Strengthening the alignment between an academic literacy course and the literacy needs of Education students

by

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“Every person can be a force for good,

Free to forge their own destiny”

Clark Kent

DECLARATION

I, Johannes Christiaan le Grange, declare that the thesis, ***Strengthening the alignment between an academic literacy course and the literacy needs of Education students***, submitted for the qualification of PhD at the University of the Free State is my independent work.

All the references that I have used have been indicated and acknowledged by means of complete references.

I further declare that this work has not previously been submitted by me at another university or faculty for the purpose of obtaining a qualification.

31 August 2020

……. …….

SIGNED DATE

ABSTRACT

Due to the increased enrolment of students in the HE environment since 2015, the need for academic literacy intervention has increased. A contributing factor to this is the failure of the South African schooling system to provide students with sufficient linguistic knowledge. Therefore, entering students struggle to cope with general academic literacy demands in the HE environment and furthermore often require academic support to meet the specific demands of their academic fields of study. At the University of the Free State, the academic literacy programme is structured in such a way that the students of the Faculty of Education are enrolled in the same academic literacy course as the students of the Faculty of Humanities and are, thus, exposed to the same academic literacy interventions. This study aimed to determine the extent to which the current academic literacy faculty-specific course for the Faculty of Humanities, EALH1508, aligns with the literacy needs of the Faculty of Education students in terms of addressing their academic needs to successfully negotiate their academic content and assessment requirements, and whether it is necessary to develop a separate academic literacy course for the Faculty of Education students.

In an effort to address the aim of this study in a satisfactory manner, document analyses were conducted on the EALH1508 textbook as well as on the study material of several selected Faculty of Education first-year modules. These two analyses were compared in terms of academic literacy abilities taught in the literacy course and the abilities needed to successfully engage with the study material in the Faculty of Education. Furthermore, three sets of semi-structured questionnaires were conducted with the relevant stakeholders, accompanied by follow-up focus group discussions with these parties. Lastly, data received from a pre- and post-diagnostic test, the ALDI-test, were also considered during the analysis process. The data collection instruments were informed by a constructed academic literacy framework (cf. Table 3.1), which in turn was informed by a thorough literature review of relevant academic literacy abilities needed to meet the academic demands of HE.

The data analyses revealed that there exists a significant gap in terms of the academic literacy abilities required to effectively negotiate the course material from the Faculty of Education' selected first-year modules and those being taught in the academic literacy course that the Education students are enrolled in. These discrepancies are in particular relevant to academic research abilities, academic reading and writing abilities, and analytical

and logical reasoning skills. Based on the findings of the data analyses, it was concluded that it is of importance to replace the current academic literacy course offered to the Education students, as the current academic literacy course does not cater to their specific and unique literacy needs. A further recommendation was made to adjust the assessment plan of the literacy course to align better with the assessment programme of the Faculty of Education.

This study firstly contributes to the field of academic literacy studies in terms of identifying the specific academic literacy needs of students in different HE academic faculties, as well as the necessity to develop faculty-specific academic literacy courses. I argue that a generic approach to teaching academic literacy in the South African HE environment, although not entirely inadequate, would not be as beneficial as a faculty-specific approach. This is especially true in terms of the development of students' academic discourse that is relevant to their particular discourse community. Secondly, the study outlined and illustrated a programme evaluation process to identify the relevant academic literacy abilities needed within a specific field of study. This programme evaluation process is transferable to other academic literacy contexts. Thirdly, based on the findings I argue the need to amend current institutional policies relating to academic literacy development to ensure that academic literacy courses follow a faculty-specific approach in order to sufficiently support students to achieve academic success in their chosen field of study.

Keywords: academic literacy; programme evaluation; curriculum design; second language acquisition; content-based instruction; English for specific purposes; TESOL

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TABLE OF CONTENTS

DECLARATION……..…i

ABSTRACT…….ii

ACKNOWLEDGEMENTS……iv

LIST OF TABLES…….xii

LIST OF FIGURES……..xiv

ACRONYMS ……...xvi

CHAPTER 1: ORIENTATION 1

1.1 INTRODUCTION 1
1.2 RESEARCH QUESTION AND SUB-QUESTIONS 3
1.3 RESEARCH AIM AND OBJECTIVES 6
1.4 RESEARCH CONTEXT 7
1.5 RESEARCH APPROACH 9
1.6 RESEARCH DESIGN 10
1.6.1 STEP 1: AUDIENCE AND GOAL SELECTION 11
1.6.2 STEP 2: CONTEXT INVENTORY 12
1.6.3 STEP 3: ESTABLISHING A THEMATIC FRAMEWORK 12
1.6.4 STEP 4: INSTITUTING A DATA COLLECTION DESIGN 12
1.6.5 STEP 5 AND 6: DATA COLLECTION 13
1.6.6 STEP 7: REPORTING ON FINDINGS 13
1.7 RESEARCH METHODOLOGY AND RESEARCH METHODS 13
1.7.1 AN EMPIRICAL APPROACH: MIXED-METHOD APPROACH 14
1.7.2 RESEARCH METHODS 15
1.7.2.1 LITERATURE REVIEW 16
1.7.2.2 DOCUMENT ANALYSIS 17
1.7.2.3 SEMI-STRUCTURED QUESTIONNAIRES 18
1.7.2.4 FOCUS GROUP DISCUSSIONS 19
1.7.2.5 ALDI-TEST 19
1.8 ETHICAL CONSIDERATIONS 20
1.9 CREDIBILITY, RELIABILITY AND VALIDITY OF THE STUDY 21
1.10 DEMARCATION OF THE STUDY 22

1.11 VALUE OF THE RESEARCH 23
1.12 LAYOUT OF CHAPTERS 24
1.13 CHAPTER 1 SUMMARY 25

CHAPTER 2: ENGLISH SECOND LANGUAGE ACQUISITION (SLA) THEORIES AND APPROACHES. 27

2.1 INTRODUCTION 27
2.2 BASIC INTERPERSONAL COMMUNICATIVE SKILLS (BICS) AND COGNITIVE ACADEMIC LANGUAGE PROFICIENCY (CALP) 27
2.3 SECOND LANGUAGE ACQUISITION (SLA) 36
2.3.1 KRASHEN'S MONITOR MODEL 42
2.3.2 THE ACCULTURATION MODEL 47
2.4 NEW LITERACY STUDIES (NLS) 49
2.5 ENGLISH FOR SPECIFIC PURPOSES (ESP) 54
2.6 APPROACHES TO L2 TEACHING 55
2.6.1 CONTENT-BASED INSTRUCTION (CBI) 58
2.6.2 TASK-BASED INSTRUCTION 61
2.6.3 INTEGRATED APPROACH 64
2.7 CHAPTER 2 SUMMARY 66

CHAPTER 3: WORKING TOWARDS AN EXTENSIVE ACADEMIC LITERACY FRAMEWORK 68

3.1 INTRODUCTION 68
3.2 ACADEMIC LITERACY: A NUANCED UNDERSTANDING 69
3.3 ACADEMIC LITERACY ABILITIES FRAMEWORK 74
3.3.1 LISTENING AND NOTE-TAKING ABILITIES 75
3.3.2 ACADEMIC READING 76
3.3.3 VOCABULARY USAGE 79
3.3.4 ACADEMIC WRITING 81
3.3.5 ANALYTICAL AND LOGICAL REASONING ABILITIES 85
3.3.6 RESEARCH ABILITIES 88
3.4 ACADEMIC LITERACY FRAMEWORK 93
3.5 THE TWO PILLARS OF THE ENGLISH ACADEMIC LITERACY PROGRAMME AT THE UNIVERSITY OF THE FREE STATE 94

3.6 CHAPTER 3 SUMMARY 96

CHAPTER 4: TESOL: CURRICULUM DESIGN AND PROGRAMME EVALUATION 98

4.1 INTRODUCTION 98
4.2 LANGUAGE CURRICULUM DESIGN AND EVALUATION 99
4.2.1 ENVIRONMENT ANALYSIS 102
4.2.2 NEEDS ANALYSIS 103
4.2.3 PRINCIPLES 105
4.2.4 GOALS, CONTENT AND SEQUENCE 107
4.2.5 FORMAT AND PRESENTATION 111
4.2.6 MONITORING AND ASSESSMENT 115
4.2.7 EVALUATION 117
4.3 SUMMARY 119

CHAPTER 5: RESEARCH METHODOLOGY AND METHODS 122

5.1 INTRODUCTION 122
5.2 RESEARCH DESIGN 122
5.3 DELIMITATION OF THE STUDY 124
5.4 DATA COLLECTION AND ANALYSIS 124
5.4.1 PURPOSE OF DATA COLLECTION 125
5.4.2 METHODS OF RESEARCH 125
5.4.2.1 DATA COLLECTION INSTRUMENTS 125
5.4.2.1.1 DOCUMENT ANALYSIS 126
5.4.2.1.2 QUESTIONNAIRES 126
5.4.2.1.3 FOCUS GROUP DISCUSSIONS 128
5.4.2.1.4 ALDI-TEST 128
5.4.2.2 SAMPLING 130
5.4.2.3 DATA COLLECTION PROCEDURE 134
5.4.3 ANALYSIS OF DATA 135
5.5 RELIABILITY, VALIDITY AND TRUSTWORTHINESS 136
5.6 CHAPTER 5 SUMMARY 137

CHAPTER 6: DOCUMENT ANALYSIS OF SELECTED EDUCATION MODULES AND EALH1508 STUDY MATERIAL.....139

6.1 INTRODUCTION 139
6.2 ACADEMIC LITERACY ABILITIES REQUIRED IN SELECTED EDUCATION MODULES 139
6.2.1 GENERAL INFORMATION: GENERIC FIRST-YEAR EDUCATION MODULES 140
6.2.2 DOCUMENT ANALYSIS OF GENERIC EDUCATION MODULE 142
6.2.2.1 LISTENING AND NOTE-TAKING SKILLS 144
6.2.2.2 ACADEMIC READING ABILITIES 145
6.2.2.3 VOCABULARY USAGE 146
6.2.2.4 ACADEMIC WRITING ABILITIES 148
6.2.2.5 ANALYTICAL AND LOGICAL REASONING ABILITIES 151
6.2.2.6 RESEARCH SKILLS 153
6.2.3 SUMMARY 155
6.3 ACADEMIC LITERACY ABILITIES ON OFFER IN EALH1508 156
6.3.1 GENERAL INFORMATION: EALH1508 156
6.3.2 DOCUMENT ANALYSIS OF EALH1508 157
6.3.2.1 LISTENING AND NOTE-TAKING ABILITIES 157
6.3.2.2 ACADEMIC READING ABILITIES 158
6.3.2.3 VOCABULARY USAGE 160
6.3.2.4 ACADEMIC WRITING ABILITIES 161
6.3.2.5 ANALYTICAL AND LOGICAL REASONING ABILITIES 163
6.3.2.6 RESEARCH SKILLS 164
6.3.3 SUMMARY 166
6.4 COMPARING THE ACADEMIC LITERACY NEEDS WITH THE ACADEMIC LITERACY ABILITIES ON OFFER 167
6.5 CHAPTER 6 SUMMARY 173

CHAPTER 7: QUANTITATIVE DATA ANALYSIS: QUESTBACK ONLINE QUESTIONNAIRES.....175

7.1 INTRODUCTION 175
7.2 QUESTIONNAIRES 175

7.3 SUMMATIVE OVERVIEW ON THE OPINIONS OF STAKEHOLDERS 176
7.4 COMPARING THE VIEWS OF DIFFERENT SETS OF STAKEHOLDERS..... 179
7.4.1 COMPARING THE PERCEIVED IMPORTANCE AND ACQUIRING SUCCESS RATE OF THE ACADEMIC LITERACY CATEGORIES 180
7.4.2 RELATIONSHIP BETWEEN IMPORTANCE AND USEFULNESS OF IDENTIFIED ACADEMIC LITERACY ABILITIES 182
7.4.3 COMPARING THE PERCEIVED FREQUENCY OF ACADEMIC LITERACY SKILLS TAUGHT BETWEEN THE EALH1508 FACILITATORS AND STUDENTS 183
7.5 CHAPTER 7 SUMMARY 185

CHAPTER 8: QUALITATIVE DATA ANALYSIS: FOCUS GROUP DISCUSSIONS AND OPEN-ENDED QUESTIONS 187

8.1 INTRODUCTION 187
8.2 ANALYSIS OF QUALITATIVE DATA 187
8.2.1 STRONGEST ACADEMIC LITERACY ABILITIES 189
8.2.2 MOST NEEDED ACADEMIC LITERACY ABILITIES IN EDUCATION..... 191
8.2.3 WEAKEST ACADEMIC LITERACY ABILITIES 194
8.2.4 USEFULNESS AND RELEVANCE OF ACADEMIC LITERACY ABILITIES 203
8.2.5 EFFECTIVE TRANSFER OF ACADEMIC LITERACY ABILITIES..... 206
8.2.6 FURTHER SUGGESTIONS TO IMPROVE THE EALH1508 COURSE 208
8.3 CHAPTER 8 SUMMARY 211

CHAPTER 9: RESULTS OF THE ALDI-TEST 213

9.1 INTRODUCTION 213
9.2 DISCUSSION OF PRE- AND POST- ALDI-TEST RESULTS..... 213
9.3 CHAPTER 9 SUMMARY 219

CHAPTER 10: FINDINGS AND RECOMMENDED ACTIVITIES AND TASKS 221

10.1 INTRODUCTION 221

10.2 RECOMMENDED ACTIVITIES TO MEET THE ACADEMIC LITERACY NEEDS OF THE FACULTY OF EDUCATION 221
10.2.1 LISTENING AND NOTE-TAKING ABILITIES 223
10.2.2 ACADEMIC READING ABILITIES 231
10.2.3 VOCABULARY USAGE 238
10.2.4 ACADEMIC WRITING ABILITIES 244
10.2.5 ANALYTICAL AND LOGICAL REASONING ABILITIES 253
10.2.6 RESEARCH SKILLS 262
10.3 CHAPTER 10 SUMMARY 272

CHAPTER 11: OUTLINE AND MAPPING OF RECOMMENDED ENGLISH ACADEMIC LITERACY COURSE FOR THE FACULTY OF EDUCATION 274

11.1 INTRODUCTION 274
11.2 SUGGESTED COURSE OUTLINE FOR THE ENGLISH ACADEMIC LITERACY COURSE FOR THE FACULTY OF EDUCATION 275
11.2.1 PROGRAMME, COURSE AND LEARNING OUTCOMES 276
11.2.2 NOTIONAL LEARNING HOURS AND CREDITS 278
11.2.3 COURSE REQUIREMENTS 280
11.2.4 COURSE STRUCTURE 282
11.2.5 ASSESSMENT PLAN 287
11.2.5.1 M-READER 289
11.2.5.2 ESSAY WRITING 292
11.2.5.3 CLASS ACTIVITIES 296
11.2.5.4 SEMESTER TESTS 297
11.2.5.4.1 ANALYSIS OF PROPOSED SEMESTER TEST 302
11.3 CHAPTER 11 SUMMARY 306

CHAPTER 12: CONCLUSION AND RECOMMENDATIONS 308

12.1 INTRODUCTION 308
12.2 SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS 308
12.3 LIMITATIONS OF THE STUDY 319
12.4 OPPORTUNITIES FOR FURTHER RESEARCH 320
12.5 CONTRIBUTION AND SIGNIFICANCE OF STUDY 321

12.6 PERSONAL REFLECTION 323

REFERENCE LIST 328

APPENDIX A: RESEARCH STUDY PARTICIPANT INFORMATION SHEET 364
APPENDIX B: EXAMPLE OF ONLINE CONSENT FORM..... 367
APPENDIX C: EXAMPLE OF FOCUS GROUP QUESTIONS 369
APPENDIX D: EXAMPLE OF QUESTBACK QUESTIONNAIRE 372
APPENDIX E: MEAN AND STANDARD DEVIATION OF QUESTIONNAIRES ITEMS 378
APPENDIX F: ANALYTIC SCORING RUBRIC 380
APPENDIX G:ALDI-TEST 383
APPENDIX H: ETHICAL CLEARANCE..... 399
APPENDIX I: APPROVAL OF UFS AUTHORITIES FOR PARTICIPATION OF STUDENTS/STAFF IN RESEARCH PROJECTS 400
APPENDIX J: CERTIFICATE OF LANGUAGE EDITING..... 401

LIST OF TABLES

Table 1.1: Academic literacy levels of UFS first-year students 4
Table 1.2: Student enrolment in academic literacy Humanities programme at the UFS 5
Table 1.3: Comparison of academic literacy scores 5

Table 2.1: Comparison of Pedagogy and Andragogy (Knowles, 1998) 33

Table 3.1: Constructed academic literacy framework 93

Table 4.1: The Twenty Principles of L2 Teaching (adapted from Nation and Macalister, 2010) 105
Table 4.2: Content and sequence guidelines (adapted from Nation and Macalister, 2010) 108
Table 4.3: Format guidelines based on environment and needs analysis (adapted from Nation and Macalister, 2010) 112
Table 4.4: Monitoring and assessment guidelines (adapted from Nation and Macalister, 2010) 115
Table 4.5: Formative and summative evaluation compared (Nation and Macalister, 2010) 119

Table 5.1: ALDI-test pre- and post-test Cronbach *alpha* 129
Table 5.2: The blueprint for ALDI 129
Table 5.3: Overview of the demographic profile of the study's participants 131

Table 6.1: Example of the document analysis: Frequency count of Activity 9 – EDUB1613 143
Table 6.2: Comparison of academic literacy abilities importance per category based on the Mann-Whitney u-test 168
Table 6.3: Comparison of skills importance according to document analysis based on the Mann-Whitney u-test 169

Table 7.1: Mean and standard deviation of academic literacy abilities per categories 177
Table 7.2: Comparing the perceived importance and acquisition success rate of the academic literacy categories 181
Table 7.3: Comparing the perceived importance of academic literacy abilities with its usefulness in the Faculty of Education 182
Table 7.4: Comparing the respective perceptions of facilitators and students in terms of frequency of academic literacy skills in the EALH1508 course..... 184

Table 9.1: ALDI pre- and post-test performance per campus in the Faculty of Education..... 214
Table 9.2: ALDI t-test report 215
Table 9.3: ALDI pre- and post-test performance per faculty per sub-test 216
Table 9.4: ALDI pre-and post-test Cronbach's alpha per faculty 217
Table 9.5: Pre- and post-test performance per ALDI subsection 218

Table 11.1: Course and learning outcomes for EALT course 277
Table 11.2: Proposed notional learning hours for the EALT course 278
Table 11.3: Scope and Sequence of EALT study material 283
Table 11.4: Academic literacy abilities addressed per Unit..... 285
Table 11.5: Proposed assessment plan for EALT 288
Table 11.6 Skills focus per assessment type..... 289

LIST OF FIGURES

Figure 1.1: Academic literacy levels of students enrolled in the Faculty of Education 7
Figure 1.2: Schematic display of the CAM 11

Figure 2.1: Cummins' Iceberg metaphor 30
Figure 2.2: Cummins' (2002) framework for the development of language proficiency 31

Figure 4.1: Model of the curriculum design process (Nation and Macalister, 2010) 100
Figure 4.2: Spiral curriculum design 110

Figure 5.1: Multi-stage design 123
Figure 5.2: Participant distribution 124

Figure 6.1: Listening and note-taking abilities required in the selected Education modules 144
Figure 6.2: Academic reading abilities required in the selected Education modules 145
Figure 6.3: Vocabulary usage required in the selected Education modules 147
Figure 6.4: Academic writing abilities required in the selected Education modules 149
Figure 6.5: Analytical and logical reasoning abilities required in the selected Education modules 152
Figure 6.6: Research skills required in the selected Education modules 154
Figure 6.7: Listening and note-taking abilities included in the EALH1508 textbook 158
Figure 6.8: Academic reading abilities included in the EALH1508 course material 159
Figure 6.9: Vocabulary usage skills included in the EALH1508 course material 160
Figure 6.10: Academic writing abilities included in the EALH1508 course materials 162
Figure 6.11: Analytical and or logical reasoning abilities included in the EALH1508 course material 164
Figure 6.12: Research skills included in the EALH1508 course material 165

Figure 8.1: Identified academic literacy abilities that need attention according to the open-ended questions from the questionnaires 195

Figure 9.1: ALDI pre-and post-test frequency distribution for total score 217

Figure 11.1 The writing process 293
Figure 11.2 Bloom's revised taxonomy 302

Figure 12.1 Self-reflection model 324

ACRONYMS

ALDI:	Academic literacy development instrument
BICS:	Basic interpersonal communicative skills
CALL:	Computer-assisted language learning
CALP:	Cognitive academic language proficiency
CAM:	Context-adaptive model
CBI:	Content-based instruction
CTL:	Centre for Teaching and Learning
EALH:	English for academic literacy: Humanities
EAP:	English for academic purposes
FGD:	Focus group discussion
HE:	Higher Education
L2:	Second language speaker
NBT:	National benchmark test
TALL:	Test for academic literacy levels
TESOL:	Teaching English to speakers of other languages
TOEFL:	Test of English as a foreign language
UDL:	Universal design for learning
UFS:	University of the Free State
ULD:	Unit for Language Development

CHAPTER 1: ORIENTATION

1.1 INTRODUCTION

In South Africa, about 30% of all university students cease their studies before successfully completing their first year (Tswanya, 2017; Groenewald, 2005). Du Plessis and Gerber (2012; Moodly and Singh, 2015) add that less than a third of the remaining 70% of students completed their studies within the minimum required time, with some students taking more than two years extra to complete their degrees. This paints a very bleak picture for the Higher Education (HE) sector, especially given its much-anticipated role in addressing issues of social injustice (Reay, David and Ball, 2005). Brennan and Naidoo (2008; Moore, 2004) confirm this sentiment by stating that HE should be producing the *human capital* required to combat social injustice in terms of preparing students to fulfil various meaningful positions in their respective communities and South Africa as a whole. Thus, in order to accomplish this combat against social injustice, it is important to ensure that students are provided with the best opportunity possible to complete their HE studies. According to Coughlin (2006), the high attrition rate can be attributed to students' under-preparedness to negotiate the challenges of HE, particularly concerning the academic literacy skills[1] necessary to cope with tertiary studies.

The reality is that the majority of students that enter South African HE institutions are second-language (L2) speakers of English and require further developing the necessary academic literacy skills to ensure academic success (Vale, 2016). Du Plessis and Gerber (2012) state that the fact that most English L2 speakers do not have a full grasp of the English language has a severe effect on their academic literacy capability and, therefore, a negative impact on their academic preparedness to enter HE. The adoption of new language policies at several leading universities in South Africa since 2016 has resulted in a significant increase in the number of L2 speakers enrolling for studies in English (Makoni, 2016), due to universities changing from dual-medium teaching and learning institution to single-medium institutions. According to Pietersen (2016), approximately 85% of all University of the Free State (UFS) students are L2 English speakers, which could lead to an increased attrition rate caused by the demands of proficiency in English academic language use.

[1] For the purposes of this study, the terms 'skills' and 'abilities' are used inter-changeable.

Importantly, Van Patten and Benati (2010) further argues that, in terms of academic literacy development, most L1 English speaking students also need additional support to acquire the necessary academic literacy abilities to reach the required proficiency level in academic English discourse necessary in HE. To exacerbate this, there has been a steady increase in student enrolments in HE, and 2018 is no exception. This is also evident in the increased student enrolments for 2018 in the Faculty of Education at the UFS that saw an approximate 12% increase amongst first-year students (UFS, 2018a). At the UFS it is also expected that all incoming first-year students, whether L1 English speakers or L2 speakers, write the National Benchmark Test (NBT) in an effort to identify the students who require additional support to aid them in their academic endeavours. This has implications for the academic literacy programme offered at the UFS, as the majority of first-year students are required to enrol for faculty-specific literacy courses if they do not write the NBT, receive less than 64% in the academic literacy section of this test, or are enrolled in an extended programme at the UFS.

The NBTs assess the proficiency level of first years in three categories. These domains are Academic Literacy, Qualitative Literacy and Mathematics (NBT, 2017a). The latest national NBT results show a decrease in students' academic literacy proficiency levels. At the UFS, the overall academic literacy proficiency level for all incoming first-year students has dropped from 33% to 16% between 2014 and 2017, which is still slightly better than the first-year Education cohort, which has seen a decrease in performance in the Academic literacy domain from 31% to approximately 13% (NBT, 2017a). The results of the NBT indicate that the vast majority (82%) of students that enrol for their first year in the Faculty of Education need additional support in terms of developing the required academic literacy skills to successfully complete their degree. In order for the Education sector to produce graduates that can make meaningful contributions to their respective communities' social upliftment, economic advancement and combatting social injustice, we need to ensure that these graduates possess the skills necessary to master their academic endeavour (Strydom and Oosthuizen, 2018). Part of this includes, and arguably begins with, addressing their academic literacy proficiency.

Education students at the UFS who do not obtain the required 64% in the NBT in the academic literacy domain are currently required to take the academic literacy course offered to Humanities students at the UFS. The Humanities cohort has, similar to the Education

cohort, shown significant growth from 2017's academic year to the one in 2018 (cf. Table 1.1). Furthermore, considering that Education students account for almost half of the cohort enrolled for the Humanities academic literacy programme, there is a need to investigate whether an academic literacy programme that speaks directly to the literacy needs of the students enrolled in the Faculty of Education should be developed.

1.2 RESEARCH QUESTION AND SUB-QUESTIONS

The purpose of HE in South Africa, according to McKenna (2013), is to produce citizens that can, to some extent, reshape the social, economic, political and cultural constructs of the country, as well as improve their own and their communities' lives. Furthermore, The Ministry of Education (2001) argues that students' entry into HE institutions, as well as the successful completion of their academic studies, must empower students to make valuable and positive contributions to society, while at the same time addressing the socio-economic inequalities and injustices caused by South Africa's past Apartheid policies. However, these objectives can only be met if the students, who enrol in tertiary institutions, graduate and successfully obtain their degrees.

