<p>don't necessarily need to read for pleasure, they need to read for academic purposes. Apart for reading for just the test, reading for the exam, more reading materials are needed. Students' reading speed needs to be tested, ja more reading. What else? What did I leave out?</p> <p>Another aspect that needs to be strengthened is the critical thinking aspect. I know it can be interwoven into all the other skills, but critical thinking should be separately assessed. It can be assessed within the skills, but critical thinking should be there.</p> <p><b>How would this be assessed?</b></p> <p>Many ways, asking the why questions, especially there are too many of the what questions but why or for example in the reading part of the exam or test, instead of asking what is contained in the text one can ask questions that would extend students' thinking, outside the reading to generalise the information they were reading, and they can start thinking outside that text, you can call it outside the box. If you were to rewrite an ending or whatever, asking the if questions, that is good for students' critical thinking. That is one weakness I have picked up that students would just read and rewrite answers from the text, without bringing their own thinking to the text. Questions that would require students to bring their own thinking, questions like create, now create or write a synthesis, maybe not very challenging because this is just an academic literacy course, ja so that's the other aspect critical thinking. It must be strengthened. At the moment not enough is being done.</p>
<p>Me</p> <p>Course Designer 2</p>	<p><b>You earlier mentioned that reading should be strengthened, what type of reading material should be used, keeping in mind that we have students from various fields of study in one class.</b></p> <p>The type of English that is offered at **** is English for General Academic Purposes and not Specific English for Academic Purposes, therefore in the choice of reading materials, lecturers should opt for reading materials with universal themes, for example health. There are some themes that are quite universal, like health, education, sport but still you want to choose a reading passage that is academic. Maybe one that is published even in a magazine or in a journal, but which lecturers have to adapt. Because you sometimes want a text with in-text citation, you know. What I'm saying is that the themes have to be</p>

Me	<p>general, acceptable but at the same time it must be academic, it must have academic features that we teach students that academic language is objective, it's not too personal.</p> <p><b>Now my very last question, we are aware that **** has been reformed from a Technikon to a fully-fledged university, since you have mentioned that the English offered is general English for Academic Purposes, so at what point of the university phase should students be introduced to specific English for Academic Purpose and why?</b></p>
Course Designer 2	<p>I still think at the moment, considering resources for all programmes and degrees that students are doing, it can still just be general English for Academic Purposes. But if students are doing an Honours degree or Master's degree level then it should become Specific English for Academic Purposes, but right now there are really skills that cut across all courses that can really be taught in general English for Academic Purposes, it can be done. **** uses APA, American Psychological Association and that's one thing that can be taught within the course, it is not necessarily specific. I mean considering human resources – in very wealthy universities yes, as soon as every student is about to do their fourth year final research paper, they can be introduced to Specific English for Academic Purposes but that is very costly and in literature it says, it is not for every university because you will require a lecturer for almost each degree, and a language section or department cannot meet that demand.</p>
Me	<p><b>Thank you so much for your time, it was really interesting talking to you.</b></p>
Course Designer 2	<p>You are welcome.</p>

## Appendix 6c: Interview Transcript - Ra

### Interview with Lecturer 1

#### Themes

Key: The deficit discourse  
 Adequacy of the course  
 Exclusion from epistemological access

Me	<b>Morning ma'am</b>
Lecturer 1	Good morning
Me	<b>First of all, I would like to sincerely thank you for availing your time, considering your tight schedule and for being willing to be a participant in my research. I wholeheartedly appreciate it. Before we start, I would like to assure you of total confidentiality, no names will be used in the research and I would rather use pseudonyms. During the course of the interview if you feel you would like to stop, you are welcome to do so. Before we start do you have any questions?</b>
Lecturer 1	No, everything is clear. You have orientated me towards your studies and I understand what the whole purpose of the study is and I hope the outcome will be of great assistance to our department, thank you.
Me	<b>Thank you so much ma'am, to start off, ma'am can you please tell me, what is your understanding of the different theories that underpin the design of the EAP course?</b>
Lecturer 1	Well, thank you for the questions, okay as we are all aware of the different types of theories, there are many theories when it comes to academic purposes such as the academic social theory, the academic literacy theory, the autonomous as well as the ideological theory. Looking at the five that I have just mentioned, the ideological, autonomous, academic literacy, academic social and the study skills theory, one would like to incorporate some of them, saying that the autonomous and ideological are similar to the academic social theory. When it comes to our course EAP, English for Academic Purposes, the theory that our course is based on will be the study skill, the autonomous which is more of the general theory where students are introduced to the various English skills such as the reading, writing, listening and speaking. Even though listening is not taken in detail per se but it is part of the English skills.

Me	<b>Thank you so much ma'am, okay. How is the English course designed to aid the attainment of academic literacy skills?</b>
Lecturer 1	(clears throat) This course as mentioned earlier it is based on the study skills, the autonomous theory where all or most of the skills are covered, thus it is able to assist students in attaining literacy skills such as mainly academic writing, reading and presentation skills – since English for Academic Purposes is kind of the exit course we have at NUST, they start off with LIP Language in Practice, they move to EPR English in Practice through or during those courses or modules they cover all the other skills in detail, the grammar itself, presentation and just a bit of introduction to academic writing skills, as they narrate and write opinion essays. But with EAP it becomes more academic focusing on writing and reading. So, this study skills theory is one of the theories used to assist in the attainment of academic literacy skills as it covers all these components
Me	<b>You mentioned that a key skill of this course is academic writing, can you perhaps mention the different genres that students are taught.</b>
Lecturer 1	In EAP we focus on academic writing essays, we look at the two types of essays being expository and argumentative and then we move on to write what is an academic research essay, just as an introduction to research writing being one of the most important components when it comes to university level and the other last one would be report writing. Report is very important as finally after you produce your academic research essay, you are now to compile a report and this becomes in future now your thesis at undergraduate level and a dissertation at postgraduate.
Me	<b>Thank you so much, what features of students' performance does this EAP course try to target?</b>
Lecturer 1	(Silence)
Me	<b>Perhaps can you outline the objectives of the course?</b>
Lecturer 1	The EAP course not per se that it is trying, its target is to enhance students with their writing skills at academic level as mentioned earlier as well as their reading. In Namibia, you can pause this....
Me	<b>Pardon for that distraction, I think we were busy with the course objectives.</b>
Lecturer 1	The objective of the course is to enhance the writing and reading skills of students at university level. This is to prepare them to be able to write academic text which are argumentative or expository in nature and very important being able to present

Me	<p>themselves at any platform starting off with an interview and continuing off with any tasks assigned to them during their industrial experience.</p> <p><b>So, what I'm understanding from what you are saying is, this course aims at preparing students for their academic lives, not necessarily for English itself or for this course but for them to be able to write an expository essay, a research, a report throughout their academic lives.</b></p>
Lecturer 1	Yes
Me	<b>For any field, any course?</b>
Lecturer 1	<p>That is the whole objective, that is the purpose of EAP, it was ... even initially called ... a 'service course' It is there to assist other disciplines, the main discipline in which the students find themselves so that if they are expected in Human Resource in Engineering, Accounting and Finance to produce a report, they have the basic skills from EAP.</p>
Me	<p><b>Alright, okay and what teaching approaches are best to deliver this kind of course. I understand that you have been a lecturer for years now?</b></p>
Lecturer 1	<p>Yes, as we all know when it comes to teaching approaches or methods as they are known, there is no one single method, so I would go for a combination of methods, not forgetting that my main focus is always on the learner centred approach where I try to make sure that all the students take initiative of their studies – so being active participants in my course and that is why the approach will be the Learner Centered Approach as they would do group work on a specific topic. Let's look at one of the common topics when it comes to EAP, the first one that we look at in detail is 'Introduction to Academic Reading' where we have a passage on any given topic, because this is a service course and learners/students in our classes are coming from different disciplines, so you cannot just focus on one aspect. So, what you can do is you first come up with the topic, we brainstorm together, we talk about it in groups and then feedback is delivered. Then that is the only time that you ask them to read and apply the reading skills to this task as an individual. That would be my approach, a combination.</p>
Me	<p><b>Alright, and what teaching materials are more suitable to deliver the course objective, as you said, remember you mentioned earlier, students come from different disciplines and it's not just one group or subject specific group. They</b></p>