A 2015 Department of HE report highlighted that 47.9% of tertiary education students do not successfully complete their degrees, with 32.1% of students failing to complete their first year of study (Department of Higher Education and Training, 2015). Moodley and Singh (2015) argue that although financial strains are regularly provided as a reason for this high attrition rate, the actual reason can be attributed to the unpreparedness of students to navigate the challenges of HE.

Since 2011, the student body of the UFS has increased significantly from 29 600 students to just over 37 000 students in 2017, with the number of first-year Education students increasing from just more than 400 to over 1300 during the same time frame (UFS, 2017). Since 2013, it has become compulsory for all incoming students to write the National Bench Mark Test (NBT). Based on their performance in this test, students are placed in the academic literacy programme in addition to their chosen field of study's course modules (Gouws, 2017). As can be seen in Table 1.1, the academic literacy level has decreased significantly over the last few years, with a mere 16% and 18% of first-year students achieving a proficiency level in 2017 and 2018 respectively. This is much lower than the already concerning 35% and 33% during the previous two years. According to the NBTP

National Report: 2017 Intake Cycle (NBT, 2017b), this steep decrease in academic literacy proficiency levels, could be attributed to the increase in student enrolment in the HE environment after the 2015-2016 #FeesMustFall protests.

Table 1.1: Academic literacy levels of UFS first-year students

	Proficient level	Intermediate level	Basic level
UFS 2015 cohort	33%	62%	5%
UFS 2016 cohort	35%	57%	8%
UFS 2017 cohort	16%	72%	12%
UFS 2018 cohort	18%	69%	13%

The level descriptors of the three NBT performance brackets are as follows (Yeld, 2010: 29):

- "Proficient: Performance in domain areas suggests that academic performance will not be adversely affected in cognate domains. If admitted, students should be placed on regular programmes of study.
- Intermediate: Challenges in domain areas identified such that it is predicted that academic progress in cognate domains will be affected. If admitted, students' educational needs should be met in a way deemed appropriate by the institution (e.g. extended or augmented programmes, special skills provision).
- Basic: Serious learning challenges identified. Students will not cope with university study."

Recent studies showed that the levels of the NBT performance brackets are reliable in determining the preparedness, or under-preparedness of students when they enter the HE environment (Sebolai, 2019; Wilson-Strydom, 2012). Students need to obtain at least 64% on the academic literacy section of the test, which corresponds with a Proficient level, to be exempted from the academic literacy programme at the UFS. However, if a student is enrolled in the Extended Degree programme, they study an extra year for their degree, and the completion of an academic literacy course is, thus, compulsory. It can, therefore, be argued that the majority of students that enter the HE sector are not sufficiently prepared, especially in terms of academic literacy abilities, such as academic reading, academic writing, and critical thinking abilities, to overcome the challenges that they might encounter in the HE environment.

The need for additional support in developing the necessary academic literacy skills required to complete one's degree is also confirmed by the increased student enrolment in the

academic literacy programmes at the UFS, and especially in the Humanities programme (cf. Table 1.2). As can be seen, student enrolments have increased at a high rate over the last three years.

Table 1.2: Student enrolment in academic literacy Humanities programme at the UFS

	All students		EALH Students	EALE Students	EALN Students	EALL Students	EALM Students
2015	4811		2732	861	892	352	16
2016	6716		3560	949	1179	373	16
2017	8274		4788	974	1184	481	16
2018	11479		7932	1524	1632	771	16

Although there is a slight increase in numbers in the enrolment of students in the Economic (EALE), Natural Science (EALN) and Law (EALL) literacy programmes, the increase in the Humanities' programme is concerning. Over the last 4 years, from 2015 to 2018, the student enrolment of the Humanities course (EALH) has increased by 291%, while the EALE, EALN, and EALL's numbers increased by less than 100%. However, it should be taken into account that the EALH number includes the students enrolled in the Faculty of Humanities, as well as the Faculty of Education, whereas all the other programmes serve only the student cohort of one specific faculty. Another issue concerning this consolidation of cohorts is the difference in their academic literacy abilities according to their respective NBT results. As can be seen in Table 1.3, the overall scores of the Education students are significantly lower than those registered in the Faculty of Humanities, which in turn is already lower than the overall scores in the UFS (UFS, 2018a). As can be seen, only 5.7% of Education students were included in the proficient bracket, opposed to 17.1% of the students in the Faculty of Humanities and 18% of the total students enrolled at the UFS. In comparison to the national average of 20.3%, it is significantly lower.

Table 1.3: Comparison of academic literacy scores

Comparison of academic literacy scores: Education vs Humanities vs UFS for 2018				
Performance bracket	**Education**	**Humanities**	**UFS**	**National**
Proficient	5.7%	17.1%	18.1%	20.3%
Intermediate	71.8%	68.7%	69.3%	63.5%
Basic	22.5%	14.2%	12.6%	16.2%

Taking into consideration the high attrition rate, the increase in student enrolment at the UFS, as well as the increasing need for academic literacy interventions, as reflected in the NBT results, especially among the students enrolled in the Faculty of Education at the UFS, the questions that arise are:

To what extent is the current Humanities academic literacy programme aligned with the literacy needs of the students in the Faculty of Education and how great is the need to design and develop a faculty-specific academic literacy course for its students?

In the quest to answer this research question, this study is guided by the following sub-questions:

1.2.1 What are the academic literacy competencies addressed, as well as academic literacy abilities lacking, in the current Humanities literacy course in terms of the academic literacy needs of the Faculty of Education students?

1.2.2 What are the evaluation stakeholders'[2] expectations and perceptions of academic literacy transfer from the academic literacy programme to Education modules?

1.2.3 How does the current Humanities literacy course impact Education students' academic literacy development?

1.2.4 Based on the answers to the above questions, in what manner should the existing Humanities literacy course be amended, or redesigned, to ensure that the course for the Faculty of Education students will enhance their academic literacy development in terms of their specific academic literacy needs?

1.3 RESEARCH AIM AND OBJECTIVES

In line with the research question, the aim of this study is *to determine to what extent the current academic literacy faculty-specific course for Humanities aligns with the literacy needs of the Education student to successfully negotiate their academic content and assessment requirements, and whether it is necessary to develop a separate academic literacy course for the Faculty of Education students.* This aim is in particular informed by the assumption that certain academic literacy skills are needed to ensure that students complete their studies after they enrol at a tertiary institution, as suggested by Weideman (2011; Van Dyk and Weideman, 2004a; Mayley, 2016). To keep the study within the

[2] The identified stakeholders for this specific study consist of the lecturers from the Faculty of Education; EALH1508/Education students; and the EALH1508 facilitators.

parameters of this aim, clear and focused research objectives are formulated to regulate the study (cf. Verhoef and Hilsden, 2004). These objectives are to:

1.3.1 determine what academic literacy competencies are addressed, as well as lacking, in the current Humanities literacy course in terms of the academic literacy needs of the Faculty of Education students.

1.3.2 evaluate what the stakeholders' expectations and perceptions of academic literacy needs and transfer from the academic literacy programme to Education modules are.

1.3.3 evaluate the extent to which, if at all, the current Humanities literacy course affects the Education students' performance on an academic literacy test, the Academic literacy development instrument (ALDI-test).

1.3.4 determine if it is necessary to make alterations to the existing Humanities literacy course, or develop a separate course that better caters to the academic literacy needs of these students. Thus, the aim is to offer an academic literacy course, either newly developed or adapted, that addresses the specific literacy needs of students in the Faculty of Education to contribute toward promoting academic success.

1.4 RESEARCH CONTEXT

The teaching and learning context comprises 1096 of the 1414 Education students that fit the criteria of being enrolled for the EALH1508 literacy course, as well as for an Education degree. The remaining 318 Educations students have either already completed EALH1508 in a previous year of study (n = 110) or have obtained at least 64% on their NBT (n = 208). As already stated, the NBT academic literacy levels of the 2018 Education student cohort fall mostly in the lower intermediate level (n = 940), with only 16% of students obtaining a proficient level (n = 208) (cf. Figure 1).

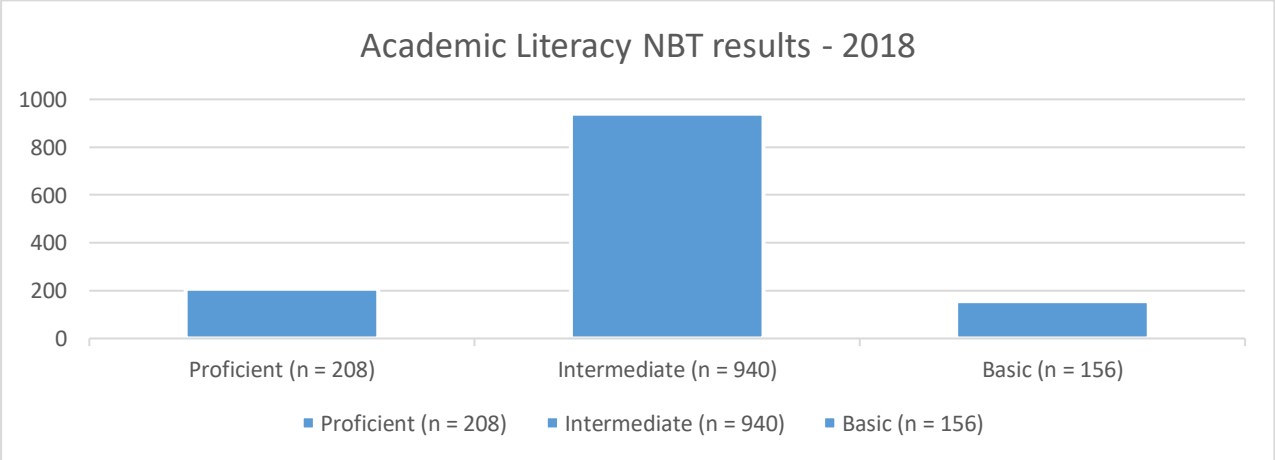


Figure 1.1: Academic literacy levels of students enrolled in the Faculty of Education

Currently, the EALH1508 cohort comprises students from the Faculty of Education, as well as the Faculty of Humanities. The consequence of this is that students, with arguably different educational and academic literacy needs in terms of their particular field of study, are taught using the same course materials. The 2018 EALH1508 cohort was divided into 57 groups consisting of between 35-40 students per group. A total of 34 facilitators of various levels of experience taught these groups.

The EALH1508 academic literacy course for the Faculty of Humanities, together with the literacy courses for Natural and Physical Sciences (EALN1508), Economic and Management Sciences (EALE1508), Law (EALL1508) and the 2nd-year course for the Faculty of Humanities (EALH2508) are hosted by the Unit for Language Development (ULD), which, in turn, forms part of the Centre for Teaching and Learning (CTL) at the UFS. There is a close working relationship between the ULD and the academic faculties at the UFS. The main purpose of the ULD's academic literacy programme is to provide additional support to the respective faculties' students in terms of academic literacy development. However, the UFS is not unique in terms of academic literacy courses, as most other HE institutions offer similar courses and programmes to support their students. It is for these reasons that this study can be categorised as a single case study.

A single case study can be defined as an intensive study regarding a person, group of people or speciality unit with a specific goal in mind (Hyett, Kenny and Dickson-Swift, 2014). Cooper, Heron and Heward (2007) argue that a single case study design mostly associates with applied fields of study, such as psychology and education. They further state that since there are usually large numbers of participants involved in a single case study, these subjects normally also serve as their own control group (Cooper, Heron and Heward, 2007), since every individual subject, in this case, students, serve as their own control by participating in the same conditions (Lobo, Moeyaert, Cunha and Babik, 2017). Kazdin (2011) specifies certain requirements that should be present in the design for it to be classified as a single case study; namely, there should be continuous assessment, as well as a baseline assessment and lastly, variability in the data. In this context, continuous assessment refers to data being collected through various stages of the study (cf. 5.4.2), while baseline assessment is represented by the ALDI pre-test results (cf. 5.4.2.1.4; Chapter 9) that were collected at the beginning of the academic year. Lastly, the variability of data could be ascribed to the fact that a mixed-method approach was used with various data collection instruments (cf. 5.4.2.1.1). This further supports the notion of this study being a

single case study. Although all of the participants that were identified and targeted are part of the South African HE environment, they are all associated with the UFS. Furthermore, within the context of the UFS, the research focus is also solely on the Faculty of Education's first-year students.

1.5 RESEARCH APPROACH

The research paradigm that was implemented in this study is that of Utilitarian pragmatism since this paradigm links strongly with an evaluation perspective, and is considered one of the major approaches to programme evaluation (Greene, 2000). Utilitarian pragmatism can be defined as an approach that considers all research activities[3] as correct if these activities are useful or for the benefit of the optimal data collection and analysis purposes after the approach has been evaluated in terms of its practical application (Gutek, 2014; Harwood, 2009). Greene (2000) also describes Utilitarian pragmatism as a research paradigm that allows for a mixed-method data collection process, thus validating the collection of both qualitative and quantitative data. To further reinforce the choice of this paradigm, Creswell (2016) suggests a mixed-method approach to facilitate data collection in programme evaluation. Morgan (2007: 73) also supports the use of a mixed-method approach within the choice of Utilitarian pragmatism because of the typical nature of this paradigm and states that it "offers the opportunity to produce properly integrated methodology for the Social Sciences in acknowledging the value of both quantitative and qualitative research methods and the knowledge produced by such research in furthering our understanding of society and social life." Feilzer (2010) also recommends a mixed-method approach to complement the selection of this paradigm, as she explains that any pragmatic approach tends to pose some methodological questions, such as how to measure or observe a phenomenon with different layers, and that a mixed-method approach has the potential to answer these questions by using both qualitative and quantitative data. For this reason, this study employed a multi-stage programme evaluation design. Maree (2016) describes this mixed-method design as a process whereby the researcher embeds several phases of qualitative and quantitative data collection in the research study to address the overall aim of the study. This approach is, thus, applicable since the study aims to evaluate the alignment between the current Humanities academic literacy course and the developmental academic literacy

[3] For the purposes of this study, the terms 'activities' and 'tasks' are used interchangeably.

needs of Education students by collecting both qualitative and quantitative data at different stages of the data collection period.

Since this study's main focus is on the alignment of the academic literacy needs of the Faculty of Education and the academic literacy abilities being taught in the Humanities' academic literacy course, as well as the literacy development of Education students at the UFS, this study can be described as a case study, seeing that the challenges that this cohort may experience might be relevant at the institutional level (Creswell, 2016). Creswell (1998: 61) describes a case study as "an exploration of a bounded system or a case (or multiple cases) over time through detailed, in-depth qualitative data collection involving multiple sources of information-rich in context". Duff (2008) argues that a case study rarely makes use of both qualitative and quantitative data and that it is only in recent times that a mixed-method approach has been used as part of case study research. For these reasons, this study will employ a mixed-method approach, since quantitative data will also be collected for the analysis process. The rationale for choosing a mixed-method approach is that the strengths of mono-method approaches can be integrated and therefore, the weaknesses of either quantitative or qualitative research can be mitigated (Cohen, Manion and Morrison, 2011). For example, quantitative research is often weak in terms of grasping the context of behaviour or giving participants a voice to raise their perspectives, while qualitative data cannot be quantified. However, by using a mixed-method approach, these can be alleviated. Furthermore, a mixed-method approach also provides more data to understand the topic of research, as well as allow for a broader set of research questions (Johnson, Onwuegbuzie, and Turner, 2012).

1.6 RESEARCH DESIGN

This study's research designs lends itself towards Lynch's Context-adaptive Model (CAM). This model can be considered an appropriate and well-suited design for this study since it is a flexible and adaptable investigative model that can be used for inquiring and evaluating language teaching (Lynch, 2003). In addition, the suitability of this model also comes to the forefront, since it caters for the context of HE that is constantly reshaping and redefining itself (Lynch, 1997). Furthermore, the CAM provides a basis for arguing for the vital contributions that an evaluative study can make to language development, especially in the case of a case study (Lynch, 1997, 2003). As suggested by Lynch (2007: 4), the steps that were followed by using the CAM can be seen in Figure1.2.

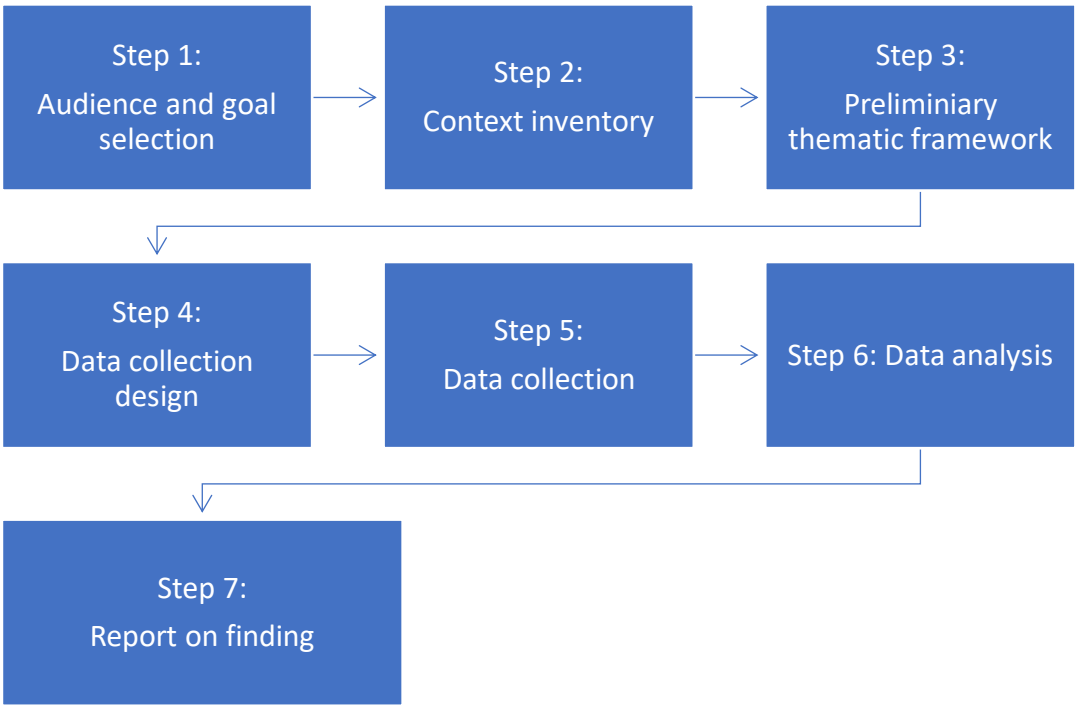


Figure 1.2: Schematic display of the CAM

1.6.1 STEP 1: AUDIENCE AND GOAL SELECTION

Lynch (2003: 3) describes the first step as identifying the audience and goals for the evaluation research. In other words, this step involves determining the stakeholders of the study, as well as the overarching purpose. In terms of this study, the stakeholders identified were lecturers involved in first-year Education modules in the Faculty of Education, the Unit for Language Development's (ULD) academic literacy programme's academic facilitators, as well as the students who are enrolled for the EALH1508 (Humanities literacy course) and an Education degree at the UFS. The inclusion of the lecturers, as well as an analysis of their respective module study material, serves the purpose of establishing the academic literacy needs of the students to successfully negotiate the course material in the Faculty of Education. On the other hand, the data collected from the EALH1508 academic facilitators, with the help of a detailed content analysis of the EALH1508 textbook, are an indication of the academic literacy abilities that are on offer in the current academic literacy course. This data is then compared to the data received from the Faculty of Education lecturers. Finally, the students' participation allowed for the collection of data to determine their perceptions regarding the usefulness of the skills taught in the academic literacy programme.

1.6.2 STEP 2: CONTEXT INVENTORY

A critical step in the evaluation process is that of the essential features that characterise the environment and setting in which the programme evaluation takes place (Lynch, 2003: 4). Concerning this specific study, the teaching and learning context was described in terms of the structure of the academic literacy programme, the number of students enrolled in the programme, the characteristics of the students, academic staff, as well as the admission criteria of the students into the programme during the 2018 academic year. Furthermore, the context inventory also took into consideration the instructional materials and resources of the academic literacy programme (EALH1508) and the selected Faculty of Education modules (EDUB1613, EDUB1623, GPED1613, and LLST1513). Lastly, during this step, the most suitable time to collect the necessary and relevant data was also mapped out.

1.6.3 STEP 3: ESTABLISHING A THEMATIC FRAMEWORK

A preliminary thematic framework is formulated during this step of the model. This thematic framework provides the conceptualisation of the programme evaluation in terms of the most important issues that have materialised during the first step, the audience and goal identification, as well as the context inventory (Lynch, 2003: 6). In terms of this study, the preliminary thematic framework was positioned with the purpose of this study; namely, to determine the alignment between the current EALH1508 academic literacy course and the specific academic literacy needs of Education students to ensure the highest possible academic success rate for these students. Thus, the preliminary evaluation theme that was identified was to establish the effectiveness of the current generic academic literacy course in supporting the academic literacy development of students' faculty-specific academic literacy needs and, if needed, design a literacy course that is more aligned to meet these academic literacy needs.

1.6.4 STEP 4: INSTITUTING A DATA COLLECTION DESIGN

The first three steps of the Context-adaptive Model combine to suggest certain questions that the researcher needs an answer to. However, the next crucial step is to determine the best and most effective manner in which to find suitable answers to these questions. These issues may include making decisions on matters such as the type of data to be collected, qualitative data, quantitative data, or both, as well as for deciding on the best methods to collect this data (Lynch, 2007: 6). For this study, a multi-stage programme evaluation design, as part of a mixed-method approach, was applied in the study (Nastasi et al*.,* 2007;

Ivankova, 2016). This, in turn, forms part of the Utilitarian pragmatic paradigm as suggested by Greene (2000), which allowed for the concurrent collection and analysis of both qualitative and quantitative data and, therefore, provided authentic and reliable insights to the research questions posed. Therefore, a convergent parallel mixed method was applied (Maree and Pietersen, 2016). Maree (2016) describes a convergent mixed method as the simultaneous collection of data concerning a single phenomenon to merge the results. This methodology allows for comparing and contrasting the results from the qualitative and quantitative data to produce well-validated conclusions (Creswell and Plano Clark, 2011).

1.6.5 STEP 5 AND 6: DATA COLLECTION

Data collection and analysis follows logically from the chosen research approach. The critical issues that concern the evaluator are with regard to the proper conduct of the researcher in terms of data-gathering, procedures followed, as well as interpreting the results (Lynch, 2007: 6). During the data collection phase of this study, all ethical considerations were adhered to. Ethical clearance was sought and received before any data was collected and all participants were informed regarding the purpose and extent of the study, after which they signed a consent form, either electronically or on hard copy.

1.6.6 STEP 7: REPORTING ON FINDINGS

Reporting the findings is the final step of this research design (Lynch, 2007: 7). During this phase, I always kept the audience and goals of the study in mind, as well as continuously considered the social and political climate dimensions of the research context. The critical issue of communicating the results honestly was considered throughout the whole process, by ensuring that all data were analysed and interpreted in a non-biased manner.

1.7 RESEARCH METHODOLOGY AND RESEARCH METHODS

Consistent with McGregor and Murname (2010), there is a strong relationship between the research methodology and the research methods that are applied in a study. Whilst methodology is about the principles that guide a study and subsequently form the diversity of the entire body of knowledge, methods include technical procedures applied to conduct research, such as interviews, surveys, literature reviews and participant observation (McGregor and Murname, 2010; Smit, 2012). The choice for the use of particular methods in a study is shaped by the methodology since the methodology provides the philosophical assumptions and guidelines of the study.

1.7.1 AN EMPIRICAL APPROACH: MIXED-METHOD APPROACH

For McGregor and Murname (2010: 2), methodology:

> is a branch of knowledge that deals with the general principles or axioms of the generation of new knowledge. It refers to the rationale and the philosophical assumptions that underlie any natural, social or human science study, whether articulated or not. Simply put, methodology refers to how logic, reality, values and what counts as knowledge inform research.

Rajasekar, Philominathan and Chinnathambi (2013) describe a research methodology as a systematic way to solve problems and answer questions, but also add that it is the procedures that researchers use to describe, explain and to predict phenomena. A research methodology subsequently refers to the philosophical viewpoint that systematically directs a study to find a suitable answer to the research question.

A mixed-method approach, and more specifically, a convergent parallel mixed-method approach was employed in this study. This approach can be defined as multiple phases of qualitative and quantitative data collection embedded within an evaluation model to address a larger programmatic model (Nastasi, Hitchcock, Sarkar, Burkholder, Varjas, Jayasena, 2007). O'Cathain, Murphy and Nicholl (2010) explain that a convergent parallel mixed method design, also known as triangulation design, occurs when a researcher uses concurrent timing to carry out quantitative and qualitative data collection during the same phase of the research study. They further add that both the qualitative- and quantitative data have equal importance in addressing the research problem by merging the results during the overall interpretation (O'Cathain et al., 2010). This also enhances the triangulation process. Ivankova, Creswell, and Clark (2016: 313) define mixed methods research as "a procedure for collecting, analysing and combining or 'mixing' both quantitative and qualitative data at some stage of the research process within a single study to understand a research problem more completely". This approach is useful when the integration of methods is needed to identify, challenge, or to transform some sort of injustice (Ivankova, Creswell and Clark, 2016). In addition, the convergent parallel mixed-method design enabled the collection and analysis of triangulated data sets, as will be shown in Chapter 10, which, according to Terre Blanche and Durheim (in Maree, 2016: 42), increase the interpretive validity of the findings and recommendations.

By following the multi-stage programme evaluation design (cf. Figure 4.2), quantitative and qualitative data were concurrently collected to create and analyse rich sets of triangulated data. The qualitative data that was collected includes a thorough document analysis, three sets of focus group discussions, as well as open-ended questions that were included in the QuestBack questionnaires[4] (cf. 5.4.2.1.2). In contrast, the data received from the ALDI-test and the Likert scale questions of the questionnaires can be classified as quantitative data. Thus, this design grants the researcher the opportunity to obtain authentic and reliable insights into answering the research questions posed. Therefore, this convergent parallel mixed method, which was embedded in the multi-stage evaluation design, allowed me to arrive at findings informed by rich data sets, and in return enabled me to fulfil my research objective.