Lecturer 1	<p><b>are all from different fields of study. So what types of material do you think would be best to deliver such as course where you have students from a variety fields.</b></p> <p>That is very critical and important question, because currently now the focus of this course is only on the study guide designed by the lecturers in the department. But I think that the most suitable material to deliver such a course would be material obtained from the different disciplines, whereby they assist EAP lecturers or the department on what critical areas need improvement or need attention, for this engineer to be the best in that field or for this Accountant or HR. So, I think the best way would be to liaise with those lecturers in those different disciplines to give us materials that we can use and I, that's why I said it is a critical one because it will be challenging for us if we have to look at one module, one unit is covered over two weeks, and now in these weeks you cannot cover all the thirteen disciplines we have at NUST, where we need to look at passages, from Engineering, Economics, Finance, Human Resource, we even have now Vocational and Training Education to please or to accommodate everyone – that is the challenge at hand.</p>
Me	<p><b>You said you have two weeks to cover a unit, does this apply for both part-time and full-time students or just full-time?</b></p>
Lecturer 1	<p>Part-time as well, it's very very challenging.</p>
Me	<p><b>And part-time students, the hours are the same as the full-time students, the lecturing hours?</b></p>
Lecturer 1	<p>Not the same, because we have four hours per week, we meet four times and the part-time students ....</p>
Me	<p><b>You meet four times a week, how many hours per day?</b></p>
Lecturer 1	<p>One hour per day, and part-time one and a half hours per day, twice a week making it three hours, which is an hour less, but they are expected to cover the same things within the same period and be assessed on the same content.</p>
Me	<p><b>Okay, interesting remarks, okay just to move on, you at times design the assessment activities, right?</b></p>
Lecturer 1	<p>Yes.</p>
Me	<p><b>Based on the design of the test and assignments, what academic literacy skills do you want students to attain at the end of the course and why? Probably you now have to think back or reflect on the assignments, the exams, what are the key things that have constantly been asked?</b></p>

Lecturer 1	<p>The constant focus and I think that would have my interest, the constant focus is on writing. I would prefer the writing because that it where they would apply rather than the few other sections such as the theoretical sections where now students are expected to memorise and respond to concepts, definitions. What is academic writing? What are the five steps involved in academic presentations, this is more of a rehearsal or revision of key concepts but not applying your understanding of EAP which aims at improving your writing and reading skills for academic purposes.</p>
Me	<p><b>Alright, so you are saying academic writing is actually the skill that....</b></p>
Lecturer 1	<p>Ja, reading and writing we have four sections, Section A: Academic Reading B: is where the academic writing is being assessed – I refer to it as being assessed because it will either be in one of the exams where we are now going to assess our students on report writing skills – then they are expected to write a report; another exam they are expected to write an expository essay or an argumentative essay (clears throat) sorry, there goes my voice again, so, and that is only +-300 to 400 words. It's not even assessment I think, because <b>it is the only time that they can prove they skills, what is it that they have acquired. Are they able to come up with a thesis statement? Do they produce clear background information to orientate the reader? Can they tie up, link all the ideas up with a clear concrete conclusion?</b></p>
Me	<p><b>And the other thing is, you said that the other one is reading comprehension, what are the other sections?</b></p>
Lecturer 1	<p>The third one is a theory section where a lot of concepts are being assessed and Section D which is the last one, yes it looks at research writing and references. But when it comes to research writing again, they are not now expected to produce a research writing essay but rather create an outline, just a guide on how they would produce this essay. I say yes, somehow you would pick up that this student has an idea on what a research essay is about but still you are not able to detect what they have acquired in terms of the elements that are very important, such as clear background information, thesis statement. <b>When it comes to an aspect such as academic research writing, they must be able to formulate a research question which forms part of a thesis statement but most of the students are not able to.</b> There will be those that have mastered it, they will have a clear background, have a good thesis statement that consists of the topic, the opinion or approach of the writer and some evidence that supports this, but the question is not linked to the thesis statement and appears just hanging there, just a clear</p>



<p>Me</p>	<p>question with a question mark, not linked to the purpose of this essay. For example, it might be that you will look at animal testing, as animal testing is advantageous to the human race, it provides them with a lot of benefits such as medicines and so forth, therefore, the focus of the essay will be to look at should animals be tested or something like that. Where you link the question to your thesis statement.</p> <p><b>Makes a lot of sense, your comment actually ties in into the next question. What do you think is the best way of evaluating or assessing a course like this, what changes perhaps if any, would you make to the current evaluation process?</b></p>
<p>Lecturer 1</p>	<p>I would prefer really to strengthen our assessment, in terms of the main objectives of reading and writing. Maybe we can have a question paper focusing on the same aspects as the reading comprehension passage looks at, if that semester has to look at nature conservation – perhaps it is going to look at the importance of the Welwichia in Namibia, for example. This article is clear, they apply their reading strategies, skimming, scanning, close reading, all these things that we emphasise, such as the recognition of pronoun references, using context clues to find answers to the questions based on the passage at hand. Using the same text again, this is now where they will be expected to create or write an academic essay on the same topic. Because then it's easier, the students already have an idea of the topic at hand, they have responded to short questions to test their reading skills and then from that same article we produce an academic essay being expository or argumentative. Writing must be assessed, we remove the theory part. Theory can be assessed during class test or assignments but for exam purposes we must now target our objectives and move to another writing component. Now if we are going to produce a report, and since we have an essay, but we don't have an essay which is an academic research essay, the next genre of academic writing must be a report. Now based on your reading comprehension passage, you must report on this article given to you.</p>
<p>Me</p>	<p><b>Interesting, and I think what you are saying makes a lot of sense because in that way you would also be able to test the referencing skills of the students because they would have a source, somebody to reference in their writing. I believe also drawing from what I have read that referencing is very important, plagiarism is highly emphasised and students are warned about it, so that's also a good way of testing their referencing skills.</b></p>

Lecturer 1	<p>Exactly, then we don't need to have section D where it is another way of referencing, but the students are given the method. Reference the following book, using this method. It's just again memorising or placing this according to what is given to them and that is why at times they fail to put or make use of the right punctuation, a comma, semi colon where it is supposed to be, and when it comes to italicising, they forget even to underline because they are only focusing on the method, the method doesn't state there, italicise there. The example is then put in italics. So, it's true what you are saying obviously we are going to get the material from the engineering department with all the sources and in this text some citations are there and then we test this, yes, very interesting.</p>
Me	<p><b>Thank you, yes ma'am what do you think are the strengths of the course and the weaknesses, let's look first at the strengths and then the weaknesses. And then we'll move on to the second part of the question, that do you think the course works, how does it work and how could it be better designed, now we are talking about the course not the assessment.</b></p>
Lecturer 1	<p>Ja, thank you for the last question, (laughs). I think there are a lot of strengths because it does really assist students with their writing and for them even to produce academic text would be an indication that they are able to read critically. So, their reading skills would then be covered, so those are the two, that is the strength of EAP, it is assisting students to read and write, skills they need to pursue their studies. They use these reading and writing skills in their main disciplines. The weakness would be that the course is very short, it is just a semester and mentioned earlier in the interview it takes you only two weeks, it must take you two weeks to cover each and every unit and remember that some of the students are very slow. The time they are about the catch these reading skills and strategies it's the time we are moving on to a new unit and then they are again left behind. And when we move to the new unit which is Unit 5 which is 'Introduction to academic writing' the lecturer will keep on referring back to the previous unit 'Introduction to academic reading' which you then paraphrase or summarise and from these notes that you have summarised and paraphrased now you are expected to produce an academic essay, but these poor souls still haven't got the idea of how to paraphrase. They still don't know how to paraphrase, so now they are wondering that the first week you introduced them to a lot of things. Writing a thesis statement is not an easy thing. This must be covered in the introduction as one thing,</p>