The sources used in this research study included academic articles, journals and publications, credible internet sources written and published by members of the academy, official documents, as well as self-transcribed interviews, amongst others. These correspond with the description of credible and relevant empirical research sources as provided by Jarvis (1999; Trochim, 2012).

1.7.2 RESEARCH METHODS

Research methods can be described as the various procedures and schemes that a researcher uses to collect samples, data, and information to find a suitable answer or solution to a specific problem or question (Jabareen, 2009). In a similar vein, McGregor and Murname (2010) define research methods as the various tools, techniques or processes used in a study to collect relevant and sufficient data or information regarding a specific research topic. Five different research methods were used in this study; namely, a literature review, document analysis, semi-structured questionnaires, focus group discussions, and data received from the ALDI-test. These methods strongly align with my methodology as a mixed-method approach and are mostly associated with both qualitative and quantitative data collection methods, such as those used in this study (cf. Sebera, 2012).

[4] QuestBack is an online feedback platform that was used for the three sets of questionnaires administered to the three main stakeholders of this study; namely, the Faculty of Education lecturers, the EALH1508/Education students and the EALH1508 facilitators.

1.7.2.1 Literature Review

Robinson and Reed (1998) describe a literature review as the systematic search of already published academic work to establish what is already known about a certain research topic, as well as to ensure that duplication does not occur. Bless and Higson-Smith (2000) add to the value of an extensive literature review by stating that it also enables a researcher to identify knowledge gaps, discover connections or contradictions, and to familiarise oneself with current developments in the intended research field. This method enabled me to develop a clear understanding of academic literacy and associated abilities, as well as its relational importance. Furthermore, the literature review also enhanced my comprehension of L2 acquisition theories. However, the most important outcome from the literature review was that it aided me to develop an extensive academic literacy construct that was ultimately used to inform my data collection instruments.

For the construction of an academic literacy framework, I made use of the eight phases suggested by Jabareen (2009) to develop a conceptual framework which includes the mapping of the selected data sources, extensive reading and categorisation of the selected data, the identification and naming of concepts, the deconstruction and categorisation of the concepts, the integration of the concepts, the synthesis, re-synthesis, and sense-making, the validation of the conceptual framework, and the rethinking of the framework. During the literature review process, I specifically focused on Jabareen's (2009) first five phases of conceptual framework construction. The first phase entails the selection of relevant sources, both primary and secondary. In this regard, I did extensive reading on what academic literacy skills are considered important for individual success regarding tertiary education. Based on the literature review, I identified and categorised skills into different groups. Finally, I integrated the shared concepts in specific and appropriate sub-divisions. This process was indirectly linked to my first objective, which was to determine what vital academic literacy skills are required to successfully negotiate the content of the generic modules that all first-year students in the Faculty of Education have to enrol for.

Whilst a literature review enabled me to obtain my first research objective, it was also useful in informing all my research instruments; namely, the questionnaires, focus group interview questions, as well as supplying relevant and appropriate information to guide my document analysis. As mentioned, the literature review informed the development of this study's conceptual academic literacy ability framework, which, in turn, informed the questions

included in both the online questionnaire, as well as the questions in the focus group discussions. Furthermore, it also helped with the formulation of themes that were used to guide the document analysis in terms of the academic literacy abilities included in the relevant study material of the Education first-year students.

1.7.2.2 Document Analysis

The Academic Skills and Learning Centre (2009) states that a document analysis is not just a mere summary, explanation, or report concerning the content that is contained in a specific document, but rather entails a depiction of the intent or purpose of the document in question, especially regarding the particular context it relates to. A document analysis can, therefore, be regarded as a research method that refers to the various techniques that involve the categorisation, investigation, comparing, analysis and interpreting of physical written documents (Payne and Payne, 2004; Richie and Lewis, 2003). It, thus, entails the examination of documents and records that are relevant to a specific study. Bowen (2009) defines document analysis as a form of qualitative research in which documents are interpreted by a researcher to give voice and meaning to the research topic. This process involves the analysis of documents by coding the content according to themes (O'Leary, 2014). Furthermore, Richie and Lewis (2003) describe a document as something that can be read and is relevant to an aspect of the social sphere. Within the context of this particular study, I considered documents, such as *inter alia*, the EALH1508 textbook[5] (Academic encounters: Life in Society) (cf. 6.3.2), the study material of *The individual in the learning context* (EDUB1613), *What it means to educate: theoretical perspectives and their significance for SA Education* (EDUB1623), and *General Pedagogics 1: Managing the Curriculum* (GPED1623), as well as the study guide for *Lifelong learning skills for teachers* (LLST1513)[6] (cf. 6.3.1). I furthermore considered several documents and policies with regard to applicable academic literacy abilities as relevant for my particular study, such as Patterson and Weideman's (2011) Academic literacy construct, the Test for Academic Literacy Levels (TALL) and the National Benchmark Test (NBT). Therefore, I analysed, compared and interpreted these documents in terms of differences, as well as similarities concerning the key academic literacy abilities embedded in them. This allowed me to

[5] EALH1508 is one of the English Academic literacy courses on offer at the University of the Free State and is dedicated to the combined first-year students of the Faculties of Humanities and Education.
[6] EDUB1613, EDUB1623, GPED1623 and LLST1513 are four pre-selected first-year modules taught in the Faculty of Education and is compulsory to all first-year Education students.

develop a conceptual framework (cf. Table 3.1) which was used in the development process of the research instruments in terms of relevant academic literacy abilities needed by HE students. Furthermore, it also aided me during the data analysis stage of this study, as it allowed for the comparison between the conceptual framework and the selected documents, as well as informed the questions that were included in the questionnaire and focus group discussions. The document analysis also enabled me to find alignment between the academic literacy abilities needed in the Faculty of Education and the abilities offered in the EALH1508 course.

The document analysis added value to my study in the sense that it assisted with the partial realisation of my first research objective; namely, to conduct a needs analysis of the academic literacy needs of Education students towards developing the necessary academic literacy abilities to successfully negotiate the course material in the Faculty of Education, as well as analyse the current Humanities academic literacy curriculum in terms of the academic literacy abilities needed to complete the specific Education modules. It was through the document analysis that I could gather reliable information, not only regarding possible curriculum changes but also concerning the necessary key academic literacy abilities that students have to acquire during their tertiary education in the Faculty of Education.

1.7.2.3 Semi-structured questionnaires

According to Maree and Pietersen (2016; MacMillan and Schumacher, 2001), a survey, with a questionnaire as the method of choice, allows a researcher to collect data and information about its respondents' attitudes, values, ideas, feelings, habits, opinions and demographics. MacMillan and Schumacher (2001: 602) further define this type of research as "the assessment of the current status, opinions, beliefs, and attitudes by questionnaires from a known population". On the other hand, Cohen, Manion and Morrison (2001: 169) proclaim that surveys "set out to describe and to interpret *what is*". According to Crowther, Smith and Herbst (1994; Maree and Pietersen, 2016), the data received from questionnaires serve the purpose of describing and providing data regarding the status of a specific phenomenon, as well as to tracing change and drawing valid and reliable conclusions. The intention of the questionnaires used in this study was, firstly, to establish the academic literacy needs according to the Education lecturers with regard to the modules they present to the first-year Education students. Secondly, it was also used to determine what the perceptions of the

Education students were in terms of the usefulness and transferability of these academic literacy abilities, and lastly, to gather the opinions of the EALH1508 academic facilitators on the teaching frequency and success rate of these academic literacy skills.

1.7.2.4 Focus group discussions

One of the main assumptions about focus group discussions is that group interactions will produce a much wider range of responses, as well as activate forgotten details of experiences. Furthermore, focus group discussions might also liberate inhibitions that may otherwise discourage participants from disclosing information during individual interviews (Nieuwenhuis, 2016). Creswell (2007) is of the opinion that focus group discussions can produce detailed and rich data that is very difficult to achieve through other conventional research methods. This is due to the role of the researcher. During a focus group discussion, the researcher takes a peripheral role, rather than a central role, towards facilitating the discussion (Nyamba, Wilson, Derrick, and Mukherjee, 2018). As a result, a more relaxed atmosphere is created, which allows the participants to be more honest in their response than is usually the case in one-on-one interviews, where the researcher adopts the role of an investigator.

One of the major advantages of using a focus group discussion, in contrast to a normal group interview, is the fact that during a focus group, the participants are encouraged to debate a certain topic and this group dynamic assists in meaningful data generation (Nieuwenhuis, 2016). In other words, this forced dynamic becomes a fundamental part of the procedure, where participants are engrossed in discussion with each other, rather than just commenting or answering the questions or statements bluntly in an interview, as might be the case in an individual interview. Furthermore, these discussions also allow for unexpected inputs from the participants, as well as new perspectives on a given topic (Maxwell, 2009). This dynamic was especially valuable to the study, since the method allowed me to build on various comments and ideas, and therefore provided in-depth information that would not have been attainable from a normal group interview or individual interview sessions.

1.7.2.5 ALDI-test

The Academic Literacy Development Indicator (ALDI) test is an instrument that was developed by the academic staff of the Unit for Language Development (ULD) at the

University of the Free State as part of a greater study, the ULD Impact study. The purpose of this test was to establish what the possible impact of the academic literacy course had on the development of academic literacy abilities of the students enrolled in the academic literacy programme. The test further aimed to determine which of the identified academic literacy abilities required more, or in some cases, less attention during contact sessions to ensure continuous, focused and relevant curriculum development. The ALDI-test also aimed to measure the ability of students to use the English language for formal academic purposes, otherwise known as the cognitive academic language proficiency (CALP) (cf. 2.2), as opposed to informal social settings (Cummins, 2009). However, in terms of assessing CALP, the ALDI-test is not faculty or discipline-specific, but rather assesses general English academic vocabulary, generic language, and academic literacy abilities that all students should have when registering for tertiary studies. The final test consists of 70 items and resembles that of validated tests, such as the Test of Academic Literacy Levels (TALL) and Toets van Akademiese Geletterdheid (TAG) (Van Dyk and Weideman 2004a and 2004b). The ALDI-test measures academic literacy abilities, such as understanding texts, academic vocabulary comprehension, textuality, interpreting graphs and visual information, recognising communicative function and text type, text editing, and paraphrasing (cf. Appendix G; Table 9.3).

1.8 ETHICAL CONSIDERATIONS

Gravette and Forzano (2003) make the statement that professional ethics and conduct have only recently become important in the Social Sciences, especially in terms of the ethical responsibility category, involving responsibility to research participants, as well as a responsibility to the discipline of science (i.e. honest reporting). All regulations and stipulations of the Ethical policy of the UFS were adhered to. Firstly, the principle of non-maleficence was applied; namely, to ensure that all harm and risk towards the participants were mitigated (Fouka and Mantzorou, 2011). Secondly, informed consent was acquired and confidentiality and anonymity were always assured. Thirdly, any vulnerable participant was handled with care. Fourthly, the principle of beneficence was also applied, which states that any research should be significant and promote the welfare of the community (Beauchamp and Childres, 2001). Furthermore, if any conflict of interest was present, it was required to be declared immediately and, lastly, deception, for instance falsifying information or data, were avoided at all times (University of the Free State, 2014). This also included applying for ethical clearance (UFS-HSD 2017/1518) from the relevant authorities at the

UFS before the commencement of data collection (cf. Appendix H). All data were, furthermore, kept on my personal laptop and backed up to an external hard drive, both of which were password protected. Moreover, I ensured that all applicable and appropriate ethical considerations were considered throughout the research process and reporting of this study. For instance, I made use of appropriate paraphrasing and referencing techniques, as well as submitted this work regularly on the Turn-it-in software, to verify that no plagiarism occurred.

1.9 CREDIBILITY, RELIABILITY AND VALIDITY OF THE STUDY

Credibility can be defined in terms of how confident the researcher is in the truth of the research study's findings (Cohen, Manion, and Morrison, 2011). In other words, it refers to how the researcher can ensure that the study's findings are true and accurate. One method to increase the credibility of a study is the triangulation of the data that were generated. Triangulation can be defined as the process of seeking the "convergence and corroboration of results from different methods studying the same phenomenon" (Johnson, Onwuegbuzie, and Turner, 2012: 115). Cohen et al. (2011: 17) describe triangulation as an attempt to map out or explain the richness and complexity of human behaviour more comprehensively by studying it from more than one standpoint. Hence, triangulation is the act of combining various research methods to study a single phenomenon. Although these research methods can intersect and overlap at times, they provide a richer and more accurate account of findings. Since this study employed a multi-stage convergent parallel mixed-method approach, where both quantitative and qualitative data were concurrently collected, the chance of data triangulation was significantly enhanced.

Reliability in research can be described as the measure of the stability or consistency of test scores, as well as the research study as a whole. In terms of the research in general, reliability can be described as consistency in the sampling of participants, as well as consistency during the interview process and analysis procedures (Duff, 2008; Gall, Gall and Borg, 2007; Borg 2003). It can also be thought of as the ability for a test of research to be repeated with similar results (Van der Slik and Weideman; 2005). The reliability of a test, as was the case with the ALDI-test, can be determined by applying statistical tools, such as Kuder-Richardson 20, which measures internal reliability or Cronbach's alpha, which measures internal reliability for tests with multiple possible answers (Anney, 2014). Both these tools were used during the analysis process of this study (cf. 5.4.3). In terms of the

qualitative data of the focus group discussions, the fact that interviewees' responses were recorded and noted, as well as the presence of two researchers, increased the reliability of this data collection. The researchers also allowed the interviewees an opportunity to read the questions and jot down some ideas before they participated in the focus group discussion. This process assisted the participants in focusing their attention and reflecting on the questions at hand, which also enhanced the reliability of this study.

Validity is the extent to which a result, conclusion or measurement is justifiable and likely to be consistent to the real world based on probability (Brains, Willnat, Manheim and Rich, 2011). Several steps were taken to ensure the validity of this study as suggested by Terre Blanche and Durheim (in Maree, 2016: 42). Firstly, the aims and objectives of this study were clearly defined, as well as operationalised. Secondly, all research methods, including the ALDI-test, were carefully matched with the objectives to help ensure validity. Lastly, since a multi-stage mixed-method approach was used, triangulation of data analysis was possible, which also enhanced validity.

1.10 DEMARCATION OF THE STUDY

When considering the title of this study - *Strengthening the alignment between an academic literacy course and the literacy needs of Education students* - at face value, the impression might be that this study can be demarcated to the field of curriculum studies. Du Preez and Simmons (2014; Pinar, 2007) describe curriculum studies as the broad interpretation of the curriculum in the socio-political contexts in which it functions. Moreover, it is the analysis and evaluation of curriculum-related concepts in such a manner to add or review the current curriculum in order to increase its effectiveness in the physical environment. The field of Curriculum studies is, thus, relevant to the implementation and interpretation of the different policies and how people learn. In the context of this study, the ultimate goal of this project was to determine and interpret the current alignment of the academic literacy abilities taught in the EALH1508 course and the academic literacy needs in the Faculty of Education. Therefore, the focus was mostly on the content of the EALH1508 course to establish if the literacy skills embedded in this content met the relevant literacy needs of Education students or not (cf. 1.3.1).

Furthermore, data were also collected to determine if the course set out to do what it was supposed to accomplish. The insights of the EALH1508 facilitators that were gathered, in

terms of the possible successful transfer of skills from the academic literacy course to the students, were immensely helpful in determining the effectiveness of the EALH1508 course. Furthermore, students also gave their opinions regarding the transferability of the academic literacy abilities learned in the literacy programme to their other modules in the Faculty of Education. The focus was, thus, on the intended, as well as the enacted curriculum. The intended curriculum refers to the set of objectives that establishes the goals and purposes of the curriculum (Kridel, 2010).

On the other hand, the enacted curriculum refers to the interactions between the instructor and the student in terms of the instructions, content and activities in the teaching and learning environment (Schneider and Plasman, 2011). Thus, the intended curriculum implies the curriculum on paper, while the enacted curriculum refers to the curriculum in practice. Although students from several faculties, such as the Faculties of Humanities, Education, and Theology, as well as the Department of Nursing in the Faculty of Medical Sciences, are enrolled in the Humanities academic literacy course (EALH1508), this study focuses only on the Faculty of Education. Lastly, this study falls within the field of HE, since it is situated in both the Faculty of Education and the Unit for Language Development at the UFS. Since the aim of this study (cf. 1.3) is to improve the alignment between these two entities in terms of academic literacy needs, which are both situated within the HE environment, this study falls under the research field of HE.

1.11 VALUE OF THE RESEARCH

The value of this proposed study is five-fold. Firstly, it offers insight into the alignment between the academic literacy competencies needed at first-year level in the Faculty of Education and those currently developed in the Humanities academic literacy course. Secondly, the study provides data that can be used to either make adjustments to the existing Humanities academic literacy course to better cater to the literacy needs of Education students or to create an independent course that is tailor-made to the unique literacy requirements of the Education student cohort. Thirdly, the study also provides data regarding the potential changes that could be made to the benefit of the Education students in terms of equipping them with the necessary academic skills for the successful negotiation and completion of the module content in the Faculty of Education. Fourthly, it allows for closer collaboration between the ULD and the Faculty of Education, which will not only benefit the ULD, but also the Faculty of Education. Lastly, the study provides an extensive

academic literacy framework, although generic, of the most important academic literacy abilities required in HE. This framework could be applied in other contexts all over the South African HE environment to determine the effectiveness of various academic literacy support programmes across the country. In terms of the field of Education, this research could contribute to the specific academic literacy needs of Education students in the HE environment, which is currently an under-researched area. Furthermore, it also highlights the necessity to address academic literacy in a discipline-specific manner to provide sufficient support to students to develop the required academic literacy skills to gain access to their respective discourse communities. Although a generic approach would not necessarily be inadequate, this study shows that a faculty-specific approach would be more beneficial to students' academic literacy development in terms of their field of study.

1.12 LAYOUT OF CHAPTERS

This study is divided into 12 chapters. The first chapter serves as a contextual orientation, giving a brief background description of the issue at hand, as well as listing the research questions and the corresponding research objectives. Furthermore, it also discusses the research approach, research methodology, and data collection instruments, and concludes with the ethical considerations and the possible value of the study.

Chapters 2, 3, and 4 provide an overview of the relevant literature, each focussing on a specific aspect necessary to address the research objectives. Chapter 2 deals primarily with relevant second language (L2) acquisition approaches and theories that could be drawn on to teach academic English to L1 or L2 students who are enrolled in an academic literacy course. Therefore, the purpose of this chapter is to aid during the evaluation of the current academic literacy course of the Faculty of Education (EALH1508), by providing a sound theoretical framework of the current Humanities literacy course and its possible redesign to focus specifically on the unique needs of the Educations students to fulfil those needs as effectively as possible. Chapter 3 focuses on developing an academic literacy construct that informs the data collection instruments. The development of the data collection instruments was specifically focused on determining the academic literacy abilities needed by Education students to successfully engage with their Education modules. Chapter 4 explores the TESOL (Teaching English to Speakers of Other Languages) curriculum design theory, as well as the Context Adaptive Model (CAM) used for programme evaluation and the possible compatibility of these two theories for the evaluation of the current EALH1508 course. The

rationale for this specific choice of curriculum design is that all enrolled students in the academic literacy programme, whether L1 or L2 English speakers, are in need of support to acquire the necessary academic literacy abilities to reach an appropriate proficiency level in required academic discourse expected in the HE environment. Therefore, all these students can be regarded as L2 speakers of academic English, making the TESOL curriculum design suitable for an EAP curriculum. These reasons are argued in more detail in the subsequent chapters. Chapter 5 discusses the methodology employed in this study and sheds light on the research methods, research instruments, and methods of data analysis that are employed in Chapters 6, 7, and 8.

In Chapters 6, 7, 8, and 9, the collected data are discussed and analysed. Chapter 6 contains the document analysis of the prescribed EALH1508 textbook, as well as the document analysis that was conducted on the study material of the four pre-selected Education modules; namely, EDUB1613, LLST1513, EDUB1623, and GPED1623. Chapter 7 entails the data analysis of the three sets of QuestBack online questionnaires, while Chapter 8 focuses on the data analysis of the focus group discussions that followed the completion of the questionnaires by the study participants, as well as the open-ended questions included in the QuestBack questionnaires. Lastly, Chapter 9 contains the discussion of the results of the ALDI-test in terms of the impact of the current Humanities academic literacy course on the academic literacy skills development of Education students.

Chapter 10 is dedicated to the interpretation and discussion of all the analysed data to inform the decision to either develop a new tailor-made course for Education students, in terms of their specific literacy needs, or to modify the current EALH1508 course (cf. 1.1.3).

The second-last chapter, Chapter 11, gives an overview of a suggested framework and outline for a literacy module that is aligned with the academic literacy needs of the Faculty of Education students. The study concludes with a summary and recommendations of the study, as well as a self-reflection in Chapter 12.

1.13 CHAPTER 1 SUMMARY

This chapter served as an orientation of the study and introduced various aspects thereof, such as the subsidiary questions and the concomitant research objectives that guided the pursuit of finding answers to the research question. In addition, a brief overview was

provided of the methodological framework that informed the language programme evaluation in this study. As this is an empirical study, a mixed-method approach, more specifically a multi-stage convergent parallel mixed-method research approach, was adopted. In line with this approach, it was explained that the methods utilised in this study entailed a literature review, document analysis, questionnaires, a pre- and post-academic literacy test, and focus group discussions. All ethical regulations, as well as stipulations as prescribed by the UFS, were considered and ethical clearance was obtained (UFS-HSD 2017/1518) (cf. Appendix H). Furthermore, gateway approval was also obtained to allow the participation of academic staff and students in this study (cf. Appendix I). Subsequently, the possible value of the study was discussed and a brief chapter overview was provided for the study.

The third objective of this study is to determine if it is necessary to make alterations to the existing Humanities literacy course or to develop a separate academic literacy course that addresses the specific literacy needs of students in the Faculty of Education that would contribute toward promoting academic success. To allow for this objective, the focus of the next chapter is an investigation of effective L2 curriculum design, L2 acquisition theories, as well as approaches to teaching and learning of L2 student

CHAPTER 2: ENGLISH SECOND LANGUAGE ACQUISITION (SLA) THEORIES AND APPROACHES.

2.1 INTRODUCTION

This chapter discusses relevant and applicable theories regarding L2 acquisition as they relate to this study. Furthermore, the chapter also explores approaches that can be used to enhance the acquisition process. These theories and approaches include basic interpersonal communicative skills (BICS), cognitive academic language proficiency (CALP), second language acquisition (SLA), Krashen's Monitor Model, the Acculturation Model, New Literacy Studies (NLS), content-based instruction (CBI), as well as the Integrated Approach. However, this chapter cannot be viewed in isolation, as this chapter and the following two chapters are fundamentally linked. For this reason, a brief overview of these two chapters is also provided. Chapter 3 is an extension of Chapter 2 and discusses the concept of academic literacy, which also serves the purpose of constructing an academic literacy framework that informed the data collection instruments that aided in the analysis of all the collected data. Furthermore, Chapter 2 also discusses the relationship between SLA and academic literacy acquisition. Chapter 4, the last of the literature review chapters, explores theories regarding programme evaluation and curriculum design to evaluate the current EALH1508 academic literacy course used at the UFS.

2.2 BASIC INTERPERSONAL COMMUNICATIVE SKILLS (BICS) AND COGNITIVE ACADEMIC LANGUAGE PROFICIENCY (CALP)

For the purpose of teaching academic literacy abilities, it is important to distinguish between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). According to Cummins (2008; 2009), BICS can be defined as the linguistic skills needed in everyday, social, face-to-face interactions with family, friends and peers. The language used in these everyday social interactions is context-embedded, implying it is meaningful, cognitively undemanding, as well as non-specialised. On the other hand, CALP focuses more on the academic language used in the teaching and learning environment in a specific content area (Cummins, 2009). Adding to this, CALP is also defined by Cummins (1980) as a level of language that requires formal language skills in speaking, listening, reading, and writing specific to academic learning. Furthermore, Cummins also proposes that learning "from experience and action" (SLA) is significantly

different from the learning that takes place "from texts and teachers" (SLL) (Snow, 1995; Cummins, 2000: 65), since the latter relies heavily on the use of decontextualised language – i.e. "'language used in ways that have nothing to do with reliance on shared social and physical contexts but rather rely on a context created through the language itself'" (Cummins, 2000: 64) (cf. 2.3). In other words, in decontextualised language, there is no shared social context that a person can rely on to figure out what something means, or how a person should respond. Cummins (2000) generally links decontextualised language with the concept of cognitively demanding language. Thus, CALP is the more decontextualised, cognitively demanding language used in HE in comparison to BICS, which is considered a more contextualised, cognitively undemanding language that is picked up through familiar interactions, gestures and tone of voice. Therefore, CALP can be described as cognitively demanding language, involving the understanding and use of abstract concepts, which is requirement for tertiary studies (Van Dyk, 2005).

Cummins (2000) further suggests that the distinction between BICS and CALP reflects a pattern of language development that also exists in both L1 and L2 English speakers. Thus, in contrast to BICS, CALP is much more specialised, context reduced[7] and, at times, quite abstract (cf. Figure 2.2). Arguably, the lack of CALP proficiency will require academic interventions to ensure students acquire the necessary academic literacy abilities to enhance their academic English competence to ensure academic success during tertiary education. The fact that students need courses to achieve proficiency in academic literacy (whether in English or another language) is further confirmed by the results of the NBT test (cf. Table 1.1) and other benchmark assessments, as well as the high HE drop-out rate (cf. 1.1) (Kasanga, 1998; Balfour, 2002; Webb, 2002). This is despite the fact that English is the language of instruction in the majority of schools in South Africa from grade 4 onwards (Webb, 2002: 187; Balfour, 2002: 159), which indicates that both L1 and L2 school-going learners do not progress sufficiently in their mastery of English in terms of what is required for tertiary education. Their English proficiency acquired at school is inadequate for a HE learning and academic writing purposes (Kasanga 1998:107; Chimbganda 2001: 147). Despite having had English as a subject and as their language of instruction for at least their

[7] In terms of Cummins' four-quadrant model, context reduced refers to the fact that communication, either written or verbal, contains very few communicative clues to support comprehension. This might include activities such as writing research reports on assigned topics in social studies, listening to a lecture on an unfamiliar topic, or reading Shakespeare's Romeo and Juliet in its original format without illustrations.

five years at secondary school, students are not developing their academic English language abilities sufficiently, also referred to as “cognitive academic language proficiency” (CALP) (Cummins 1979; Kasanga 1998:106; Van Dyk, 2005), which can have a negative effect on their academic studies. To succeed in their tertiary studies, students need to develop academic language proficiency, as well as content-area knowledge and skills (Garcia, 2000; Freeman and Freeman, 2003).

Academic literacy courses seek to address these shortcomings. However, these academic interventions also serve another purpose; namely, to provide students access and acceptance to the discourse communities related to their field of study (cf. 2.4). The notion of discourse communities will be discussed in detail in a later section in this chapter. Du Plessis and Gerber (2012) state that the notion of access to particular discourse communities is particularly relevant to South Africa, since the South African schooling system seems to fail to equip students with the necessary basic academic English language skills to cope with the language demands at tertiary level. In terms of this statement, Du Plessis and Gerber (2012) elaborate that although these students can communicate with relative ease in informal social situations, their academic literacy skills (CALP) are not sufficiently developed, which makes the transition from basic to higher education problematic. Similarly, Parkinson, Jackson, Kirkwood and Padayachee (2008) posit that most South African students enter tertiary studies from secondary school with inadequate basic reading and writing abilities, not to mention academic reading and writing abilities, which adversely affects the development and acquisition of CALP. As part of developing CALP, students also develop academic skills, such as comparing, analysing, synthesising, evaluating and inferring abilities (Cummins, 2008). Without adequate CALP, students will struggle to fully integrate into their desired discourse communities and become accepted members. While it will take students only between 1 and 2 years to develop sufficient BICS, it could take up to 7 years to develop CALP (Colorin Colorado, 2018).

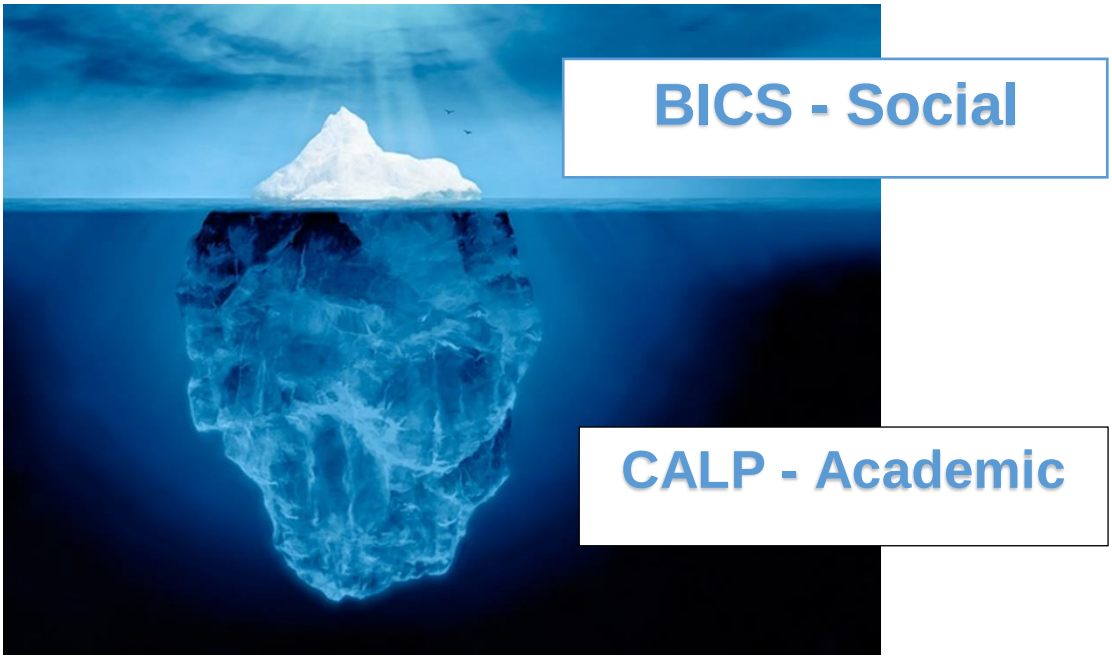


Figure 2.1: Cummins' Iceberg metaphor

Cummins' (1982) iceberg metaphor (cf. Figure 2.2) illustrates the "above the water" (BICS) and the vastness of the underlying language proficiency of CALP "below the water". As illustrated in Figure 2.2, Cummins (2008) states that BICS represents a mere 10% of the language proficiency of an academically competent student, since, as indicated before, students will have to be competent in both BICS and CALP to be able to develop the necessary academic English proficiency level to be accepted as members of the desired academic community. Cummins (1982) developed *The framework for the development of language proficiency*, which emphasises the pivotal role of context in supporting learners' academic language and academic literacy development. Cummins' quadrants, a development continuum, are relevant in highlighting the challenge in developing CALP, especially in relation to students attempting to acquire a sufficient proficiency level in academic English (cf. Figure 2.3).

The first two quadrants represent BICS. These are the language of the "here and now" (1) and the learner's "lived experiences" (2). Quadrant 3 is a very important transitional quadrant, since this is where students shift between, for example, learning to read to reading to learn. Lastly, Quadrant 4 is characterised by the acquisition of abstract competence. To

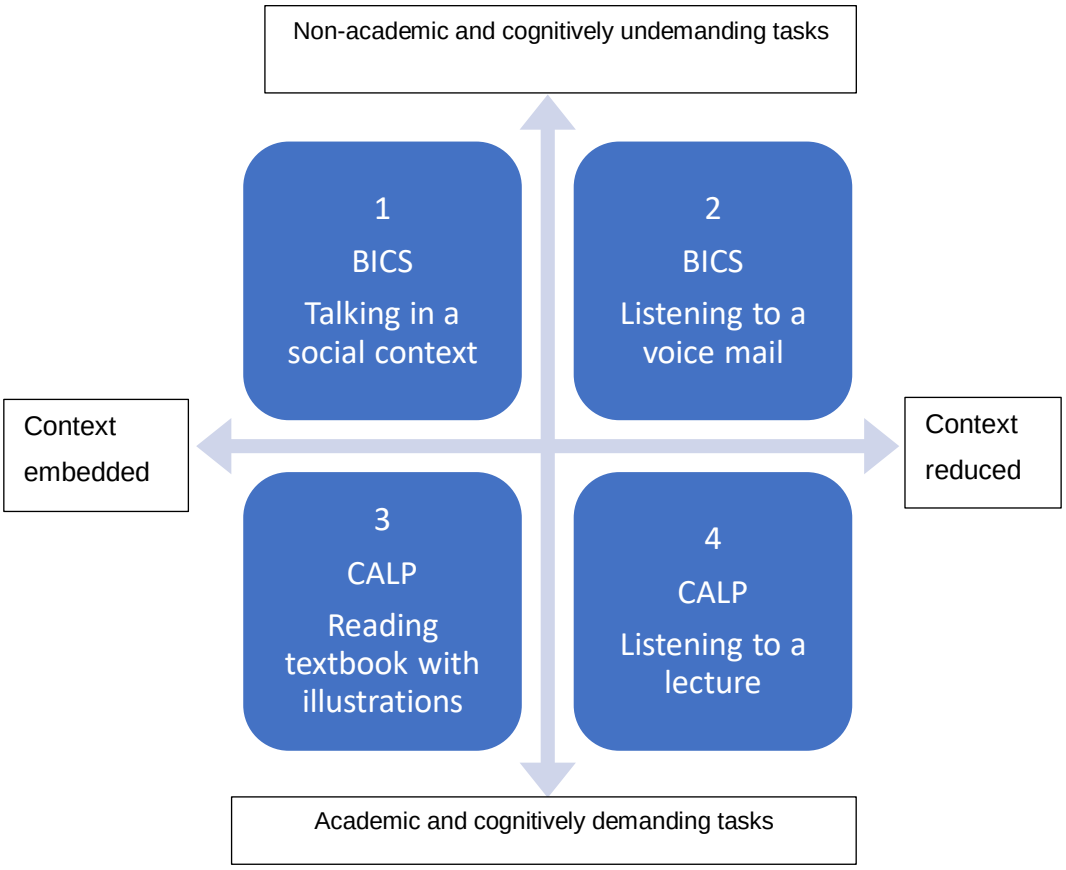


Figure 2.2: Cummins' (2002) framework for the development of language proficiency

successfully reach and master Quadrant 4, students have to make use of vocabulary-building and secondary discourse proficiency required in the HE environment (Cummins, 1996). Moskowitz's (1978) study, which is still widely cited and accepted, states that the more a person reads independently, the bigger their vocabulary grows, which, in turn, will allow the person to improve and develop their academic writing ability and, therefore, the competence and proficiency in the target language.

In terms of language proficiency and academic literacy development, Cummins (2009) identifies three stages; namely, conversational fluency, discrete language skills, and academic language proficiency. Conversational fluency refers to the ability to uphold a face-to-face conversation; however, this fluency only reflects a small portion of the language skills that are required to achieve academic success, as it only involves using high-frequency vocabulary and relatively uncomplicated grammar and sentence construction. During the following stage, discrete language skills, students internalise the rule-governed aspects of grammar, such as spelling and more complex sentence construction, which can be used for

generalisation, to other instances relevant to the specific grammar rule. The last stage, academic language proficiency, includes aspects, such as knowledge of less frequently used words and the ability to interpret and produce complex written texts (Cummins, 2009). It requires at least 5 to 7 years to successfully advance through these three stages. This time frame, 5 to 7 years, poses a significant challenge, since most students who enter HE, and the UFS is no exception, do not possess the necessary academic literacy skills to navigate their studies successfully in the required time frame, as can be deduced from the NBT results, (cf. 1, 1). In order for these students to meet the stringent academic demands of HE, they need to acquire the necessary academic literacy skills as quickly as possible upon entering the HE environment. Most academic literacy courses are only offered for a year or two (at most), which could have negative consequences for students' academic literacy development and, thus, their progression through university (Weideman, 2012).

The dual threshold theory (Cummins, 1996) is also very relevant to L2 teaching, which assumes that when both languages, L1 (on a BICS level) and L2 (on a CALP level), ultimately reach similar levels and the "below the water" surface mass is still relatively large, the bilingual individuals will gain several advantages over their monolingual counterparts (cf. Figure 2.3). However, it is important to note that very few people ever reach full bilingual proficiency, since there will always be one dominant language (DeVries, 1999). Nevertheless, this is not necessarily always the L1, as it will be the language that is used and practiced most frequently (DeVries, 1999). This last statement is especially important in the context of academic literacy teaching, since the main purpose of an academic literacy programme is to develop a student's CALP skills required to ensure academic success in the HE environment, as effectively as possible (DeVries, 1999). Therefore, the most important aspect in terms of academic literacy teaching is the improvement of the depth of the "below the surface" (cf. Figure 2.1) language knowledge to provide students with the best possible opportunity to reach their full academic potential. Weideman and Van Rensburg's (2002: 155) claim that "language proficiency is critical for academic performance at higher education", and one of the most important conclusions that could be made is to ensure that all students, whether they be L1 or L2 English speakers, develop the required proficiency in CALP to enhance their chance of academic success in the HE environment.

Criticism has emerged with regarding the implementation of Cummins' framework for the development of language proficiency in the HE environment in the South African context (Coetzee-Van Rooy, 2010). One of the issues raised is the fact that "Cummins framework was intended for a pedagogical situation and Higher Education in South Africa today is an andragogical situation" (Coetzee-Van Rooy, 2010: 32). In order to address this issue, it is first necessary to highlight the main differences between pedagogy and andragogy (cf. Table 2.1).

Table 2.1: Comparison of Pedagogy and Andragogy (Knowles, 1998)

	Pedagogy	Andragogy
Definition	The methods and practices used in teaching, especially of students and children	The methods and practices used in teaching adults
Focus	On a teacher's methods of transferring knowledge to a student, who is dependent on the teacher's choice methods and understanding	On independent and self-directed learning among adults
Authority	Teacher controls the learning experience for students, and much of what is taught is based on rigid curricula	Adults have control over much of their learning experience and must be motivated to learn. They can often seek out a new or different learning experience, at will
Grades	High importance	Very low to non-existent

Firstly, pedagogy refers to the teaching approach associated with students and children, while andragogy refers to the approach that is recommended to teach adults. Since South Africans are considered adults from the age of 18, according to the Children's Act No 38 of 2005 (RSA, 2005), it seems that an andragogical approach is more applicable. Concerning the focus of the two different approaches, it is suggested that pedagogy is more focused on the teacher's choice of teaching methods, while andragogy is more reliant on independence and self-direction from students. In the context of the South African HE environment, the majority of modules and courses require lecturers to determine the most appropriate teaching methods to implement (Govender, 2019), which is also the case in the academic literacy programme at the UFS. Furthermore, Malan, Ndlovu and Engelbrecht (2014) state that although it is expected for students to be self-directed and independent students at university, this is not the reality and that they only start to develop these skills much later

during their tertiary studies, and at times only as post-graduate students. Due to this, it might be beneficial to implement a stronger pedagogical approach in students' first few of years of study in HE and systematically introduce an andragogical approach later in their studies.

In terms of the third characteristic, authority, a rigid curriculum is used in a pedagogical approach, which is also relevant to most curricula implemented in the HE environment, and especially in the academic literacy programme at the UFS. On the other hand, one of the criteria associated with an andragogical approach is that students should be motivated to engage with the particular module. Jansen (2016) argues that the majority of L1 and L2 students might not be as motivated to engage in compulsory modules, such as an academic literacy programme, as they feel that these modules are unconnected and not directly linked to their field of study. Based on this brief discussion, the approach taken in the academic literacy programme at the UFS should rather be associated with a pedagogical approach as opposed to an andragogical approach. Lastly, a pedagogical approach is highly reliant on grades, whereas an andragogical approach's reliance on grades is very low and, in most cases, non-existent. Since most courses at the UFS, as well as most HE institutions across South Africa, make use of grades to determine if a student passes a module, it appears that a pedagogical approach is applicable in this case.

Coetzee-van Rooy (2010) further highlights that Cummins's theoretical framework was hypothesised for a more typical "inner circle" context, whilst HE in South Africa is situated in a more typical "outer circle" context. In the context of Cummins' hypothesis, the "inner circle" can be characterised as being mostly bilingual, while the "outer circle" being described as multilingual (Coetzee-Van Rooy, 2010). This study is focused on developing an academic literacy course that assists students to acquire the necessary abilities to become proficient in terms of the cognitive academic language proficiency needed within the HE context. Although the HE context in South Africa can technically be described as an "outer circle" since the students' L1 includes each of the 11 official languages in South Africa (cf. Table 5.3). However, taking into consideration that the majority of these students attended schools with English as the language of instruction (Department of Basic Education, 2018), many of them are often relatively proficient in BICS in terms of English, thus placing the students within the "inner circle". Another aspect that places the students enrolled in the programme in the 'inner circle' rather than the 'outer circle, is that all of these students require academic literacy support and can, thus, be considered L2 speakers of academic English. Thus, the

students enrolled in the academic literacy course are students that, whether L1 or L2 English speaking, are striving to develop a similar proficiency level in CALP.

This previous issue goes hand-in-hand with the fact that "there are huge issues concerning the status of the African languages, which would need to be addressed comprehensively if the Cummins model is applied in an outer circle context" (Coetzee-Van Rooy, 2010: 33). Coetzee-Van Rooy (2010) further claims that if, in line with the theoretical framework of Cummins, it is true that "in this post-colonial period the lack of initial mother tongue education in many African countries will eventually result in lower literacy levels" (Weideman and Van Rensburg, 2002: 157), implementing Cummins' theoretical framework in HE in South Africa could be problematic due to the lack of similarity between the use of the L1 in the primary and secondary school education of these HE students. This seems to be relevant in the South African HE environment, given that South Africa has a total of 11 official languages. Furthermore, most HE institutions in South Africa, including the UFS, have adopted a single medium teaching-and-learning approach; namely, English. The Department of Basic Education (2011) also stipulates that mother-tongue instruction is only applicable in the foundation phase (Grade R-3) of primary schools (Uys, van der Walt, van den Berg and Botha, 2007). Of the 25870 public schools, 24577 are considered English-medium schools (Department of Basic Education, 2018). Therefore, the vast majority of school-going learners are exposed to English as a language of instruction from Grade 4 onwards and the transition from secondary schools to tertiary education in terms of language, although not effortless, should be easier than expected. However, this is not the case if the NBT results are taken into consideration (cf. Table 1.1; 1.3), where only 20.3% of all students achieve a proficient score in their academic literacy test results. This clearly shows that students' are not being prepared to meet the academic language demands of HE during their schooling careers and highlights the need for support to develop their CALP when entering tertiary education.

After establishing the difference, as well as the link, between BICS and CALP and the fact that the majority of students that enter HE need support to develop their academic English proficiency, it becomes important also to discuss what is meant by second language acquisition (SLA), second language learning (SLL), as well as their relevance to this study. The following section discusses and defines SLA and several relevant SLA theories, such as Krashen's Monitor Model (1982) and Schumann's Acculturation Model (1980). Furthermore, this section also briefly examines the three fundamental concepts of SLA as

highlighted by Kramsch and Whiteside (2007), as well as their relevance in multilingual contexts.

2.3 SECOND LANGUAGE ACQUISITION (SLA)

Second language acquisition (SLA) is a complex process that involves numerous interrelated factors. However, before unpacking the concept of SLA, it is important to differentiate between SLA and second language learning (SLL). According to Krashen (1981), SLA refers to the process of acquiring an additional or second language, where meaning interaction is of critical importance. He further elaborates that, rather than the form of the statements made by the person, the main concern is the message that they are conveying and how they understand it (Krashen, 1981). On the other hand, Ellis (1996) defines SLA as the manner in which a second language is learned, either in the classroom setting or in general life situations. It can also be referred to as an "additional language", since it might be a student's second, third or fourth language. In terms of second language acquisition, the language that the student is targeting to acquire is known as the target language (Saville-Troike, 2006).

In addition to the previous descriptions, Gee (1990: 146) defines acquisition as follows:

> Acquisition is a process of acquiring something subconsciously by exposure to models, a process of trial and error, and practice within social groups, without formal teaching. It happens in natural settings, which are meaningful and functional in the sense that acquirers know that they need to acquire the thing they are exposed to in order to function and they in fact want to function. This is how most people come to control their first language.

Considering these three descriptions of SLA, it is clear that there is some consensus on certain aspects of SLA; namely, that SLA concerns the acquisition of an "additional language" that is not the L2 speaker's first language (L1). However, this study also argues that academic English, or academic discourse, in the HE environment (cf. 2.4) could also be conceived as an additional language that not only L2 speakers have to acquire, but also L1 students (Catterall and Ireland, 2010). Therefore, since both L1 and L2 speakers are required to acquire the relevant academic literacy abilities to develop the necessary proficiency in the conventions of academic English, SLA theories become relevant. However, it should also be added that, in many cases, L2 English speakers have the extra

burden to develop general English fluency, in addition to fluency in academic discourse. Another similarity between the three descriptions of SLA is that the target discourse cannot be acquired merely via formal training exposure to interaction with speakers of the target language in a social context is also required in order for acquisition to take place.

In contrast to SLA, SLL is described by Krashen (1981) as language learning that is facilitated by the Input Hypothesis, when acquirers understand input for its meaning and not when they produce output and focus on form. Furthermore, Van Wyk (2001: 86) defines language learning as a "conscious process, which results in knowledge about language usually gained in an instructional setting", while Van Lier (1996: 43) is of the opinion that "language learning is the cumulative result of sustained effort and engagement over time, with continuity being central". Lastly, Gee (1996: 146) describes language learning as:

> [a] process that involves conscious knowledge gained through teaching (though not necessarily from someone officially designated a teacher) or through certain life experiences that trigger conscious reflection. This teaching or reflection involves explanation and analysis, that is, breaking down the thing to be learned into its analytic parts. It inherently involves attaining, along with the matter being taught, some degree of meta-knowledge about the matter.

Gee (1996: 147) further states that "people who acquire a second language in a natural setting don't thereby make good linguists, and some good linguists can't speak the languages they learned in a classroom", which is an indication that "mastering a second language" involves a balance of both learning and acquisition. This is confirmed by Corradi (2017) who also states that a fusion of acquisition and learning is necessary for students to master an "additional language". Therefore, it is of importance to understand and gain sufficient knowledge of how a student would acquire the necessary L2 abilities to achieve the desired proficiency level in academic English. This is important since academic English is considered an L2 to all the students enrolled in the programme, and necessary to best inform the development of courses to aid students in achieving this feat and maximise the efficacy thereof.

Ellis (1996) also emphasises the fact that for effective SLA to take place, it is essential to identify the external and internal factors that explain why students of different cultures and backgrounds acquire a new target language in the way that they do. External factors include the students' social conditions that influence their opportunities to hear and speak the target

language, as well as their attitude towards the language itself (Jansen, 2016; Corradi, 2017). Another external factor that should be reflected on is the input or language samples that students are exposed to during the process of language learning (Ellis, 1996; Ellis and Shintani, 2013). Ellis and Shintani (2013) state that if the input or examples given during the teaching process are not relevant to the interest of the students, the acquisition of the target language could be influenced negatively.

Internal factors, on the other hand, that can influence effective SLA include the cognitive mechanisms that students possess that enable them to extract meaningful information from the L2 input received. This includes the student's cognitive maturity to be aware of the involved metalinguistic skills required (Ortega, 2013). In other words, a student's level of cognitive development influences their ability to consciously reflect on the target language, as well as their ability to transfer linguistic knowledge across languages (Ortega, 2013). Another internal factor that could affect the success of acquiring the L2 is the ability of the students to transfer from their L1, thus drawing from their mother tongue to learn the target language. This could include anything from language rules, vocabulary meaning, or sentence construction (Ellis, 2003). General world and background knowledge and the student's aptitude for language learning also have a major effect on L2 acquisition, since the L2 is still unfamiliar to the students and they should be able to make mental connections to concepts of what they already know (Ellis, 2003). This is very relevant to many L2 speakers, especially those whose mother tongue is an indigenous Africa language, in which these students have not been provided an opportunity to read and write. This influences not only their acquisition of general English (BICS), but also English academic discourse.

However, in the context of this study, both L1 and L2 speakers are required to acquire academic discourse as an additional language in order to be considered academically literate. Catterall and Ireland (2010) describe academic English as a "separate language" or discourse that students need to learn to improve their chances of academic success in an academic environment. They make use of Cummins's framework of language proficiency to explain this statement. According to Catterall and Ireland (2010), L1 speaking students have to progress from basic interpersonal communicative skills (BICS) to cognitive academic language proficiency (CALP). Although the acquisition process is considered easier for L1 speakers, due to an already established proficiency in general English, it follows a similar route that L2 speakers have to take to acquire academic proficiency in academic English

(Catterall and Ireland, 2010). Wingate (2018) makes a similar argument that describes academic literacy as a 'language' within all academic contexts (cf. 2.4). Wingate (2018) further argues that academic literacy must be acquired by all new students in an academic context, whether L1 speakers or not. Thus, in the case of the UFS, where all teaching and learning is conducted in English, both L1 and L2 English speakers may need academic literacy development support, since academic discourse can be considered a "second language" to all students entering the HE environment. Coetzee-Van Rooy (2010) raises a similar argument by stating that there is a definite difference between the English of an L1 speaking student and the academic English required in HE. This implies that English L1 speakers may also need support to develop sufficient academic literacy. In line with the argument that academic English could be viewed as "second language", it can be assumed that the use of SLA theories will be beneficial for both L1 and L2 speakers. This assumption is also confirmed by Schleppegrell and O'Hallaron (2011), who argue that teaching academic literacy in an environment where all enrolled students are considered L2 speakers, in this case of academic English, can be constructive, since all students that form part of the course need support to learn and acquire the necessary skills to enhance their chance of academic success.

Although several theories can be associated with SLA, in this study I draw predominantly on Krashen's Monitor Model (Krashen, 1982), Schumann's Acculturation Model (Brown, 1980), Cummins' BICS and CALP hypotheses (Cummins, 2008), as well as principles of NLS (Gee, 2010) to conceptualise SLA. Further consideration was given to literature regarding the social turn in applied linguistics, and especially the "three fundamental concepts" in SLA as advocated by Kramsch and Whiteside (2007), as well as their relevance in multilingual contexts. The three fundamental concepts highlighted by Kramsch and Whiteside are the (1) native speaker (NS) and the nonnative speaker (NNS), (2) language learner and language user, and (3) interlanguaging and emergent learning. Firstly, in terms of the NS and NNS, criticism is levelled against the way that NS is conceptualised as "a stable, monolingual entity speaking a homogeneous language and that the NS of a first language (L1) should be a model for all L2 speakers" (Kramsch and Whiteside, 2007: 910). In the context of this study, where students are expected to acquire the necessary academic literacy abilities to become proficient in the academic discourse of a HE institution, this criticism is relevant. In this study, I argue that the majority of new students that enter tertiary education, whether L1 or L2 English speakers, need academic support with academic

literacy development. Furthermore, although academic English is the primary discourse associated with teaching and learning within a HE institution, there are several discipline-specific branches of academic discourse, as in this case for the Faculty of Education. This further highlights the fact that the NS, as is the case with NNS, has to develop very specific language abilities to gain access to these particular disciplines or fields of study. The L1 of the NS can, thus, not be considered a model that all NNS have to aspire towards, since both groups require support to achieve the desired proficiency level expected in the HE environment.