<p>Me Lecturer 1</p>	<p>the second week must be for practice now before we assess them. But what happens now is the first week you introduce, the second week you start to assess and there comes all the problems. That becomes a weakness, it's the time frame, it's very short, giving pressure to the students as well as the lecturer. You need to catch up with your assessment to adhere to the course outline, otherwise nothing will be completed on time. I think the course is working, ja but not at its level best. Not at the level that it is supposed to as per its title, English for Academic Purposes, because the course does not cater for specific disciplines, it is just generic. It is just English for General Purposes not English for Academic Purposes. I think that if it has to be for academic purposes then it will be specific to each discipline hence assisting fully students in all aspects of their discipline, so currently, <b>it is working because it introduces them to the general aspects of academic writing but not to the best of its ability or intension.</b></p> <p><b>So, what should be done to better it?</b></p> <p>I think the best way maybe it would be a challenge, no maybe it would work, but no it might not, it's just my thoughts. I'm thinking, we can make it English for Academic Purposes by assigning a lecturer to each department or to two departments that are closely linked, Economics and Accounting can have one EAP lecturer to work closely with the department specialised, to find out the language used in that department, the type of writing approach used in that department as they have some figures and graphs involved and then we have another lecturer assigned to the Engineering department, Bio Medical Science, Health and Applied, then you look at the ones that are related since we have a shortfall of lecturers so that's why I think two departments per lecturer will work then it's easy. You get your material from that department or you do research based on the department that you are having. And through that you start to cater for English for Academic Purposes. Which academic purposes? Engineering, I think that will be the best way. Maybe the challenge will be the setting up of question papers, it's not easy but I think ... or otherwise the short-term objective or recommendation would be to make it a year course then we'll have enough time to cover the reading skills, and then again, enough time for application where they need to apply. Where they can have a first draft, write this assignment, come in for assessment, it's returned to students to correct errors for final product and returned again to the lecturer for final marking. But we don't do that, we take in the draft and that is the final product because there isn't enough time. I think that's it.</p>
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Me	<b>Thank you so much ma'am for your time, I will transcribe the interview and when I'm done I'll give it to you to double check and see if that is actually what you said. I appreciate your time, enjoy the rest of your day.</b>
Lecturer 1	Thank you very much, it was very interesting. I'm looking forward to the outcome, good luck for your studies.
Me	<b>Thank you, ma'am.</b>

## Appendix 6d: Interview Transcript - Ment

### Interview with Lecturer 2

#### Themes

Key: The deficit discourse  
 Adequacy of the course  
 Exclusion from epistemological access

Me	<b>What is your understanding of the theories of English for Academic Purposes?</b>
Lecturer 2	It would be safer to have specific theories in mind in order to answer this question adequately. Generally, scholars in EAP tend to borrow theories from older disciplines in language studies e.g. Linguistics, Applied linguistics. We can pin point theories like Discourse Analysis, Critical Discourse analysis, Genre analysis, Corpus linguistic approaches etc. In my view these theories continue to serve the purpose of critically examining language use, especially for teaching purposes.
Me	<b>How does EAP aid in the attainment of academic literacy skills?</b>
Lecturer 2	The emphasis of EAP Syllabi is on teaching skills and not content as such, although of course, any skill is steeped in the theory behind it. A holistic EAP course develops in students, the four language skills namely: listening, speaking, reading and writing as well as critical thinking. Unfortunately, due to time constraints in our situation at NUST we end up not having enough time to let students practice long enough. There are other factors also that are at play. For instance, while the syllabus may be well structured, often some students themselves lack the motivation to apply themselves adequately due to negative perceptions of English as not so important in their 'sciences/technology' studies.
Me	<b>What features of student performance does the EAP course try to target? Can you outline what you understand to be the objectives of the course?</b>
Lecturer 2	Using the NUST syllabus as an example, the objectives are as follows: <ul style="list-style-type: none"> <li>• to recognise the purpose of differences between spoken and written communication in English in academic contexts;</li> <li>• to practice interactional and linguistic aspects of participation;</li> <li>• to participate in effective discussions and presentations conforming to academic conventions using graphs, audio-visual aids and PowerPoint;</li> </ul>