The second concept refers to the debate regarding "language learner and language user". Kramsch and Whiteside (2007: 911) argue that the "notion of [language] learner had been reduced to a decontextualized mind internalizing rules of grammar and applying those rules to produce grammatically correct sentences." Kramsch and Whiteside (2007: 911) further argue that by viewing discourse simply as a source of input, researchers in the field of SLA disregard the "effect of setting and setting-related tasks on the structure of discourse." Again, this study takes this into consideration and argues that although academic English is considered the preferred discourse in HE, there exist several specific discourse communities within this environment (cf. 2.4). Furthermore, the argument regarding taking the effect of setting and setting-related tasks is addressed by supporting the importance of implementing a CBI (cf. 2.6.1), as well as a task-based approach (cf. 2.6.2) in an academic literacy course.

The final concept in the three fundamental concepts debate in terms of SLA teaching is interlanguage and emerging learning. This debate stems from the argument of Firth and Wagner (1997: 297) that 'interlanguages' do not reflect the "emergent, contingent, complex way that people learn language in a natural setting". Kramsch and Whiteside (2007: 912) add that 'interlanguage' is viewed as a metaphor that greatly influenced SLA in terms of "instructional settings and transactional encounters between NSs and NNSs, where the power differential replicates the power differential in classrooms." This study attempts to address this concern by arguing that all students, regardless of being considered an L1 or L2 English speaker, can be considered L2 speakers of academic English in a HE environment (cf. 2.3). In addition, the study also relies on the principles of the New Literacy Studies (NLS) (cf. 2.4) to take into account the diverse social identities and realities of the students when developing tasks and activities to assist students to develop the necessary academic literacy abilities required for their academic studies. These NLS principles attempt to mitigate the fact that the language teaching takes place in a classroom environment, and

not in the preferable natural setting, as suggested by Kramsch and Whiteside (2007), by making use of real-world examples as part of the teaching approach.

Krashen's Monitor Model is relevant in this specific context, since it encapsulates the principle of using a scaffolded approach to teaching language to L2 speakers. In other words, it refers to making use of building blocks to help ensure the successful acquisition of academic English, and, in turn, aid in the internalisation of academic literacy skills required in the HE context. Krashen's Monitor Model, especially the Comprehensible Input Hypothesis and Compelling Comprehensible Input Hypothesis (Krashen and Bland, 2014), are of relevance to HE in the South African context since comprehensible input can be regarded as a critical concept for second-language development, academic English in this case, especially in a context where students display diverse proficiency levels in terms of the target language (cf. Table 1.1) (Truscott, 2007).

A second theory that informs this study is Schumann's Acculturation Model. It is argued that the majority of students that enter the HE environment are, in most instances, not ready to face the academic demands of tertiary studies (cf. 1.1). In the context of this study, the Acculturation Model refers only to the academic language culture of the HE institution where students are enrolling and not the cultural identity of the student as such. Although this theory was originally intended to promote a more comprehensive acculturation process in terms of the principles, believes and value system L1 speakers' culture, in recent times it has been interpreted in context-sensitive ways (Zaker, 2016). Context-sensitive refers to being sensitive to the social and cultural realities of the students and not expecting them to conform to the cultural identity of the target language, but to incorporate the target language in their identity (Menezes, 2013). The relevance of the Acculturation Model is the fact that the language of instruction at most South African HE institution is academic English. To become part of the specific discourse community at these institutions, both L1 and L2 speakers must acquire a sufficient proficiency level in a secondary discourse; namely, academic English (Van Patten and Benati, 2010). Govender (2017) elaborates on the statement that the majority of students need support to meet the academic language demands in a HE environment by stating that the heart of the problem, in terms of the majority of all incoming university students' poor academic literacy skills, lies in the fact that the basic education system of South Africa is struggling to prepare learners to cope with the academic demands of tertiary education. This is further compounded by the majority of students entering the South African HE environment having a very diverse range of

language cultures and sub-cultures (Van Dyk and Van der Poel, 2013). Due to the incompatibility of some of these languages and the fact that most South African HE institutions are considered single-medium institutions, the importance of incorporating and becoming proficient in the target language, in this case, academic English, becomes vital. As already mentioned, it is important to note that the Acculturation Model refers only to the development of the academic language in the academic context of an HE institution and not their (the students') own cultural values, beliefs, and identity (Fahim and Zaker, 2014). Krashen's Monitor Model and the Acculturation Model are discussed in more detail in the sections that follow.

2.3.1 KRASHEN'S MONITOR MODEL

Stephen Krashen's Monitor Model is an influential theory in terms of L2 acquisition, as it has significant implications for language teaching (Patrick, 2019; Pitts, White and Krashen, 1989). In a critical evaluation of Krashen's Monitor Model, Lai and Wei (2019) state that despite criticism regarding the model, it is still widely used across the world, especially in countries where there seems to be a significant discrepancy in terms of students L1 and that of the target language. Meyer (2009) argues that regardless of the imperfections in the Monitor Model, it can still be regarded as relevant in current times, especially the Input Hypothesis, which is still very effective in teaching L2 environments, which involves the scaffolding of learning materials and taking into account students' background knowledge (Krashen and Bland, 2014).

The Monitor Model consists of five fundamental hypotheses; namely, the Acquisition- vs Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Affective Filters Hypothesis, and the Input Hypothesis (Schultz, 2007). Although all five of these hypotheses are important in terms of L2 acquisition, the last hypothesis related to comprehensible input (CI) is of most relevance to this study. I briefly consider all five of these hypotheses, though the main focus is on the Input Hypothesis. Furthermore, as part of the discussion of the Input Hypothesis, Krashen's Compelling Comprehensible Input (CCI) Hypothesis is also elaborated on due to its relevance to academic literacy. These five hypotheses can be described as follows:

i. The Acquisition vs Learning Hypothesis – According to Krashen (1982: 10), acquisition is a subconscious and intuitive process of constructing the system of an L2 and is similar to the process that a child uses to "pick up" a language, while learning, on the other

hand, is a conscious process that results in “knowing about language” and the rules associated with the language in question. Krashen further states that fluency in L2 performance is determined by what a person has acquired and not what has been taught (Brown, 2000). He further differentiates between the two concepts by arguing “our conscious learning processes and subconscious acquisition processes are mutually exclusive: learning cannot become acquisition” (Brown, 2000: 278). Thus, this claim made by Krashen (1982) strengthens the argument that suggests that most activities in the classroom setting should be based on acquisition, with only a few of these activities assigned to learning language rules and structures.

ii. The Monitor Hypothesis – The main function of the learning process, in terms of L2 acquisition, is to monitor and edit the vocalisation of ideas that are produced during the acquisition period (Krashen, 1982). However, the effectiveness of this monitoring process is dependent on the amount of time the L2 speaker has available to consider the utterance, to focus on form, and the knowledge the speaker possesses regarding language rules (Krashen, 1981). This emphasises the importance of incorporating a scaffolded approach in an academic literacy curriculum.

iii. The Natural Order Hypothesis – In terms of the third hypothesis, Krashen (1985) claims that the acquisition of grammatical structures and rules mostly occur in a predictable sequence; thus, acquisition takes place in a natural order. This sequence is not necessarily dependent on the simplicity of form, but could be shaped by classroom interactions (Krashen, 1985). This hypothesis applies to both L1 and L2 acquisition; however, the order of acquisition often differs between L1 and L2. In other words, the order of acquisition of an L1 is different from the order of acquisition of that same language as an L2 (Brown, 2000).

Furthermore, irrespective of L1, all language learners of any single L2 seem to follow the same predictable order. For example, learners of academic English as an L2 generally acquire the grammatical structure of ‘yes-no’ questions before the grammatical structure of ‘wh’ questions (Brown, 2000). Moreover, according to the hypothesis, the order of acquisition remains the same irrespective of explicit instruction, meaning, explicit teaching and learning cannot change the natural order of acquisition (Krashen, 1982).

iv. The Affective Filter Hypothesis – Comprehensible input (CI) will not be fully exploited by L2 learners if a mental block exists, called the affective filter. This mental block acts as a barrier during the acquisition process (Krashen, 1985). Thus, the best environment for

effective language acquisition, as well as learning, is where anxiety is low and defensiveness is absent. This statement, therefore, encourages the creation of an environment that stimulates and promotes learning and where students could engage with the target language with as little anxiety or stress as possible. Thus, in the context of this study, it is important to emphasise the fact that all students enrolled in an academic literacy course, irrespective of their L1, require support to acquire the necessary fluency in terms of academic English.

v. The Input Hypothesis – According to Krashen (1985), the only way that can lead to effective and successful L2 acquisition is by receiving comprehensible input (CI) during the acquisition process of an L2. Therefore, if a student's current level in an L2 is X, the student can only be promoted to an X+1 level by means of purposeful exposure to input that is slightly more advanced than their current level of proficiency–i.e. X+1 (Krashen, 1981). In other words, an important "condition for language acquisition to occur is that the acquirer understands (via hearing or reading) input language that contains structure 'a bit beyond' their current level of competence" (Brown, 2000: 278). This claim is in line with the approach of scaffolding, where information is provided that continuously builds on what students already know or have learned (Bygate, 2015; Renzi, 2007). According to Bransford, Brown, and Cocking (2000), scaffolding is an instructional technique that an instructor can use to provide individual support by incrementally improving a student's ability to build on previously acquired knowledge. Within the educational context, the social learning theory of Vygotsky's the Zone of Proximal Development (ZDP) is generally credited with providing a theoretical grounding for the notion of scaffolding (Vygotsky, 1978). According to Shadani, Khatib, and Ebadi (2010: 238), the ZPD refers to "the current or actual level of development of the learner and the next level attainable through the use of mediating semiotic and environmental tools and capable adult or peer facilitation". Raymond (2000: 176) describes scaffolding as the "role of teachers and others in supporting the learners' development and providing support structures to get to that next stage or level". Therefore, the principles of Krashen's Input Hypothesis are both relevant to and important to supporting students' L2 acquisition.

Krashen (2011) later expanded on his Hypothesis of Comprehensible Input and developed the Compelling Comprehensible Input Hypothesis. According to Krashen and Bland (2014: 2; Bland, 2013), the latter hypothesis constitutes "the path to highest levels of language competence, not only to enhanced levels of creative language ability and critical literacy but also to what is sometimes referred to as academic language". Compelling Comprehensible

Input refers to both L1 and L2 acquisition (Bland, 2013). According to Krashen and Bland (2014), the path to academic language is not only through the meticulous and deliberate study of vocabulary, grammar, and structure of academic or specialised discourse, but is acquired, to a large extent, through the reading of complex academic texts. Furthermore, it has also been hypothesised by Krashen (2012) that there are three stages that students undergo to develop their language abilities form BICS to CALP to become competent in academic discourse:

- Stage 1: In terms of L1 speakers, the first stage refers to listening to stories read aloud in the formative years of the person in question. However, this does not automatically lead to the development of sufficient academic discourse fluency, and these L1 speakers may also need additional support in order to develop vital literacy abilities. Regarding L2 acquisition of adult language learners, this first stage generally includes language classes, which ideally include a great deal of Compelling Comprehensible Input (Krashen and Bland, 2014).
- Stage 2: This stage, for both L1 and L2 development, “consists of self-selected recreational reading” (Krashen and Bland, 2014: 3). The reading is usually narrow and focused on favourite authors and genres, as well as topics of deep interest to the reader. This self-selected recreational reading will not bring “apprentice readers to the highest levels of academic language competence, but it prepares them to read more demanding texts” (Krashen and Bland, 2014: 3). In other words, the language skills and knowledge acquired through the process of recreational reading assist students in making academic reading more comprehensible. Thus, recreational reading is the bridge between conversational language and academic language (Krashen and Bland, 2014). This step can be associated with the academic literacy courses’ extensive reading component, M-reader (cf. 11.2.5.1).
- Stage 3: The final stage involves academic or specialised reading in a chosen area that students find particularly compelling because of its relevance to their field of study (Krashen and Bland, 2014). They further argue that due to students becoming more comfortable with the target language, “the challenging texts are read with the same degree of enthusiasm as the recreational reading at stage two” (Krashen and Bland, 2014: 3). In both stages two and three, the reading is done because readers are interested in the message. The development of language and literary competence is a by-product, unexpected and sometimes not intentional. It can, thus, be argued that stage 3 can be associated with a content-based approach, as suggested by

Butler (2013) (cf. 2.6.1). Although this might make it seem that the final stage only relates to academic reading, the integrated nature of academic literacy (cf. 2.6.3) allows for the development of several other academic literacy abilities, such as academic vocabulary, observation of academic writing conventions, and academic argumentation.

Despite the Monitor Model's immense popularity, it has not been immune to criticism. One such criticism is provided by Gregg (1984; Johnson, 2013) who rejects the most fundamental of Krashen's hypotheses; namely, the acquisition-learning dichotomy. Following several arguments, Gregg concludes that the Monitor Model cannot be applied under normal circumstances; he (1984: 82) points out that:

> [i]f unconscious knowledge is capable of being brought to consciousness, and if conscious knowledge is capable of becoming unconscious, then there is no reason whatever to accept Krashen's claim that these two processes are mutually exclusive (Greg, 1984).

Zafar (2009: 141) agrees with the above claim and suggests that acquisition could be better understood if it were explained as a "process enriched by an already learned system". Zafar (2009: 141) further argues that "[i]nstead of drawing a borderline separating acquisition and learning into two discrete disciplines, the cross-currents of both the systems constantly at work in second language acquisition (SLA) are to be acknowledged". A further criticism is mentioned by McLaughlin (1987, 1990a), who finds the Monitor Model inadequate, since some of the main assumptions and hypotheses were not implicitly defined and, therefore, not easily testable or repeatable. This included the terms 'subconscious' and 'conscious', as well as the fact that the assumptions that aim to enhance the explanatory power of the Monitor Model are not based on established and credible theories or research (Zafar, 2009; McLaughlin, 1987, 1990b).

However, despite these criticisms, the Monitor Model had, and still has, a pronounced influence on perceptions of L2 learning and acquisition (Zafar, 2009). It is arguably, thus, important that L2 curriculum designers and teachers consider this theory. The Monitor Model, and in particular the Input Hypothesis, is especially relevant in the South African context, since most South African tertiary Education students are L2 English speakers with diverse language backgrounds (cf. 1.1), which makes the task of teaching an academic literacy course in a group or class environment ever more challenging (Makoni, 2016). This

is furthermore compounded, as mentioned earlier, by the fact that many L1 English speakers are also not necessarily proficient in academic discourse required at tertiary education. The notion of discourse, and how fluency in a particular discourse affords people membership within a particular community of knowledge, forms the focus of the section that follows.

2.3.2 THE ACCULTURATION MODEL

Brown (1980: 129; Ellis, 1986) defines acculturation as "the process of becoming adapted to a new culture". This model attempts to describe the language acquisition process that new members of a specific community have to undergo to become accepted members of the particular community, which, in this case, refers to the HE context. As stipulated in previous sections, the majority of students, whether L1 and L2 English speakers, entering HE for the first time have not necessarily acquired the necessary fluency in academic discourse to be recognised as members of the academy (Van Patten and Benati, 2010). Van Patten and Benati (2010) further argue that this acquisition process usually takes place in the context of a majority language setting, such as the UFS. Therefore, in this study, the acculturation process refers to the institution's academic language culture where academic English is the language of teaching and learning (UFS, 2016). The main suggestion of the Acculturation Model is that the acquisition of the target language (academic discourse) is directly linked to the acculturation process, and students' success is determined by the extent to which they can position themselves to the target language culture (Zaker, 2016). Furthermore, in L2 learning settings, the acquisition of a new language is viewed as coupled to the way in which the L2 student community and the target language community, in this case, the UFS, view and interact with each other (Ellis, 2008).

The central premise of the Acculturation Model, therefore, is:

> [that] second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which they acquire the second language (Schumann, 1978).

However, it has to be made clear that, in the case of HE, the acculturation process refers to acculturation to an academic language culture and not of ethnic or racial culture (Zaker, 2016). Academic culture can be defined as the values, communication channels and academic language that are adhered to in a specific academic institution (Shen and Tian, 2012). Morita (2009) expands on the concept of academic language culture and defines it as the academic discourse that is required in a specific HE institution to communicate with

academic peers and mentors within a particular academic environment, which allows students to become members of a certain discourse community. This academic language, or academic discourse, can also be referred to as secondary discourse (cf. 2.2). Since academic English is used as the primary language of instruction at the UFS, it is important that students acculturate to the academic language culture required in the HE environment. This will ensure that they have the best possible opportunity to achieve success in their tertiary education. This statement is relevant to the majority of all incoming students since it has been argued that there is a significant difference between English and academic English (cf. 2.3).

It can also be argued that acculturation to academic English is determined by the degree of social and psychological distance between the students and the target language culture (Ellis, 1986; Van Patten and Baneti, 2010). Social distance is the result of several factors that affect the student as a new member of the social group associated with the target language culture. These factors include whether the overall learning environment is conducive to learning and can be considered 'good', and whether the target language and the L2 groups see one another as equal. Another factor is also whether the L1 culture is congruent with that of the target language. In other words, the extent that the L1 context is compatible with the target language could have a significant influence on the acquisition process and determines the pace at which the target language is internalised. In the context of the UFS, only 8.3% of the UFS' student body constitutes English L1 speakers, and only 5.4% of the participants of this study are English L1 speakers (cf. Table 5.3). On the other hand, psychological distance is affective in nature and may include language shock, culture shock, and motivation to acquire the target language (Brown, 1991). It is thus of utmost importance to take special note of the possible social and psychological distance that an L2 student might experience, since the greater these distances, the lower the chances that the student will master the target language. Schumann (1978, 1986a) refers to this state of affairs as the pidginisation hypothesis, stipulating that the degree of acculturation inevitably leads to a pidginisation-like language in two different ways. Firstly, it controls the level of input that the student receives and internalises and, secondly, it reflects the pathway of the student to become a member of the target language community. Following Smith (1972), Schumann characterises three distinctive functions of language. First, the communicative function, which refers to the transmission of purely referential and denotative information and second, the integrative function, where the student makes use of the language to become a member of the particular target language culture's social group and lastly, the

expressive function, which consists of the use of language to showcase linguistic expertise. It is thus imperative that L2 students be aided in reaching at least the second function. In support of this, Salamonson, Everett, Koch, Andrew and Davidson (2008) found that the level of academic English language acculturation that students had undergone had a definite positive effect on their academic performance in their modules of study. However, it should be noted that this acculturation is only relevant to language in the academic aspect of the HE environment and does not refer to social groups or gatherings, and is therefore still accommodating of cultural diversity (Van Dyk and Van der Poel, 2013).

In summary, SLA differs from SLL in that it is a 'subconscious' process that occurs naturally in the right conditions, while SLL is a 'conscious' process (Krashen, 1982). However, SLL on its own does not necessarily lead to SLA, but SLA does include an aspect of SLL to be effective (Gee, 1996). Furthermore, SLA can be influenced by internal and external factors, such as students' feelings towards the target language, as well as their external exposure to the language itself, especially the use of the language (Jansen, 2016). Approaches to SLA that are of particular importance are Krashen's Monitor Model, especially the CI Hypothesis, and Schumann's Acculturation Model. Krashen's CI Hypothesis suggests that the most effective manner in which a student can acquire an L2 is by means of scaffolding, where the language input continuously builds on students' current knowledge (Krashen, 1982). Schumann postulates that students need to be prepared to acculturate into the academic community in order to successfully acquire the target language, being academic discourse (Long, 2015).

This section highlighted the relevance and applicability of Krashen's Monitor Model and Schumann's Acculturation Model, as well as the significance of the three fundamental concepts of SLA. The following section focuses primarily on the socially situated nature of language, especially in terms of primary and secondary discourses, as well as discourse communities.

2.4 NEW LITERACY STUDIES (NLS)

While the previous sections explored SLA and the most appropriate methods and approaches to achieve and facilitate this process (cf. 2.3), it is necessary also to define literacy in relation to the different contexts.

New literacy studies (NLS) refers to a body of work that encompasses aspects of linguistics, history, anthropology, rhetoric and composition studies, cultural psychology, and education,

among others (Barton and Hamilton, 1998; Pahl and Rowsell, 2005). Some of the influential proponents of NLS include a group of interdisciplinary academics such as Brian Street, James Paul Gee and David Barton (Pagan, 2006). These proponents view literacy from a sociocultural perspective – a combination of social and cultural factors that influence the development of a person's literacy development (Pahl and Roswell, 2005). The underlying epistemology of NLS is social constructivism (Veer, 2007). Vygotsky, who was a central figure with regard to social constructivism, described learning as the connection between "dialogue and interaction between learners in the learning process" (Pritchard and Woollard, 2010: 14) within its sociocultural context (Veer, 2007). This belief foregrounds the social element of literacy and its application in educational contexts. A widely accepted definition of constructivism states that learning takes place when people construct meaning by linking new ideas and information with ideas and information that they have already learned or experienced (Pagan, 2006). McKinley (2015) elaborates on this definition and states that the construction of meaning is socially situated and that knowledge is constructed through interactions with others. Considering these definitions in terms of language teaching, it can be argued that teaching should be done with students' current knowledge in mind. A social constructivist paradigm, therefore, does not only encourage the use of a scaffolding process of continuously building on previous lessons in order to enhance the acquisition progression (cf.1.1), but also emphasises the interactions between students, as well as facilitators during the teaching and learning process (Wright, 2005). Furthermore, this scaffolding process can also be linked to Krashen's Input Hypothesis (cf. 2.3.1), where new information is built upon the knowledge that the student already possesses, further highlighting the importance of using a scaffolded approach.

Although the proponents of NLS still "viewed literacy in a traditional way as reading and writing, they moved away from defining it as a merely cognitive process" (Veer, 2007: 23). On the other hand, according to Gee (2010: 10), "NLS opposed a traditional approach to literacy, since such an approach considered literacy as a 'cognitive phenomenon' and defined it in terms of 'mental states and mental processing'". Members of NLS further argue against the viewpoint that "the ability to read" and the "ability to write" are processes that take place inside people's heads (Gee, 2010: 10-11). Proponents of NLS are of the opinion that literacy is a sociocultural phenomenon and not merely a mental phenomenon, since it can be considered as "cultural or social achievement that is centered within cultural and social practices" (Gee, 2015: 7). NSL thus emphasises the social aspect of literacy, which

varies depending on the context that it is used in (Street, 2003). Therefore, NLS proposes that literacy should not only be studied and understood in terms of a cognitive context, but rather in its full range of contexts that it exists in, such as social, cultural, historical and institutional contexts (Gee, 2010: 10-11). Literacy is no longer considered a journey that a teacher and student undertake to an anticipated destination, but is rather something that stems from thought and a progressive comprehension of the context in which it is situated (Pritchard and Woollard, 2010). Advocates of NLS also do not view literacy in isolation, but instead through the lens of social groups where it is used and, therefore, argue that a plurality of literacies is a necessity, since texts can be read in different ways. In this regard, Gee (2010: 11-12) states that:

> Many different social and cultural practices incorporate literacy, so, too, are there many different 'literacies' (legal literacy, gamer literacy, country music literacy, and academic literacy of many different types). People do not just read and write in general, they read and write specific sorts of "texts" in specific ways; these ways are determined by the values and practices of different social and cultural groups.

NLS is part of a much broader "social turn" in terms of conceptualising literacy that transfers the focus from an individual perspective to that of social interactions. Proponents of NLS argue that there is always a purpose to literacy and that it should thus be understood as functioning within a social or cultural context (Fenwick and Edwards, 2010). This particular functioning of literacy, which takes place in a specific context, is referred to as 'discourse'. According to Gough (2000: 44), discourses are "socially determined ways of thinking, feeling, valuing, and using language in different contexts in our day-to-day lives". By mastering a discourse, individuals could then gain access and acceptance into a specific discourse community. According to Grabe and Kaplan (1996; Flowerdew and Ho Wang, 2015), the notion of discourse communities can be viewed as a formalised extension of the concept of specialised or specific discourses, thus discipline-specific discourse communities.

Discourses can be classified into two main categories; namely, primary discourse and secondary discourse, and can only be developed and mastered through scaffolded and supported interaction and guidance from others who have already mastered a particular discourse (Gee, 2001). Gee (2001) defines primary discourse as a person's original and home-based sense of identity that is used to interact and communicate with others and to

make sense of the world. This discourse is usually acquired by being part of a family, peer group, or any other socialising unit. On the other hand, secondary discourse differs from primary discourse in that it is demanded by different social institutions, such as, in this case, universities of HE (Gee, 2001). In other words, secondary discourse arguably equates to academic discourse in the HE context. As mentioned earlier in this chapter, full access to, and becoming part of, these HE institutions require fluency in this discourse (Gee, 2001). Gee (2001) makes a distinction between two types of secondary discourse; namely, dominant and non-dominant discourses. Although both of these are used within a specific public institutional sphere, fluency in the dominant secondary discourse will allow for the gain of social 'goods' such as status, money and prestige, while mastering a non-dominant secondary discourse will only allow for solidarity in a particular social area, but not necessarily social 'goods' in the wider community. Therefore, in the case of HE, these social 'goods' refer to obtaining a tertiary degree, as well as gaining acceptance within a particular discourse community that is associated with their specific field of study.

Gee (2001) points out that if tension or conflict exists between the primary and secondary discourse of a particular person, it could have a significant influence on the acquisition of one or the other, or even both discourses. Furthermore, the primary and secondary discourses of a student can also influence one another, in the sense that certain aspects of the one discourse, such as a specific language rule, are transferred from one discourse to the other. This interference may even have an undesirable effect on the students' primary discourse (Gee 2001). In terms of this study, all of the students at the UFS have a primary discourse, whether they are L1 or L2 English speakers, which is in conflict with the secondary discourse (academic discourse) required in the HE environment. This can be attributed to the fact that academic English is not taught in schools (Krugel and Fourie, 2014).

Another facet that influences the successful acquisition of the secondary discourse is background or world knowledge. It is a well-known fact that relevant and sufficient knowledge of the world is a vital aspect when it comes to second language learning (SLL). Lightbrown and Spada (1993) confirm this assumption and state that adequate general world knowledge could allow students to figure out what the speaker is saying even though the secondary discourse that contains the message might be difficult for them to understand. Since the students' world knowledge would have been acquired in their primary discourse,

it inevitably affects the secondary discourse development and progress and, therefore, their academic literacy. This is because academic literacy development is partially dependent on academic language knowledge (Larsen-Freeman and Long, 1991; Larsen-Freeman, 2001; 2006), which is essential to become part of the secondary discourse community. In other words, an English L1 speaker would find it easier to acquire an academic English language than, for example, an Afrikaans, isiZulu, or a Sesotho L1 speaker (Larsen, 2006). Du Plessis and Gerber (2012) also argue that since the South African schooling system fails to adequately provide students with linguistic knowledge, they struggle to cope with the academic literacy demands needed in the HE environment and require, more often than not, academic support to deal with the demands of their academic studies. Furthermore, since the students' cultural and world knowledge is gained through their primary discourse, it could have a profound impact on their acquisition of academic reading and writing abilities, which are essential components of the secondary discourse within the context of HE. This could ultimately lead to students experiencing great difficulty when they are confronted with academic texts and written forms of assessment during their academic careers.

As part of the NLS' shift and expansion into the New Media Literacy Studies (NMLS), additional types of "new literacies" emerged (Chen, Wu and Wang, 2011). The most relevant "new literacy" of these, in terms of this study, can be considered as the digital element of literacy, which includes word processing, digital graphics, as well as hypertext (Gee, 2010). Although the context has changed, from handwritten papers and paper printed text to typed and digital sources, it still revolves around reading and writing (Chen et al., 2010). For literacy teaching to be successful, this new context and new practice have to be applied. Simply put, for Lankshear and Knobel (2006), literacy is more than just the mastery of procedural skills. Furthermore, for something to be considered a literacy, it has to be a socially acceptable practice to engage in, something the everyday person is familiar with. Educational institutions in the HE environment are inclined to only focus on the cognitive and procedural aspects of literacy, such as repetition, organising new language, summarising meaning, guessing meaning from context, and using imagery for memorisation (Ghufaili, 2003). Ghufaili (2003) explains that traditional teaching practices are combined with simplistic aspects of technology; for instance, when students are required to submit typed assignments for assessment purposes, as opposed to hand-written texts. This simplistic view of digital literacy; however, neglects to expose students to the types of discourses that they will be expected to engage with after they have completed their tertiary

education (Ghufaili, 2003). It is, thus, important to keep these arguments in mind when designing an academic literacy course, so that the abilities taught are transferable to students' choice of career. Lankshear and Knobel (2006) argue that since technology forms the heart of almost every workplace environment, it is vital that HE should, in addition to the 'standard' literacy, also develop students' digital literacy to prepare students to effectively engage with technology in the workplace milieu. According to Lankshear and Knobel (2006), this could be achieved by including more online activities and tasks during their tenure at university.

The main premise of the NSL is that literacy should be studied within the context that it is used, which, in the case of this study, is an HE environment (Gee, 2010). The subsequent section explores teaching English for specific purposes, which is of relevance given this study's focus on the literacy needs of Education students in particular.

2.5 ENGLISH FOR SPECIFIC PURPOSES (ESP)

English for specific purposes (ESP) refers to the teaching of the English language to students at university with a particular goal in mind; namely, to develop the students' fluency in the discourse associated with a particular discourse community (Basturkmen, 2006). Although various abilities are required across numerous fields of study, the use of language is specific to particular discourse communities and, therefore, nuanced (Basturkmen, 2006). Anthony (2018: 13), elaborates by arguing that "the most influential branch of ESP is English for Academic Purposes (EAP), which focuses on ESP in academic settings". One of the key features of an ESP course is that content and objectives of the course is based on the specific needs of the students enrolled for the course and should "focus on the language, skills, and genres appropriate to the specific activities they [students] need to carry out" (Paltridge and Starfield, 2013: 2) in their particular field of study. This, therefore, confirms the importance of making use of a content-based instruction approach (CBI) when teaching an academic literacy course, since CBI considers the interests and needs of students in terms of their specific fields of study (see section 2.6.1 for a detailed discussion of CBI). Subsequently, this can be directly linked to the EAL courses offered at the UFS, which are focussed on teaching English academic literacy abilities relevant to the academic studies of students in particular faculties. Basturkmen (2010) states that EAP can be divided into two categories; namely, English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EGAP is concerned with the general academic

language and practices relevant to all L1 and L2 students in an academic context, while ESAP deals predominantly with the academic literacy needs of a specific field of study or faculty (Basturkmen, 2010). The latter is thus a closer and more accurate description of the purposed objectives of the English Academic Literacy (EAL) courses at the UFS (cf.11.1). Flowerdew and Ho Wang (2015) argue that ESAP addresses the specific academic literacy skills required that students would need to possess in order to manage the academic workload in their chosen fields of study. Liyanage and Birch (2001) argue that a curriculum which aims to teach ESAP "usually builds on student awareness that there is a particular language of the academy, and certain ways of talking, reading and writing about ideas and texts". This argument can also be linked with the concept of teaching academic literacy skills to provide entry into a specific discourse community (Carstens, 2012). This claim is also confirmed by Calvo, Celini, Morales, Martínez and Utrilla (2020) who state that the only way a person could gain acceptance within a certain academic discourse community is to acquire the necessary academic literary abilities to communicate competently in that particular community.

The sections above collectively emphasise the importance of developing students' academic discourse fluency to facilitate their acculturation into particular discourse communities within HE. It is therefore also important to investigate the teaching and learning processes that enable this acculturation. Section 2.6 below considers the most appropriate approaches to language teaching as they relate to this study.

2.6 APPROACHES TO L2 TEACHING

'Synthetic' and 'analytical' refer to the students' perceived role in the teaching and learning process. The synthetic approach to teaching language starts by focusing on the language that is taught and dividing the teaching process into linguistic units, such as vocabulary, collocations, and grammatical rules, amongst others (Long, 2015). The pace of the learning process is determined by the instructor and a pre-set curriculum, and not the students' development or readiness to progress to the next stage of learning. In other words, the student's L2 processing capacity is not taken into consideration regarding the pace at which the learning process progresses (Long, 2015). It is thus the student's responsibility to synthesise the information and linguistic units for communicative purposes. Language teaching, in terms of this approach, is conceptualised in such a way that it adds to the student's linguistic competence one new item at a time by assuming a central role for explicit

instruction from the teacher and explicit learning from the student (Long, 2015). Goldberg and Casenhiser (2008: 19) add that the curriculum is delivered using "linguistically controlled materials and pedagogical procedures suitable for intensive practice of target forms and construction". The common delivery during this approach consists of the standard Presentation-Production-Practice (PPP) formula, where the students are exposed to simplified texts that are written using a limited vocabulary and 'seeded' with the structure of the day's lesson, which is followed by 'drilling' exercises (Long, 2015: 20). The curriculum that is implemented, in terms of this approach, makes use of learning materials and pedagogic procedures that are suitable for the task at hand (Long, 2015). Furthermore, the language used in the classroom environment is primarily mechanical and artificial, and very rarely communicative. In addition, an end-product is usually required from students, which is assessed via discrete-point tests of various kinds (Goldberg and Casenhiser, 2008). Therefore, language teaching during a synthetic approach involves a combination of a synthetic curriculum, synthetic teaching materials, synthetic methodology and pedagogy and synthetic assessment, where the focus and content of the lessons and assessments of the students' progression are on form, and thus referred to as a *focus on form.*

On the other hand, an analytical approach starts with the student and the learning process as the primary concern. During this approach, students are exposed to natural and authentic representations of target language communication. Here, the students' job is to analyse the input, and through this process induce the rule and proper use of grammar. Thus, the focus is on the message and pedagogy, rather than on the language itself (Long, 2015). Goldberg and Casenhiser (2008) also state that this approach lends itself strongly to CBI, including content and language integrated learning (CLIL) and sheltered subject-matter teaching. Thus, in an analytical approach, the L2 becomes the medium of instruction. The analytical curriculum is normally implemented by using spoken and written activities that are elected for their specific content, interest value and comprehensibility, while the language used in the learning environment is primarily meaningful and communicative, and rarely mechanical (Long, 2015). Furthermore, grammar rules are seldom explicitly taught, while exercise drills and timely error correction seldom take place. However, assessment usually follows the same trend as in the synthetic approach. Hence, language teaching, as part of an analytical approach, involves an analytical curriculum, analytical teaching materials and methodology, where the content and focus of the lesson is on the message and subject matter and is therefore commonly referred to as *focus on meaning.*

Long (2015) states that it is not as simple as selecting one or the other of these two approaches. He argues that a purely meaning-based focus is inadequate, particularly if an advanced academic language proficiency in the target language is the goal, since it also requires drawing students' attention to linguistically problematic issues in their specific context (Long, 2015; Liontou, 2015). These issues include grammar, lexis, and collocations (Long, 2015). Taking into consideration Long's (2015) arguments, it seems that both these approaches are relevant and could carry some value in the current English academic literacy (EAL) courses that are on offer at the UFS. To put this into perspective, the courses make use of simplified texts that are enriched with specific structures and also focus on grammatical rules, vocabulary and drill exercises to reinforce the content and skills taught, which can be considered a synthetic approach to language teaching (Williams, Brown, and Hood, 2012). However, the content that is used is not general, every-day content, but faculty-specific as far as possible and relevant in terms of the students' study interests, which seems to indicate an analytical approach. Although the language used in the learning environment sometimes tends to be mechanical, it is much more communicative and meaningful. Furthermore, the courses also contain a definite error identification and correction aspect, which lends itself towards the synthetic approach. According to Long (2015), such a combination of approaches can be termed an analytical approach with a focus on form.

Given the complexity of the language acquisition process, much research (Tavakoli and Jones, 2018; Butler, 2013; Villalobos, 2014; Cummins, 2008; Grabe and Stoller, 2002) has been conducted to better understand the process involved, the instructional approaches that are most effective in promoting acquisition, as well as the conditions under which it is promoted (Kumaravadivelu, 2006). This research has resulted in an extensive awareness of the L2 acquisition process, as well as the provision of insights into the efficiency of different language teaching and learning approaches. Importantly, L2 teaching approaches are informed by two specific groups of theories; namely, theories of language and language learning theories. On the one hand, language theories aim to offer explanations of what language is, how language is perceived, and how it is used. On the other hand, language learning theories' main focus is on the psychological and social factors of acquiring a second language, the cognitive aspects involved, and what constitutes optimum conditions for learning. The latter of these is of particular importance for this study's aims to determine the best possible learning conditions that support students of the Faculty of Education in their

development of the necessary academic literacy abilities to make a success of their studies. The approaches that are of particular relevance are CBI and an Integrated approach to skills development, which form the predominant focus of the sections that follow.

2.6.1 CONTENT-BASED INSTRUCTION (CBI)

There are several approaches that an instructor can use to promote the teaching and learning of an L2. One of the most effective approaches, according to Butler (2013), is that of content-based instruction (CBI). According to Butler (2013) and Villalobos (2014), CBI is an assemblage of methods that teach authentic content through language, rather than using traditional methods that focus on teaching language explicitly. In other words, CBI uses the content as a vehicle to teach the target language. The main goal of CBI is to prepare students to acquire the target language while using and learning it in the context of a particular subject area. Thus, rather than learning the language out of the context of the students' field of study, it is learned within the context of the students' day-to-day studies and could, therefore, increase their motivation and interest in the language course (Brinton, 2003).

An early rationale for the development of CBI came from Krashen's Hypothesis of Comprehensible Input (cf. 2.3.1), which posits that language is best acquired through extensive exposure to comprehensible L2 input (Krashen, 1982). In other words, it is preferable to make use of students' background knowledge, what they experience on a day-to-day basis, and their field of interest to teach the necessary academic language abilities. Furthermore, Grabe and Stoller (2002) refer to Cummins' principle of CALP (cf. 2.2), which argues that students need to develop CALP abilities to achieve significant academic success, especially in an L2 learning environment (Grabe and Stoller, 2002). They also argue that the postponement of content instruction, while students are in the process of developing more complex and advanced academic literacy skills, is not viable, since this ignores students' multifaceted education needs (Grabe and Stoller, 2002). Considering academic discourse is the language of academic content, instruction and research (Cummins, 2008; Grabe and Stoller, 2002), it is suggested that students learn content and acquire the necessary academic discourse proficiency concurrently. Furthermore, CBI lends itself strongly to an analytical approach to language teaching (cf. 2.6), since it makes use of authentic and relevant content that students can associate with their field of study during the teaching and learning process (Goldberg and Casenhiser, 2008). Proponents are thus of

the opinion that CBI is one of the most effective methods to develop students' academic literacy abilities.

Goodier and Parkinson (2005; Butler, 2007) explain the relevance and importance of using a CBI approach in different fields of study by comparing the fields of humanities, social sciences and education. As part of their study, Goodier and Parkinson (2005) compared the textbooks for academic literacy for Humanities students from several publishers, including Cambridge, Juta, and Oxford, and found very similar trends in terms of the themes included in these books. These topics ranged from motivation, adolescence, adulthood, intelligence, sexual harassment, mass media and crime. Goodier and Parkinson (2005) found this tendency somewhat problematic and argued that although topics like motivation and adulthood may be relevant to certain fields of study in Humanities, such as Psychology, they are far less relevant to Education students and not at all pertinent to students who study Political Sciences. This might result in students becoming disinterested in the academic literacy course, which could then lead to them not acquiring the necessary literacy abilities (Richards and Rodgers, 2001). Since content, in this context, can be interpreted as the use of subject-specific material as a vehicle for academic literacy teaching, it is important that students can identify with these materials and see the relevance thereof (Page and Simmons, 2010). Richards and Rodgers (2001) explicitly state that by making use of content that students find relevant to their academic studies, they could potentially acquire the target language faster and more effectively.

The most important types of CBI models to be considered for this study include the Sheltered model, the Adjunct model, and the Theme-based model, as suggested by Stryker and Leaver (1993). The Sheltered model is mostly used in HE institutions where it is expected of all students to study the same content material, whether they are L1 or L2 speakers. This type of CBI model is sheltered; in other words, students receive special assistance in the form of academic literacy modules. However, instead of a watered-down curriculum, sheltered instruction allows for the content to be equal to English L1 speakers, but with more supported instruction that assists students to improve the competency of their targeted L2 (Genzuk, 2016). One of the characteristics of the Sheltered model is the fact that it does not focus entirely on language development, but aims to achieve language proficiency through actual content in the curriculum (Genzuk, 2016). The Adjunct model entails the process of preparing L2 students before they enter 'mainstream' classes, for example by completing a

bridging year. Lastly, the Theme-based model of CBI involves the creation of content material that is specifically based on the needs and interests of the students. The major difference between the Theme-based model and the Sheltered and Adjunct models is where the latter models make use of generic content that is only somewhat related to the students' field of study, the Theme-based model's content is based on the content that students encounter in their mainstream modules (Davies, 2013). In terms of the Sheltered and Adjunct models, most South African HE institutions, including the UFS, employ a combination of these two models in their academic programmes (Van Dyk and Van de Poel, 2013). A common occurrence in the South African HE context, depending on the faculty, is the enrolment of students into a mainstream or extended programme based on their AP scores[8]. These extended programmes include an extra year of study. This extra year of study is utilised to prepare students, through additional academic support, for their specific mainstream modules in their area of study. All extended-degree programme students at the UFS are obligated to first complete an English academic literacy (EAL) course, as part of the University Preparation Programme (UPP), before being allowed to enter the mainstream programme. The UPP programme is offered at the South Campus of the UFS for a period of one year with the aim of preparing students for their specific choice of study. After successful completion of the programme, students are transferred to the main campus and are then required to, in addition to their mainstream modules, enrol in the applicable academic literacy course, such as EALH1508. This is arguably an example of the adjunct CBI model. Furthermore, students that enter the mainstream academic programme are not automatically exonerated from the EAL courses offered at the UFS. These students are required to write the NBT, and only those students who obtain a mark of 64% and higher are exempted from the academic literacy programme (cf. 1.1). This is an example of the Sheltered model. Concerning the Theme-based model, the content used within an EAL course should be linked directly to the subject content of the faculty in which the students are enrolled to promote academic literacy acquisition.

Snow (2001) argues that one of the benefits of a CBI approach is that students can be exposed to a significant amount of language by way of relevant content enriched with

[8] AP scores refer to the required admission score for entry to a University in South Africa, either directly into the main stream or an extended programme with some additional bridging courses. This score is calculated based on a student's Grade 12 results (UFS, 2019c).

appropriate language-development activities. The aim is thus not for students to be taught through direct instruction, but rather acquire the necessary skills naturally and automatically. Other advantages of implementing CBI, according to Parkinson (2000), include the increase of student's motivation and interest in their field of study, as well as providing support in the development of relevant study skills, such as note-taking, summarising and identifying the main ideas in a text. However, there are some challenges, such as the fact that an implicit CBI language instruction approach may confuse students and give them the impression that they are not really learning literacy abilities (Parkinson, 2000). In other words, since the academic literacy abilities are taught by way of texts that they also use in the degree studies, students could assume that the EAL course is just an extension of their other modules and not a separate course. Snow (2001) counters this argument by stating that the most important factor in this equation is that students do acquire the necessary literacy skills; the manner in which it happens is not of primary concern. Another problematic issue regarding the use of CBI in a group context is the difficulty to find relevant reading texts at the appropriate difficulty levels for students of differing proficiencies, since the levels of students in a group context might differ (Brinton, 2003). Brinton (2003) argues that, despite the problematic issues that CBI might hold, the fact that it has a definite positive effect on developing students' CALP could have a beneficial outcome for their academic studies in the HE environment. While CBI refers to the content being used during L2 teaching, the following approach, Task-based instruction discusses how this content is presented to students.

2.6.2 TASK-BASED INSTRUCTION

In the last couple of decades, various approaches have come to light under the umbrella of communicative language teaching (CLT) (Bygate, 2015). CLT can be defined as a language teaching approach that emphasises interaction as, firstly, the means of the learning process and, secondly, the key objective thereof (Richards, 2006). Richards (2006) further argues that students learn and internalise the target language through the interaction with one another, making use of authentic texts, direct instruction and modelling from a facilitator and by using the language as much as possible, both within and outside of the learning environment. Of these different approaches, task-based language teaching (TBLT) is the most researched and popular (Van den Branden, 2016, Willis and Willis, 2007; Ellis, 2009, 2013; Batstone, 2012), and has been incorporated into various language teaching contexts across the globe (Butler, 2011). The development of the TBLT approach was as a result of

the discontent and frustration of teachers and researchers regarding teaching methodologies that focused mainly on the acquisition of language form, as opposed to meaningful engagement with the language itself. A further issue that teachers had with the original CLT approach was the fact that it suggested experimental methods of CLT that depended on the use of techniques, such as role-play and simulations, with resources not always readily available for such activities (Bygate, 2015). According to Van den Barden (2016), these teachers and researchers concluded that an approach to language teaching was required that could increase the opportunities for L2 learners to engage with meaningful tasks that facilitated the use of the L2 in active participation. The foremost underlying principle of TBLT is to give students significant opportunities to engage in relevant language use activities and tasks for communicative purposes, rather than for them to display their language knowledge or mastery of grammatical rules (Butler, 2011).

According to Eckerth (2008:94), for a task to be considered appropriate for TBLT, it should comply with the following 5 criteria:

i. Primacy of Meaning: The main concern of the students should be the task of processing the target language, as well as understanding the specific task at hand;
ii. Information or communication gap: The task should contain some information that should be shared with another person, either verbally or in written form;
iii. Use of linguistic, as well as non-linguistic sources: The task should require that the student make use of their current linguistic knowledge, such as sentence structure or vocabulary knowledge, together with their other skills or knowledge, such as logical abilities;
iv. Authentic real-world examples: The tasks should be based on students “real-life experiences and daily activities to allow students to make relevant and appropriate connections and associations between the target language and their background knowledge”;
v. Specific dual-based outcomes: An outcome, in addition to the use of language, should also be expected.

Over the last couple of years, different varieties of TBLT have emerged. These include Task-supported, Task-referenced and Task-based language teaching (Willis and Willis, 2007). The first of these varieties is Task-supported language teaching, which involves the use of tasks to support the language teaching that occurs in the teaching environment; therefore,

the tasks serve a secondary and supportive role in teaching (Spada and Tomita, 2010). The use of these kinds of language teaching strengthens and complements existing teaching and learning methodologies by including an element of student involvement in the teaching and learning process, but remains very much teacher-centered (Bygate, 2015). The second method, Task-referenced teaching, is the least preferred, since the tasks that are used only serve as a frame of reference to indicate to the students what the expectations at the end of the learning process are (Bygate, 2015). This approach is completely teacher-centered and involves little or no student engagement. Lastly, a Task-based approach includes course curricula or training sessions that are based primarily on relevant and authentic tasks that indirectly teach language (Long, 2015). This method serves as a scaffolding mechanism and the entire teaching session is constructed around the completion and assessment of these tasks (Bygate, 2015). This approach is primarily student-centered, since it focuses on active student involvement (Spada and Tomita, 2010). Such an approach has a positive effect on L2 acquisition, since "engaging and interacting in tasks directs students' attention to language, in relation to meaning, and gives them a purpose for using the language" (Skehan, 1998: 213). In terms of this study, the implementation of a Task-based approach would be more beneficial to the students' academic literacy development that the other two mentioned.

In the field of SLA, researchers maintain that TBLT aids in the development of linguistic knowledge in a facilitated fashion through the involvement in communicative tasks and activities (Eckert, 2008). Skehan (2001; Eckert, 2008) further states that the participatory nature of TBLT allows students to establish a link between the learning task and real-life future undertakings. Furthermore, it also makes them aware of the gap that exists between what they know and can do, and what they are expected to be able to do (Eckert, 2008). TBLT, according to Bygate (2015), also encourages collaboration and the co-construction of knowledge through peer interaction during tasks. Studies conducted by McDonough and Chaiktmongkol (2007) indicate that TBLT addresses students' everyday needs and encourages autonomy. Further research done by East (2016), Ellis (2009) and Erlam (2015), among others (Van den Barden, 2016; Bygate, 2015; Willis and Willis, 2007), reported that some of the benefits of incorporating TBLT include the encouragement of active engagement in the teaching and learning process, L2 proficiency development, and increased student motivation and confidence.

The first approach discussed in this section is CBI, which refers to the preferred content to be used in an L2 programme that aims to develop secondary discourse, while the second approach, Task-based instruction, argues that the best manner to make use of the content to teach the intended skills. The following approach, the Integrated approach, explores the integrated manner in which the skills should be organised within the selected content-specific, task-based approach.

2.6.3 INTEGRATED APPROACH

The four cornerstones of mastering a new language, academic discourse in particular, are reading, writing, listening, and speaking. Primarily, these abilities work in pairs, but each skill also influences the other three (Richards, 2005). Patterson and Weideman (2013: 138) argue that the nature of any academic discourse includes "analytical information gathering, processing and production, or what is conventionally conceived of as listening, writing, reading, and speaking" are always intertwined. When a person is reading or listening, they are 'consuming a language', while, when a person is writing or speaking, they are 'producing a language' (Richards, 2005). For a student to be sufficiently competent in these four types of skills, they first have to acquire the necessary academic literacy abilities. Only after they have acquired the necessary skills will students have an acceptable proficiency level in terms of the required academic discourse to meet the specific language demands of HE. This, in turn, will provide them access to the specific discourse communities in their chosen field of study.

The primary purpose of the Integrated approach to academic literacy teaching and learning is to create an authentic language teaching environment that develops academic listening, speaking, reading, and writing (LSRW) abilities in a meaningful context. Since one of the main objectives of language instruction is to facilitate social interactions, facilitators should establish an authentic learning environment for social interactions between students (Lightbown and Spada, 1993; Long and Porter, 1985, Lightbown, 1992). The core element of an Integrated approach is the simultaneous development of listening, reading, speaking, and writing skills, and, thus, that these competencies should not be taught as separate concepts or skills (Cooper, 1993). Baba (2009) makes the point that in real life, these four skills are integrated, and should thus be taught in this manner as well. For instance, students should develop reading and writing abilities while they are listening, gain knowledge about reading while writing, and learn how to write while reading (Brownwell, 2006).

Brownwell (2006) argues that irrespective of the person that is using the language, listening and speaking are as important as the other two communicative skills. Byrne (1991) agrees with this sentiment and states that although most language teaching focuses on the development of reading and writing skills, these two skills cannot function in isolation from listening and speaking. He further argues that it should be kept in mind that all these skills are naturally integrated, and can therefore not be taught separately (Byrne, 1991). Weideman (2013) concurs and states that it is not possible to integrate these skills since they are already integrated in real-life contexts. He explains this in terms of students listening to a lecture - they simultaneously listen to the lecture, read handouts or textbooks, and make handwritten notes to answer certain questions after the lecture, either in a written or oral manner. Seferolu and Uzakgore (2004: 2) claim that "[l]istening is usually an interactive process" since the listener does not only listen, but also reacts to what is being said by asking questions for clarification purposes or even taking written notes. For this reason, it suffices to assume that one of the most important issues for students is to fully understand what they are listening to and be able to respond appropriately, either in a written or oral fashion.

The concept of integrated skills is often used synonymously with reinforcement (Grabe and Zhang, 2013). Grabe and Zhang (2013) further explain that if the concept is viewed in this manner, reinforcement, the integration of the language abilities involves linking all these skills together in such a way that the teaching and practicing of one skill are reinforced during future exercises and tasks that introduce different language skills. This will affect the use of any language skill may naturally lead to the use of another.