	<ul style="list-style-type: none"> <li>• to write functions common in written academic discourse;</li> <li>• to analyse the content and structure of information delivered both orally in print and electronic form;</li> <li>• to expand relevant features of grammar and vocabulary through a range of course related academic texts, and improve on pronunciation utilising dictionaries (to obtain lexical, phonological and orthographical information);</li> <li>• to use the library and the internet effectively to find information and to note and reference sources accurately; and</li> <li>• to engage with emerging technologies to improve on-line discussion and writing.</li> </ul>
<p>Me</p> <p>Lecturer 2</p>	<p><b>What teaching approaches are best to deliver this kind of course (describe examples from you own practice).</b></p> <ul style="list-style-type: none"> <li>• Small groups, individual and task-based. I find large groups to be highly ineffective as many students tend to just ride along;</li> <li>• Increasingly, the use of internet-based approaches such as Moodle is gaining ground, as we try to break the teacher-dependency syndrome in most of our learners. This encourages them to be independent learners.</li> <li>• The lecture method must be minimised as it promotes laziness- some students don't even take notes!</li> </ul>
<p>Me</p> <p>Lecturer 2</p>	<p><b>What teaching materials are most suitable to deliver the course objectives?</b></p> <p><b>Which materials do you find most useful when you teach?</b></p> <ul style="list-style-type: none"> <li>• Generally, as this is a university-wide course taught by many lecturers, Study guide are quite handy to keep all lecturers and students on the same standard- students can go over all the reading materials in their own spare time as well. However, I wouldn't encourage the use of Study guides in smaller classes as this stifles initiative and makes students lazy.</li> <li>• (On-line) Videos can be stimulating as society has moved from the strictly aural to a multi-sensory mode that stimulates both listening and sight (and touch if it's on a lab based situation).</li> <li>• Computer-based tasks and activities are very good, especially automated ones in which the student can make several attempts until they get the answers correctly.</li> </ul>

Me	<b>You at times design some of the assessment activities, based on the design of these tests and assignments, what core academic literacy skills do you want students to attain at the end of the course and why?</b>
Lecturer 2	<p>Listening- At NUST we don't place so much emphasis on listening as this is covered mostly in LIP. We are also dropping speaking from the EAP Syllabus and it will be covered in Prof Comm. Reading- A good foundation in reading makes it easier for students to navigate the modern work and social environment in which much information comes in written format. Writing- most of our students can speak well but cannot write. The exam is also written. Critical thinking- resonates with the thrust of the university as a Science &amp; Technology institution. The industry situation is founded on critical thinking in order to solve daily problem and challenges.</p>
Me	<b>What do you think is the best way of evaluating / assessing a course like this?</b>
Lecturer 2	<p><b>What changes would you make to the current evaluation processes?</b></p> <p>CASS and Examination still remain key components of assessment. Specific areas of evaluation/assessment could be emphasised or deemphasised depending on the objectives of the syllabus at any given time.</p>
Me	<b>What do you think are the strengths and weaknesses of this module/course? Do you think this course works/ how does it work/ how could it work better?</b>
Lecturer 2	<p>EAP at NUST, and indeed at any other University must be understood in relation to the socio-cultural environment of the learners. Our learners have a weak high school pass in English in most cases so we try to cater for them. Secondly, our learners take 2 other English courses prior to studying EAP. So, some of the components of an EAP Syllabus like essay writing and listening are distributed to both LIP and EPR.</p> <p>a)Strengths- Attempts to address the key language skills. Online component - seeks to balance theory and practice. b. Weaknesses- It is generic. c. How could it work? - make it discipline specific. For instance, create specific syllabi for each faculty or related faculties e.g. Engineering, Management Sciences, Health &amp; Applied Sciences etc.</p>