This reinforcement of language skills necessitates the integration of academic listening skills with both academic speaking and writing abilities. Thus, the main aim of academic literacy facilitators should not only be to teach the grammar of the target language, in this case, academic discourse, but also to facilitate students' ability to communicate properly in that particular language (Leki, 2007). This again emphasises the integration of language skills. Accordingly, Leki (2007) argues that the result of trying to acquire language skills in isolation will essentially have a detrimental effect on the student's communication abilities. This statement can be clarified by defining effective communication as the ability to relay information, either verbally, in written format, or any other relevant method, to get a certain

point across so that the receiver can fully comprehend the message by listening actively and responding effectively (Grabe and Zhang, 2013). Ferris (2009) adds to this argument stating that although a student may know how to listen and speak in a specific language, this does not ensure that they will have the ability to communicate effectively in the target language, unless these skills were taught in an integrated manner. The same principles apply in terms of reading and writing abilities. Numerous tasks require students to make use of both these language abilities at the same time, especially in the HE sector. Such tasks may include note-taking, summarising texts, paraphrasing textual resources, synthesising information from multiple sources, answering test and examination questions, and completing assignments (Seferolu and Uzakgore 2004). Although all of these tasks are not expected from all L2 learners in every learning situation, they do occur frequently in academic settings. This, therefore, emphasises the importance of students mastering and internalising these skills as soon as possible upon entering the HE environment.

2.7 CHAPTER 2 SUMMARY

It has been argued that the majority of incoming HE students require additional academic support to acquire the needed academic literacy abilities to gain access to their respective discourse communities (cf. 2.2). Furthermore, given the fact that L1 English speakers are not necessarily proficient in academic discourse, all students enrolled in an academic literacy course could be considered L2 speakers thereof, which supports the use of SLA approaches in an academic literacy course. Successful L2 teaching and learning require numerous communicative, linguistic and interactional abilities. Furthermore, it is also important that language teaching programmes take both social factors and individual differences, in terms of cognitive abilities, into consideration that could potentially influence students' learning to be successful. Although all the approaches and methods concerning language teaching that have been reviewed here are well supported by research, it might be advisable to combine different aspects and components of these approaches and methods to meet local needs. Both TBLT and CBI are strongly supported by empirical research. Task-based language teaching has shown great success in developing students' transactional abilities (Long, 2015), while CBI has had a bigger effect on students' all-round language competency (Butler, 2013). Whatever the approach used in the teaching and learning environment, it has to be integrated into a well-developed curriculum with clear and realistic goals and assessment methods. Chapter 4 presents a detailed discussion of

curriculum design and programme development requirements, which takes into account the inclusion of these approaches.

As mentioned in the introduction of this chapter, the information drawn from the body of literature on SLA, allowed for this chapter to provide necessary and relevant information in terms of what is required for students to gain the needed academic literacy proficiency to negotiate the academic demands of the HE environment. Furthermore, this chapter also provided certain insights into the most appropriate approaches that could be employed to best assist students in transitioning from basic education to tertiary education. These include Krashen's Comprehensible Input Hypothesis and the Acculturation Model that serve to ensure students' access to, and success within, the HE environment.

The purpose of the following chapter is to consider essential academic literacy abilities needed to succeed in the HE environment. These abilities will furthermore be used to inform the data collection instrument designs, as well as assist in the document analysis of the EALH1508 textbook and the study material of the selected first-year modules in the Faculty of Education.

CHAPTER 3: WORKING TOWARDS AN EXTENSIVE ACADEMIC LITERACY FRAMEWORK

3.1 INTRODUCTION

In the previous chapter, relevant SLA theories and approaches were discussed that could be used to assist in the development of students' academic literacy abilities and, in turn, enhance their English academic proficiency. It was argued that the majority of students, whether they are L1 or L2 English speakers, require academic support to acquire the necessary academic literacy skills to reach a sufficient level of academic language competency to gain access to the academic discourse community in the HE environment. Since all students that enrol in an academic literacy course are considered not proficient in the academic discourse of the university, these students, whether L1 or L2 speakers, can be considered as L2 speakers of academic English, making these SLA theories and approaches applicable. This chapter concerns the fourth objective of the study; namely, to determine the relevant academic literacy abilities required in the Faculty of Education to ensure success in the HE environment. This was accomplished by first developing an academic literacy framework (cf. Table 3.1) that encompasses academic literacy abilities needed to meet the demands of HE, which then allowed for the development of my data collection instruments to determine the relevant literacy abilities required by Education students in particular. This was done to establish if it is necessary to make alterations to the existing Humanities literacy course or develop a separate course that better caters to the academic literacy needs of these students (cf. 1.3). This chapter informed me of the most effective manner to evaluate a current curriculum, in this case, the current English Academic Literacy for Humanities curriculum. Furthermore, the information in this chapter informed both the evaluation of the current curriculum, EALH1508 (cf. 6.3), as well as potential changes to future curricula to effectively develop the necessary academic literacy abilities needed by Education students in the HE environment.

To do this, academic literacy is firstly described and broadly defined, before it is considered from an applied linguistic perspective. Consideration is then given to how academic literacy relates to language acquisition and L2 learning as discussed in Chapter 2. Following this, academic literacy abilities are grouped into six distinct categories; namely, academic reading, academic writing, listening and note-taking abilities, analytical and logical reasoning

abilities, and vocabulary usage and research abilities. This categorisation is based on an extensive literature review of academic literacy abilities deemed necessary for success in the HE context. Furthermore, the academic literacy abilities discussed and included in the academic literacy framework (cf. Table 3.1) are generic. This was consciously done to determine which of these various abilities are relevant, and to what extent, to the Faculty of Education's academic literacy needs. Although these skills are listed and discussed separately, they are and should not be viewed as discreet skills that can be taught independently of one another. Rather, they should always be taught in an integrated manner (Richards, 2005; Patterson and Weideman, 2013) (cf. 2.6.3). The purpose of the categorisation of the identified academic literacy skills was to inform the questions that were developed for the questionnaires that the research stakeholders completed. Furthermore, this categorisation also assisted in the document analysis of the selected first-year Education study material (cf. Chapter 6). Lastly, an academic literacy framework is constructed based on the information discussed in this chapter. This framework informed all the questionnaires and focus group discussions, as well as the analysis processes employed in this study.

3.2 ACADEMIC LITERACY: A NUANCED UNDERSTANDING

Academic literacy can be defined, described and explained from several viewpoints. Firstly, the concept can be defined from a broadly pedagogical perspective (Carstens, 2012). In addition, academic literacy can also be explained in terms of the link between itself, language as a whole, and the learning process (Butler, 2013). Lastly, viewing the concept from a linguistic reference point, and in terms of a theoretical backdrop, can also assist in conceptualising it in a nuanced manner (Van Dyk and Van de Poel, 2013). In terms of viewing academic literacy in a nuanced manner, Butler (2013: 76) argues that there is "a strong move towards acknowledging the discipline-specific nature of academic discourse in different academic disciplines, and, as a result, a strong focus on how academic literacy practices are embedded in the contexts of such disciplines". Butler (2013) further states that this argument is grounded in the fact that irrelevant content in terms of a specific discipline can be demotivating to students and that generic academic literacy skills are not necessarily transferred to the disciplines where they should be applied. Furthermore, Goodier and Parkinson (2005) also claim that

> … basing *academic* literacy courses in the disciplines that students are studying is essential in assisting students to acquire the discipline-specific genres, and is **likely** to

> be far more effective than a generic course in facilitating students' access into the discourse community of their disciplines [my emphasis]

Achieving success in the HE context depends inter alia on a student's ability to adapt to the academic demands from tertiary institutions. These demands include finding new ways of interpreting, organising, producing and communicating new, as well as already acquired, knowledge (Van Dyk and Van de Poel, 2013). This is confirmed by Lea and Street (1998: 158) who state that "[l]earning in HE involves adapting to new ways of knowing: new ways of understanding, interpreting and organising knowledge". Therefore, if students are allowed entry to the HE environment, they have to be supported in developing their awareness of academic discourse through "assimilating, understanding, embracing, questioning, interacting and engaging with the codes and conventions of academia" (Van Dyk and Van der Poel, 2013: 46), and especially those students that have been identified as requiring further support based on their NBT results[9] (cf. 1.2; Table 1.1). Additional support in this regard is therefore directly related to the development of adequate and sufficient CALP skills (cf. 2.5), which allows students access to the academic community within which their studies fall. This is of importance, since in order to gain access to a specific discourse community, students need to be proficient in the required secondary discourse used in the institution; namely, academic English.

Gorzelsky (2013) argues that entering the HE environment should be considered a process where the students are initiated into a new and unfamiliar academic culture. He further argues that although knowledge is an essential aspect in surviving HE, survival is also dependent on the ability to make, mediate and negotiate meaning in specific contexts and for very explicit purposes. Carstens (2012) is of the opinion that although knowledge assumes comprehension and interaction with a specific academic community, it also entails a significant engagement with various discourse cohorts, which demands the sharing of academic activities, such as practices, values and meaningful academic discussions. This engagement will provide students with access to the discourse community of their chosen field of study (Goodier and Parkinson, 2005). These practices, values and academic

[9] Although the NBT does not explicitly consider all codes and conventions of academia, it does assess the student's ability in certain key academic literacy elements, such as communicative function, inferencing, vocabulary, relations, cohesion, discourse, essential/non-essential information, grammar/syntax, metaphor and text genre, which serve as an indication of their academic literacy proficiency (Le Roux and Sebolai, 2016).

discussions are also known as students' targeted secondary discourse. It can, therefore, be assumed that, although academic reading and writing form the basis of academic literacy (Van Dyk and Van der Poel, 2013) (cf. 3.5), academic literacy is much more than just the ability to read and write according to academic conventions. It also includes the ability to adapt to the communicative conventions of various academic discourses and communities in terms of negotiating specific knowledge (Carstens, 2012), thus, becoming academic literate, not only in general, but also in a specific field of study as suggested by Basturkmen (2006). It can further be argued that academic literacy has social, cognitive and linguistic elements that are intertwined at the very core of the phenomenon (Carstens, 2012). In other words, the elements included in Carstens' (2012) description of academic literacy can be explained as being a socially situated practice associated with a particular discourse community that requires a certain level of language knowledge (linguistic element) to comprehend the meaning of the utterance, which refers to the cognitive element. Since these elements are intertwined, it is unrealistic to try and pinpoint only one or two specific and crucial academic literacy abilities, since all these abilities and elements are interconnected and dependent on the other to ensure competent academic communicative abilities (cf. 2.6.3).

There is a strong connection between academic literacy, the gap between the mother-tongue language of the student (both L1 and L2), the situated academic language practices of the discourse community, and academic performance in the HE sector (Van der Walt and Kidd, 2012). According to Van der Walt and Dornbrack (2003), the lack of academic language proficiency of most HE students could result in their failure to cope with the academic language demands of HE, which has a detrimental effect on students' success. Weideman (2003: 56) further argues that a lack of academic discourse proficiency, especially academic reading and writing, is one of the main reasons for academic failure. It is for these reasons that Van der Poel and Gasiorek (2012) claim that it is of the utmost importance that students are acculturated into the academic environment so that they are able to read and write according to the conventions of academic discourse (cf. 2.3.2). Furthermore, Neeley (2005) states that the ability to use academic English effectively in the context where it is the preferred language of instruction enhances deep-level learning, and, therefore, increases the possibility of success. Cliff and Yeld (2006) concur with this statement in that academic success hinges, *inter alia,* on the crucial link between the

language used in the teaching and learning environment and the demands that accompany HE. Collett (2007: 47-48) summarises this argument by stating that:

> [t]he academic process is transacted through language and students with weaknesses in their ability to manipulate the structures of the language are unquestionably at a disadvantage. To put it another way: language is the most basic tool for building academic literacy.

Thus, it can then be argued that language not only underpins academic literacy, but also serves as an instrument for grasping how knowledge is structured and for meaning-making, and is thus essential to facilitating learning. Kasanga (1998:114) contends that the “ability to use English [in English-medium contexts] for purposes of learning and teaching is closely bound up with the ability to understand [...] higher-level study”. This confirms Renzi’s (2007) statement that language has a vital role in meaning and knowledge construction. It can thus be assumed that academic literacy is directly linked to, but not limited to, language proficiency. This builds on Cummins’ (2000) notions of BICS and CALP (cf. 2.2), the premise of which is that proficiency, in terms of BICS, does not necessarily translate to proficiency in CALP (Cummins, 2008). Thus, in order to develop the necessary CALP proficiency, the student needs to acquire the relevant academic literacy abilities. This academic literacy acquisition process is applicable to most students that enter the academic environment in HE. Academic literacy therefore includes, but is not limited to, language ability.

Language ability is defined by Bachman and Palmer’s (1996:75) definition of language ability furthermore supports the role of language in learning in that it is a “contextualised realisation of the ability to use language in the performance of specific language use tasks”. This definition takes into account aspects, such as topical and language knowledge, strategic competence and affective schemata. There is thus an exchange between engaging with the language, making meaning in context, in that a student “uses language to facilitate the interactions of these with one another” (Van Dyk, 2015: 164). Effective language ability is the “capacity to create and interpret discourse”, or in other words, involves the “interaction of the language user’s language and topical knowledge within the context of the content it is used (the language use task), which is also mediated by metacognitive strategies and facilitated by positive affect” (Bachman and Palmer, 1996: 95). In the terms of this definition, metacognitive strategies refer to methods that are used to help students understand the way they learn; i.e. the processes that are designed for students to 'think' about their 'thinking'

(Van Dyk, 2015), while topical knowledge signifies “the interaction between one's prior knowledge and the content of a specific passage” (He and Shi, 2012: 334).

Furthermore, Weideman (2011) argues that language cannot be separated from the specific context in which it is used, given the socially constructed nature of communication. Weideman (2013; 2011) elaborates that communicative interaction, or constructing meaning through discourse, is more than the sum of all the individual linguistic components involved. This is because the systematic use of linguistic, strategic and pragmatic variables all contribute to meaning construction (Weideman, 2011). These variables include the specific context and situation in which the ‘meaning-making’ occurs, as it has a direct influence on the meaning (Patterson and Weideman, 2013). Furthermore, language knowledge is part of communicative competence, which includes, among others, linguistic, sociolinguistic, discourse and strategic competence (Skehan, 1988; 2009). In the words of Skehan (1998: 213), these components of communicative competence can be described as:

> [the] linguistic component concerned with the operation of the language system, e.g. syntax and vocabulary; [the] sociolinguistic component ... which implicates our capacity to work out the meanings of actual utterances *as* well as to know how to use language appropriately in different situations, e.g. to change register and formality; [the] discourse component ... [involving] our ability to process language at a scale beyond the level of a sentence; i.e. an ability to participate in a conversation as well as to process written texts of some size; [the] strategic component, which is implicated when other components are in some way insufficient.

Weir (1990) also states that effective language proficiency should be viewed as something that reveals language knowledge, as well as strategic competence. He further states that it should be seen as an integration of language and subject knowledge, together with the specific context in which it is used, instead of demanding from students to complete decontextualized and artificial tasks, with the main focus merely on grammatical conventions, vocabulary and straightforward writing and reading without a specific purpose in mind. This aligns with the principles of CBI as discussed in the previous chapter (cf. 2.6.1), where proposed tasks that are used to teach academic literacy are directly associated with students’ subject content. Kumaravadivelu (2003) also states that the time has come that academic literacy theorists and practitioners stop considering academic literacy abilities in isolation and as separate entities, but realise and accept that these skills are integrated in the sense that they are all interdependent. This statement further emphasises the importance of incorporating an Integrated approach when teaching academic literacy

abilities in a secondary discourse environment (cf. 2.6.3), where the majority of students, irrespective of being L1 or L2 speakers, require support to meet the academic language demands within a HE institution. Therefore, language ability should be considered as the competence to negotiate and construct meaning in specific contexts and situations. Krashen and Bland (2014) argue that to reach this level of competency, it is important that the tasks be scaffolded according to the Input Hypothesis principle to ensure that the acquisition process is enhanced (cf. 2.3.1). With this view of language ability in mind, academic literacy thus relates to the ability of a student to "use, manipulate, and control language and cognitive abilities for specific purposes and in specific contexts" (Van Dyk and Weideman, 2004: 4).

From the discussion above, it is clear that academic literacy is a complex concept with several interlinked aspects. The acquisition of academic literacy does have pedagogical advantages, such as an increase in students' academic performance (Parkinson, Jackson, Kirkwood and Padayachee (2008) that allow students to face the demands of HE with confidence and to become part of the academic discourse community (Carstens, 2012). Furthermore, it is shown that academic literacy as an "additional language", to both L1 and L2 speakers, cannot be effectively acquired without the mastering of at least BICS at a satisfactory level (Corradi, 2017).

Taking into consideration the explanation of what academic literacy entails, it becomes important to establish which academic literacy abilities are regarded as important in the HE environment. In the next section, I consider these academic literacy abilities, which in turn informed the development of the academic literacy framework of this study.

3.3 ACADEMIC LITERACY ABILITIES FRAMEWORK

The following section is dedicated to developing a suitable academic literacy abilities framework to inform the data collection instruments used in this study. According to the literature (cf. Van Dyk and Weideman, 2004; Mayley, 2016; Van Dyk and Van de Poel, 2013; Waring, 2011; Clair-Thompson, Graham and Marsham, 2018; and Nizonkiza and Van Dyk, 2015), six main categories of academic literacy abilities were identified by grouping relevant and related abilities into specific categories. These categories are *listening and note-taking, academic reading, vocabulary usage, academic writing, analytical and logical reasoning,* as well as *research abilities.* These abilities are intertwined since all can be linked to academic

reading and writing, which serves as the foundation of academic literacy (cf. 3.5). Each of these academic literacy categories is discussed in detail in the sections that follow.

3.3.1 LISTENING AND NOTE-TAKING ABILITIES

Makany, Kemp and Dror (2008) define listening and note-taking in the HE sphere as the ability to listen actively during a lecture or presentation, while taking effective and organised notes to be revisited later at the person's convenience. They further state that note-taking is a competency that refers to the ability to record information received from another source (Makany et al., 2008). Note-taking can be divided into two main categories; namely, taking notes while listening, and taking notes from reading material (also known as making notes) (Alexander, Argent and Spencer, 2008). The ability to take effective notes during lectures, or, tutorials, is a vital skill that all students should develop at university (UNSW, 2018) since it allows for permanent documentation that a student can incorporate into their own writing, as well as use for examination purposes. Rost (2002) agrees in terms of the importance of developing note-taking abilities for tertiary education students and adds that students should be taught that note-taking does not involve the writing down of all that is being said, but rather just the keywords and main ideas. Rost (2002) further adds that students should make use of abbreviations, macro-markers (how sections of the lecture fit together), and micro-markers or discourse markers (words such as *but, now* and *so*). Lynch (2004) emphasises the fact that the task of listening and taking-notes is a challenging one for any student, but that it is exponentially more difficult for students with a low proficiency level for listening and for L2 students. It is these students, according to Lynch (2004), that need extensive support to effectively develop these crucial academic literacy abilities.

The second category of note-taking involves taking notes from reading material. During the students' studies at university, what they have to read and what they have to do with this reading material becomes gradually more and more complex as they progress through their studies (Lebauer, 2000). Alexander et al. (2008: 144) accentuate the need for students to develop a "flexible range of frameworks for note-taking to reflect their reading purposes and the rhetorical purpose of the text". For instance, if their purpose for reading a specific text is to investigate the reason why a phenomenon exists, cause and effect notes should be taken, while if the purpose is to classify certain information, a tree diagram might be more suitable. This notion links with Patterson and Weideman's (2013: 139) academic literacy construct that explicitly states that students, in an academic environment, should be able to

"distinguish between cause and effect, essential and non-essential information, classify, categorise and handle data that make comparisons". Rost (2002) argues that although effective note-taking can have a positive effect on students' writing ability, other benefits of note-taking include text comprehension, critical reading, as well as internalising key content aspects.

However, Morris and Cobb (2004) highlight the fact that note-taking should not be confused with summarising. According to them, the latter is writing in full sentences while still adhering to academic writing conventions so that the reader can still follow the main ideas of the writing (Morris and Cobb, 2004). Note-taking, on the other hand, is the scribbling of words or short phrases of information received through written text or through listening to a speech or lecture (Morris and Cobb, 2004) and is primarily for personal use.

One of the most important factors that aids in successful L2 acquisition is the ability to listen actively (Alexander et al*.,* 2008). According to Lebauer (2000), while comprehension tasks usually focus on meaning, the focal purpose of active listening is to provide comprehensible input (cf. 2.3.1), which is a major factor in ensuring that students have the best possible opportunity to acquire the target language.

From the above, it becomes clear that, in terms of listening and note-taking abilities in an academic setting, it is vital that students should be able to:

- listen effectively in class;
- take effective notes during class; and,
- take effective notes from readings.

However, for students to be able to effectively apply these note-taking skills, especially from readings, it is prudent that they be proficient readers of academic texts. The following section discusses the skills associated with academic reading.

3.3.2 ACADEMIC READING

Reading in an academic context can be a complex activity and consists of two main pillars; namely, intensive and extensive reading. Although both contribute to improving students' academic reading ability, the latter focusses mainly on vocabulary expansion (Erfanpour, 2013). Extensive reading can be defined as an "approach to the teaching and learning of

reading in which students read large quantities of material that are within their linguistic competence" (Grabe and Stoller, 2002: 259). This type of reading consists of reading material, such as fiction and non-fiction books, and is mostly done for enjoyment (Waring, 2011). These books are simplified versions of literature, movie adaptations, or short stories specifically written for this purpose (cf. 11.2.5.1). Although these books, also referred to as graded readers, are not exclusively associated with academic literacy, they are widely used in academic contexts (Waring, 2011). These graded readers are assigned to students according to their specific reading level (Mayley, 2008). Extensive reading furthermore involves the reader focusing primarily on the message of the text. Waring (2011) states that extensive reading is one of the greatest factors that lead to vocabulary expansion. This is an essential skill, especially in the HE sector, since many newly enrolled students are required to engage with vocabulary that they have never encountered before (Mayley, 2016: 2008), especially academic vocabulary associated with their discipline discourse communities (Flowerdew and Ho Wang, 2015) (cf. 2.2; 2.4). Day and Bamford (1998: 16) further argue that extensive reading plays an important role in "developing the components upon which fluent academic language reading depends: a large sight vocabulary, a wide general vocabulary, and knowledge of the target language, the world and text types". Although this advantage is discussed in more detail in section 4.3.3, vocabulary expansion is not the only benefit of extensive reading, since vocabulary expansion has a direct influence on reading speed and text comprehension.

Waring (2011) argues that when students build their vocabulary knowledge, their reading speed and comprehension of academic texts improve dramatically. Due to the large quantity of content that students have to engage with during their HE studies, the mastery of speed reading and text comprehension is of utmost importance (Mayley, 2016). Waring (2011) further claims that the improvement of academic text comprehension, not just the message, but also the manner in which the message is conveyed, is key to ensuring academic success.

Intensive reading, on the other hand, involves reading texts that can mostly be found in academic textbooks, course- and study guides, as well as reading skills texts. Although in the academic context of students' mainstream studies, these texts could range from only a few pages to several pages. In terms of an academic literacy course; however, these texts are usually no more than a couple of pages (Waring, 2011). Such intensive reading texts

typically serve to introduce the study unit's or chapter's theme, and as a basis for teaching a specific lesson. The texts that students need to engage with during their studies are mainly for academic purposes and are therefore more difficult in terms of faculty-specific vocabulary, complexity and contextual meaning than extensive reading texts. As a result, students require more advanced reading abilities to effectively engage with such texts (Erfanpour, 2013). Since most courses in HE are organised around textbooks, or at least assigned readings, it becomes clear that the ability to read academic texts is essential to ensure academic success. This is confirmed by Moktari, Reichard, and Gardner (2009) who state that academic reading abilities are of the utmost importance to mastering course content, obtaining a better comprehension of study material, and improving academic writing in general. Weideman (2003: 61) also agrees and states that for students to have the best opportunity at success during their tertiary studies, it is fundamental that students understand the:

> relations between different parts of a text, be aware of the logical development of (an academic) text, via introductions to conclusions; and know how to use language that serves to make the different parts of a text hang together; interpret different kinds of text type (genre), show sensitivity for the meaning that they convey, and the audience that they are aimed at.

Academic reading furthermore involves reading for a specific academic or educational purpose. It is, thus, not just about the content of the reading, but "also about 'what is read', 'how it is read' and 'what the intended message of the author is'" (Clair-Thompson, Graham and Marsham, 2018: 289). Furthermore, academic reading includes the ability to read critically for the main ideas of the text, scan for relevant information, read to predict the content of the text, skim-read, and identify the specific text types used in the reading (Clair-Thompson, Graham and Marsham, 2018). It can, therefore, be argued that to be able to read academic texts effectively, a student should have the knowledge to choose and apply relevant reading strategies during the academic reading process.

Since summarising is defined by Hacker (2008: 62) as the ability to present the key or main points of an academic text "simply, briefly and accurately", while keeping true to the context of the argument of the original author, students should firstly, understand the reading and secondly, have sufficient knowledge of how to identify the main ideas presented by the author. Thus, in order to successfully summarise an academic text, the reader should

possess the skills to apply relevant reading strategies, such as skimming, scanning, identifying main ideas, and critical reading abilities (Clair-Thompson et al. 2018).

In considering all of the above, for a student to fully master academic reading, they should be able to:

- read at an appropriate reading speed;
- apply relevant and appropriate reading strategies for specific purposes;
- comprehend and make sense of the assigned reading; and
- summarise the main ideas or key points of the assigned reading.

It can also be argued that there is a strong relationship between receptive vocabulary knowledge and reading comprehension. This has led several researchers to highlight vocabulary size as the determinant factor for reading achievement in the academic English learning context (Milton, Wade and Hopkins, 2010). The following section discusses vocabulary usage as an academic literacy ability in detail.

3.3.3 VOCABULARY USAGE

It has been well documented that vocabulary size has a definite effect on students' success at universities (Gardner and Davies, 2013; Beglar, 2010; Nation and Beglar, 2007). According to Nizonkiza and Van Dyk (2015), a student in the HE sector needs to know at least between 4500 and 5000-word families in order to follow a lecture or read a relatively simple academic text. Laufer and Ravenhorst-Kalovski (2010) argue that this is especially relevant to L2 and foreign language (FL) speakers, although this might also be the case with many L1 speakers in terms of their academic English vocabulary knowledge. Given that L1 speakers are exposed to English from birth and have extensive knowledge, of not only the language itself but, also collocations, idiomatic expressions and cultural context, the gap between the needed and already acquired vocabulary knowledge is smaller than that of L2 speakers, since most L2 speakers are only subjected to these aspects in their adult years (Laufer and Ravenhorst-Kalovski, 2010). This gap in vocabulary knowledge has further implications for students' ability to make effective use of academic discourse at tertiary level. There is therefore also a need for these students to be exposed to as many academic vocabulary words as possible, which is most easily achieved through reading. This supports Waring's (2011) assessment of the benefits regarding extensive reading (cf. 4.3.2). In recent years, several academic word lists have been compiled. These include the Academic Word

List by Coxhead (2000; 2011); Gardner and Davies' (2013) Academic Vocabulary List, and Simpson-Vlach and Ellis' (2010) Academic Formula List. These word lists were compiled in an effort to raise awareness of the most common and frequently used academic vocabulary in the academic context.

However, Nizonkiza and Van Dyk (2015) state that it is not enough that students know and understand the necessary academic vocabulary, they should also possess the ability to use these words in the correct and appropriate context. Van Dyk and Weideman (2004: 10) also specifically mention this aspect in their academic literacy construct by explaining that, although it is vital that students understand and know a wide range of academic vocabulary in the correct context, they should also acquire the competency to interpret, use and perceive the connotations attached to such academic vocabulary effectively and without ambiguity. Van Dyk and Van de Poel (2013) similarly state that academic literacy, in terms of academic vocabulary, involves much more than just being able to read and understand an academic text, but includes being able to use the correct and appropriate word accurately while conveying a message through writing or speaking. They add to this by declaring that the academic vocabulary "knowledge and skills required to communicate and function effectively and efficiently in different academic communities and achieve well-defined academic goals" (Van Dyk and Van de Poel 2013: 47) differs from community to community.

According to Van Dyk and Van de Poel (2013), each academic discipline has its own set of academic vocabulary that is very specific to a particular cohort. For instance, the vocabulary used in the sciences will differ from that used in education. Dube (2016) refers to this as jargon, which can be defined as language that is specific to a particular group of people or community. In a university context, jargon represents a particular language discourse and the meaning given to words and phrases that is unique to, and primarily used in, a specific field of study or discipline (discourse community) (Peterlicean, 2015). Peterlicean (2015) adds that it is vital that students understand and use this jargon, or specialist terminology, during their studies in an appropriate manner. Mastering the use of this discipline-specific vocabulary will ultimately help students gain access to their chosen discourse community. Therefore, it is clear that, in addition to the general academic vocabulary, students should also be familiarised with the faculty-specific vocabulary in their academic field of study.

Thus, for a student to cope with the academic vocabulary demands of the HE sector, they need to be able to:

- understand academic vocabulary;
- use academic vocabulary;
- understand subject-specific terminology; and
- use subject-specific terminology.

The subsequent section is dedicated to discussing academic writing abilities in the HE environment. Hilton (2008) emphasise the notion that extensive vocabulary knowledge has a positive effect on a student's ability to produce information, i.e. verbal or written communication. She further argues that the most effective manner to improve students' writing abilities is to strengthen their academic reading abilities, which in turn increases their vocabulary knowledge resulting in better writing skills (Hilton, 2008).

3.3.4 ACADEMIC WRITING

Most of the work that is done in HE is assessed through written work in the form of essays, assignments, reports and examinations (Beekman, Dube, Potgieter and Underhill, 2016). Therefore, it is of vital importance for a student to develop their academic writing abilities, as well as appropriate writing strategies, to complete these activities and tasks, and make the most of such assessment opportunities (Beekman et al*.,* 2016). A simple definition of academic writing is hard to formulate, since academic writing refers to writing done for several specific purposes, and also due because academic writing has numerous forms (Roig, 2011). These forms of writing could include, but are not limited to, report writing, essay writing and even the writing of case studies, depending on the students' field of study. During postgraduate studies, academic writing usually refers to the writing of a dissertation or thesis. However, a broad definition of academic writing is that it is any writing that is done in an academic context to fulfil a specific requirement in the HE sphere. Furthermore, academic writing is of particular relevance to academic publications and conference presentations (Roig, 2011).

According to Dube (2016), the ability to plan properly for writing tasks is one of the major issues that students face at university. She states that this inability to plan their assignments properly usually leads to disorganised writing that lacks analytical thought (Dube, 2016). Randolph (2009) agrees with this sentiment and adds that students should develop the skill

of planning by making use of outlines as their first planning step. He further states that making use of an outline structure will help students organise and formulate their thoughts properly and ensure that their content aligns with the topic at hand. Furthermore, Weigle (2002) argues that the ability to do appropriate planning for any writing task will guarantee that students get a better understanding of what is expected from the assignment question or prompt, and, thus, improve the quality of submitted work. This is also relevant to examination questions.

As mentioned, students will have to produce some kind of written work during their tertiary studies, which can include anything from academic essays, research assignments, reflective journals, research reports, or dissertations (Swales and Feak, 2004). These texts can range from 500 words to 3000 words or, in the case of a postgraduate dissertation, 60 000 – 100 000 words (Bailey and Scarrow, 2010). It is for this reason that Swales and Feak (2004) stress that students also be taught the correct format, structure and typical conventions pertaining to the production of specific academic texts as soon as they enter university to have the opportunity to gain access to the discourse communities in their chosen fields of study, as suggested by Flowerdew and Ho Wang (2015) (cf. 2.4).

Adding to the point of writing conventions, Du Toit, Heese and Orr (2011) state that, while there are several different formats of academic writing, and all of these are important at university, an academic paper's structure almost always has three distinctive sections; namely, an introduction, supportive or developmental body paragraphs, and a conclusion, each with specific sub-sections. They further state that, in terms of the body paragraphs, another important skill that students struggle with and need to develop is the logical organisation and arrangement of information in their texts (Du Toit, Heese and Orr, 2011). According to Hyland (2006), within each paragraph, the supporting sentences need to flow and constantly refer back to the issue being discussed. He further says that cohesion, within a particular paragraph and in a text as a whole, can be realised by repeating important words, making use of synonyms for the topic, and using transitional devices, such as 'furthermore', 'thus', 'however,' and 'for instance' (Hyland, 2006).

Underhill (2016) furthermore argues that students should not only be aware of and able to write according to standard academic writing conventions, but they should also take into consideration any writing conventions that might be specific to their field of study. She states

that although some aspects of writing will always be similar, different academic disciplines have different expectations. For example, chemistry students who are part of the Faculty of Natural Sciences might need to write laboratory reports, while botany students from the same faculty need to complete field notes during excursions, and each of these text types has different writing requirements (Underhill, 2016). In the case of the Faculty of Humanities, this scenario is even more diverse, since the faculty comprises several different, and sometimes divergent, fields of study, such as Psychology, Sociology, Language and Anthropology to name a few, each with different prerequisites regarding the format and structure of written assignments. It is thus important that these differences be taken into consideration during curriculum development.

Although Patterson and Weideman (2013b: 139) agree that the format and structure of a piece of academic writing are important, they also add that students should "understand relations between different parts of a text, be aware of the logical development of (an academic) text, via introductions to conclusions, and know how to use language that serves to make the different parts of a text hang together". Therefore, students should, in addition to the format and structure of academic writing, also know and understand the purpose of each of the relevant parts and how these different parts interrelate to form a unit.

In terms of purpose and intended audience, Weigle (2002) adds that another important characteristic of academic writing is the tone and formality used during written communication. According to Swales and Feak (2004), the tone of an academic paper refers to the attitude expressed in the piece of academic writing. They further state that the author of the paper should refrain from using colloquialisms, abbreviations, contractions, as well as clichés. Randolph (2009) agrees with this sentiment and further contends that the argument in an academic paper should come from an authority's viewpoint, without biased language, thus, not confrontational or dismissive, but neutral. This is to ensure the text complies with the academic writing conventions, in terms of tone and register, associated with writing in the HE environment (Sipka, 2016). These statements link strongly with Halliday's (2014) model of register, which is defined as the level of formality in the language used that is determined by the specific context in which it is written or spoken. The register of a secondary discourse, like academic discourse, is more formal, while that of primary discourse is more informal or casual (Haratyan, 2014). Frade, Acioly-Régnier, and Jun (2013), elaborate that primary discourse is learned and practiced within a family or social

context and is less formal, while secondary discourse is more related to institutional practice and, therefore, more formal. Furthermore, other relevant academic writing abilities that students should develop, in terms of register, are the ability to choose the most appropriate words and to use these words in the correct context to convey the intended meaning (Dube, 2016). This will aid students in writing in the correct register for the proposed audience of the text (Weideman, 2013).

According to Banks (2008), another important component of academic writing is the creation and incorporation of visual data, especially in the later stages of students' academic journey. He further elaborates that although visual data are usually thought of as graphs and tables full of statistical data, there is much more to this concept (Banks, 2008) which could also include, for example, images in the fields of Film and Creative Arts, statues and artefacts as part of Anthropology and History, and drawings and sketches in Psychology. Therefore, this is a skill of importance that all students, irrespective of their field of study, should master as soon as possible to improve their academic writing competency.

A further aspect that needs to be addressed concerning academic writing is the avoidance of plagiarism. Bailey (2017) states that, in addition to obvious reasons such as the copy and paste of information, some of the primary reasons for plagiarism include insufficient academic vocabulary, as well as academic writing convention knowledge. Bailey (2017) argues that students that have a good comprehension of academic writing conventions have a much lower chance of perpetrating intended plagiarism.

Another requirement that is related to academic writing is the mode of submission for assessment purposes. At a tertiary level, most assignments have to be completed in a digital format according to certain specifications set by the respective faculty in which the student is enrolled (Banks, 2008). Although the majority of students currently enrolled for a tertiary degree or diploma grew up in the digital age, not all have the sufficient computer literacy to complete and submit prescribed electronic assignments with confidence (Bailey, 2017), especially in developing countries where large socio-economic inequalities exist, such as South Africa. In addition to having to submit an MS Word file, several faculties in the case of the UFS, insist that these assignments be submitted on an electronic learning management system, such as BlackBoard, as well as through plagiarism checking programmes, such as Turnitin. Although some feel that forcing students to submit typed

assignments is unfair (Nwadeyi, 2016; Mbembe, 2016; Pietsch, 2013), academic staff working in the HE sector justify these practices by arguing that it is a means to effectively track submission of assignments, record performance, and aid in the fight against blatant plagiarism (Ng'ambi, Brown, Bozalek, Gachago and Wood, 2016). Thus, the inability of some students to use these technologies effectively could negatively impact their academic performance, since there is normally some sort of mark allocation attached to such assignments. Therefore, time should be allocated to show and teach students how to make use of technology properly when doing writing assignments. This is also one of the aspects highlighted by Gee (2001), as well as Fenwick and Edwards (2010) as part of the New Literacy Studies shift towards the New Media Literacy Studies. This shift emphasised the importance of incorporating digital media (cf. 2.3).

From the literature, it is clear that the development of the following academic writing skills is essential to giving students the best possible opportunity to succeed in their tertiary studies:

- analyse and comprehend assignment and examination questions;
- plan a strategy for writing tasks;
- produce academic writing based on this plan;
- structure writing in an appropriate format;
- use academic writing conventions, such as formality and academic vocabulary correctly and appropriately;
- use subject-specific writing conventions;
- create and produce visual data;
- produce coherent academic texts; and
- adhere to formatting and layout requirements when typing texts.

Possessing well-developed writing abilities is enough to write an adequately formulated piece of text, which also includes the presentation of logical and well-supported arguments. This depends on students' analytical and reasoning abilities, which form the focus of the next section.

3.3.5 ANALYTICAL AND LOGICAL REASONING ABILITIES

Critical thinking can be defined as the ability to analyse facts and data objectively to form a logical and well-reasoned judgement (Paul and Elder, 2008). Beekman et al. (2011) also define critical thinking as involving two main competencies; namely, analytical processing

and logical reasoning skills. They further divide analytical processing into two sub-skills: the systematic analysis of problems in an effort to find suitable solutions, and the ability to analyse academic arguments to get a better understanding of the articulated viewpoints and supporting evidence used to back these views (Beekman et al*.,* 2011).

Harmer (2006) argues that academic discussions, either in or outside of the lecture hall, contribute to the development of analytical and logical reasoning abilities. Academic discussions can be defined as purposeful and sustained conversations and debates concerning academic content that require students to work collaboratively with other students or lecturers to negotiate meaning and co-construct knowledge. This is done in order to develop critical thinking and a profound understanding of a certain topic that will also allow for multiple and diverse perspectives (Annesley, 2010). Furthermore, Gurler (2015) argues that language confidence has a significant influence on students' ability to take part in academic discussions, or any other discussion. For this reason, students should be provided with as many opportunities as possible to take part in any kind of discussion activity. Gurler (2015) further adds that these discussion activities could take place in the context of small groups or even in pair work, but should be done in the target language. As a result, students' confidence in using the target language will grow due to these discussion activities (Gurler, 2015).

In addition to refining academic English speaking skills and increasing students' confidence in the target language, these academic discussions also develop analytical and logical reasoning abilities (Brookfield and Preskill, 1999). Nukui and Brooks (2007) add that, since academic discussions can be unpredictable to some extent, it is necessary to critically analyse what your opponent's argument is in order to reciprocate logically. Since Harmer (2006) argues that since academic discussions are a common occurrence in HE, it is arguably a vital skill for students to develop.

One of the main components of an academic discussion is academic argumentation. An academic argument can be defined as an evidence-based stance or defence of a non-obvious position regarding a complex issue (Jerz, 2017). In other words, an academic argument is a persons' stance, claim, or take on a specific topic that serves as their contribution to the academic conversation (Walden University, 2018). Furthermore, an academic argument should be supported by credible, evidence-based research (Walden

University, 2018). Patterson and Weideman (2013: 139-140) suggest in their academic literacy construct that students who enter the HE sector should be able to “make distinctions between essential and non-essential information, fact and opinion, propositions and arguments, distinguish between cause and effect, classify, categorise and handle data that make comparisons.” This indicates that students should be able to apply both analytical and logical reasoning in their day-to-day studies at university. Research conducted by Marttunena, Laurinena, Litosselitib and Lund (2005) also confirmed that students lack the ability to effectively distinguish between relevant and irrelevant information, as well as between factual and opinion-based data, and the aforementioned issues require attention to give students the best possible opportunity at HE success.

In addition to academic discussions and argumentation being characterised by analytical and logical reasoning, they should also be ‘thesis-driven’. In other words, the line of argumentation should be based on a specific perspective, idea or stance (Nygaard, 2015). Beekman et al. (2011) state that a thesis statement should always adhere to certain criteria; namely, that it should be debatable, should not be self-evident (an obvious fact), should not be a matter of opinion, should be logical, and a person should be able to express the thesis clearly and precisely. Since academic discussions and the development of sound academic arguments are an integral part of tertiary education life, it is thus essential that students acquire these skills soon upon entering HE. The art of academic argumentation includes the ability to recognise the main argument in academic texts, as well as formulate and develop one’s own arguments. A further requirement is that students understand the logical flow of an argument and how the argument relates to the thesis that they identified earlier.

In addition to this, Patterson and Weideman (2013: 140) argue that the ability to “interpret, use and produce information presented in a graphic or visual format” should also be included in analytical and logical reasoning. Beekman et al. (2011) encourage the mastering of these skills, especially at university level, since research papers, particularly papers based on empirical research, consistently contain visual representations of statistics or data in the form of a graph, table, or figure. Although it can be argued that the ability to interpret, use and produce information presented in a graphic or visual format is more relevant to fields of study, such as economics and mathematics, most research that contains a quantitative data collection aspect will also make use of graphs and tables that need to be interpreted (Beekman et al, 2011). The latter is also the case in the field of Educational studies. Even

though Educational studies, as part of the field of Social Sciences, have a generally more qualitative research focus, Banks (2008) argues that researchers in the field of Education are increasingly making use of a mixed-method research methodology, thus increasing the need for students to develop the ability to interpret and produce visual and graphic information. Kvale and Brinkmann (2015) argue that students should have the knowledge and skills to interpret visual representations of information to enhance their comprehension of the topic under discussion (Beekman et al., 2011). However, Banks (2008) claims that students should not only be able to interpret visual data, they should also possess the skills that will allow them to incorporate graphs, tables and figures successfully into their written work. Kvale and Brinkmann (2015; Banks, 2008) highlight the importance of mastering the incorporation of visual data in an academic environment, as it allows students, as well as academics, to develop ideas, communicate complex and abstract concepts in simpler ways, as well as communicate across language barriers and ideologies.

Based on the information in this section, it suffices to say that the essential analytical and logical reasoning abilities that are necessary to cope with the demands of HE involve students being able to:

- participate in academic discussions, in written and spoken form;
- apply relevant processes during academic argumentation, such as differentiating between facts and opinions, and relevant and irrelevant information;
- develop a main argument or thesis statement;
- interpret and analyse visual data; and,
- integrate visual data into written work.

There is, of course, there is a direct link between students' analytical and logical reasoning abilities and their ability to engage effectively in research. Therefore, the final category is that of research abilities, which is discussed in detail below.

3.3.6 RESEARCH ABILITIES

In the HE context, academic research is one of the key expected outputs of any tertiary institution (Kyllonen, 2012). Creswell (2008: 2) defines academic research as "a process of steps used to collect and analyse information to increase our understanding of a topic or issue". It consists of three steps: "posing a question, collecting data to answer the question, and presenting an answer to the question." Mertens (2015: 2), on the other hand, describes

research as “one of many different ways of knowing or understanding” and that it is “a process of systematic inquiry that is designed to collect data, analyse, interpret, and use data.” Students in HE must be exposed to and provided with sufficient opportunities to develop their research abilities so as to allow them to use the knowledge they have gained throughout their studies to grow as scholars and also to contribute to the body of knowledge in their field of study (Mertens, 2015). Thus, it is of vital importance that students realise that these skills are not only relevant to their first-year studies, but could be used and built on for postgraduate studies as well.

Maree (2016) agrees with the sentiment that students should acquire good research abilities, but states that they should first learn and understand the different components of research, as well as the relevant concepts associated with these research components. These include aspects, such as the different research designs and methodologies, theoretical and conceptual frameworks, methods of research, including qualitative, quantitative and mixed-method, and research paradigms (Nieuwenhuis, 2016). Mertens (2015) concurs and claims that a lack of proper knowledge regarding these vital concepts might cause the research to be illogical and inconsistent. This could result in the research losing all value and failing to deliver its intended message or attain target goals. According to Jansen (2016), it is only after students fully comprehend the ideas and principles of doing research that they, as novice researchers, will be able to engage in the research process with confidence. Furthermore, comprehensive knowledge regarding the terms, concepts and principles will also allow novice researchers to successfully apply these to develop a suitable plan for their specific research projects, as well as future research ventures (Jansen, 2016). Jansen (2016) further elaborates that the more students understand and know in terms of the theoretical, as well as practical sides of research, the better their research proposals will be, which will, in turn, result in all-round better research projects. Mertens (2015) agrees with this assessment and states that a research proposal serves as a blueprint for the entire research process; thus, the better the research proposal the better the end result; namely, the research project. Jansen (2016) also adds that although research proposals are generally associated with post-graduate studies, undergraduate students also need to develop the basic skills related to proposal writing and could be applied in a research plan of sorts. It has to be noted that while proposal writing and research methodology do not necessarily form part of the aspects that are directly addressed in academic literacy courses,

certain research skills should be addressed to aid students to complete research-based assignments.

Novice researchers often find it difficult to locate suitable academic sources, as well as effectively distinguish between reliable and unreliable sources (Ilogho and Nkiko, 2014). Horton (2008) describes this phenomenon as a lack of information literacy and a major concern in the academic environment. Andretta (2002) describes information literacy as knowing why, when, and which knowledge is required, as well as where to find relevant information, how to evaluate the reliability thereof, and how to use it ethically. She also emphasises that universities should make a conscious decision to ensure that students master this skill (Andretta, 2005), as it will increase, not just the quantity, but also the quality of research output at a particular tertiary institution. Beekman et al. (2016) agree that universities should take the responsibility to teach students this skill, but that students should also be taught to navigate the Internet to find reliable sources. They further argue that doing an Internet search can be a daunting task for novice researchers, and may lead to incorrect and misleading information being used due to the vast quantity of information available (Beekman et al., 2016).

In addition to being able to identify suitable and relevant information, students should also be able to make use of different types of sources and combine the information sourced appropriately, i.e. synthesise information (UNE, 2016). Synthesis can be described as strengthening an academic argument by drawing on information from a variety of different types of credible sources, such as academic journals, publications and reliable Internet publications (Walden University, 2018). Chase (2011) states that students should be able to understand, analyse, and construct valid arguments and use academic texts to support these arguments. He further argues that students should make use of several sources to lend credibility to their arguments and convince readers of the believability of their viewpoints (Chase, 2011). Similarly, White and Billings (2008) add that students should also be able to challenge opposing ideas with relevant literature in an attempt to substantiate their points of view, and as far as possible, refer to different opinions on the particular topic to enhance a paper's objectivity.

One of the major concerns in academic institutions is the prevalence of plagiarism that is being committed by students. According to Culwin and Lancaster (2001), this could be due

to the ever-growing body of information that is available on the Internet, which students can access with ease. This leads to an increased temptation for students to commit plagiarism by just copying information and passing it off as their own, without acknowledging the original author (Culwin and Lancaster, 2001). According to Dube (2016), plagiarism can be considered as the intentional or unintentional claim of someone else's work as your own. Roig (2011); however, states that plagiarism is a form of theft since it involves the theft of other people's intellectual property, such as ideas or concepts. On the other hand, Alexander et al. (2008) defines plagiarism as copying a text verbatim, without acknowledging the source and using quotation marks, or failing to cite a source, furthermore he states that uncited paraphrases also constitutes plagiarism. Dube (2016) suggests that other reasons for plagiarism could be attributed to a lack of vocabulary, as well as knowledge of discourse to, firstly, understand the text they are reading and, secondly, produce a paraphrased version of the original text or idea. Chase (2011) suggests two strategies that students have to develop to counter this increasing trend; namely, proper referencing techniques and paraphrasing skills.

In terms of proper referencing techniques, citing the sources that were used, as well as providing a reference list is a crucial aspect of academic writing (Labaree, 2009). Labaree (2009) further emphasises the fact that any ideas, data, research findings, graphs, or direct quotations must be acknowledged by means of an in-text citation, as well as being included in a list of references to avoid plagiarism. Beekman et al. (2016) suggest that students should be taught to systematically keep notes on the bibliographic details of all sources they consult, even before they start reading the content of the particular source, to avoid possible omissions of sources in the final product.

The second strategy to help in avoiding plagiarism is paraphrasing. Potgieter and Van Wyk, (2017: 138) define paraphrasing as taking another person's ideas, findings, or work and putting them in your own words. When a person paraphrases a piece of text, the focus should be on the meaning of the text, rather than on the words used in the original text (Potgieter and Van Wyk, 2017). Paraphrasing is a key ability that students, or any novice researcher, should acquire to avoid plagiarism, increase the comprehension of academic texts, and enhance cohesion and 'flow' in their academic writing (Dube, 2016, Hirvera, 2013). Tertiary education students should be able to apply the following paraphrasing strategies in their writing to avoid plagiarism (Potgieter and Van Wyk, 2017: 93):

- changing the word form;
- using synonyms or alternative words and phrases;
- changing active voice to passive voice, and vice versa;
- using reversals and negatives without changing the meaning;
- moving phrases and modifiers; and
- making abstract ideas concrete; however
- do not change concept words, special terms, or proper nouns."

However, many of these paraphrasing strategies require students to be familiar and, in some cases, have substantive knowledge of language structures in English, especially in terms of academic discourse. This again highlights the link between general English fluency (BICS) and cognitive academic language proficiency (CALP) (cf. 2.2).

As can be seen from the literature, research abilities form an important part of the academic environment, and thus academic literacy. It is therefore imperative that students master the following research abilities to enhance their chances of academic success during their tertiary studies:

- understand the underlying concepts of empirical research;
- apply these empirical research concepts;
- use appropriate search strategies for research purposes;
- identify relevant and reliable information for their research purposes;
- use different sources for their research purposes;
- synthesise the information from these various sources;
- use evidence from these sources to support, as well as challenge different ideas;
- refer to different points of view regarding a topic;
- reference a variety of sources, both in-text and reference list entries;
- paraphrase information;
- process and interpret gathered data and information; and
- report on gathered data in a suitable manner.

The information discussed in the preceding sections (cf. 3.3.1.to 3.3.6) was taken into consideration to develop an academic literacy framework that was used to inform this study's data collection instruments.

3.4 ACADEMIC LITERACY FRAMEWORK

Taking into consideration all of the information from the previous sections, Table 3.1 is a visual representation and summary of the academic literacy framework for this study. The framework is divided into six sections, each representing a specific group of academic literacy skills, with a combined total of 40 academic literacy abilities. Although these skills are listed separately in the framework (cf. Table 3.1), this is done only for simplification purposes in order to determine which skills are valued according to the literature reviewed. Furthermore, the listing of these academic literacy skills as 'discreet' does not reflect the promotion of a skills-based approach, but was formulated in such a manner to inform the development of the research instruments and data collection process. (cf. 5.4.2.1). These skills, which are all interlinked and have a definite influence on one another (Richards, 2005) should be addressed in an integrated fashion within the academic literacy programme (cf. 2.6.3). Since the main purpose of an ESP course (cf. 2.5) is to develop all enrolled students' academic literacy abilities, the skills included in the academic literacy framework are vital in the development of their academic discourse proficiency.

Table 3.1: Constructed academic literacy framework

Academic literacy framework	
Listening and note-taking skills	Listen effectively in class
	Take effective notes during class
	Take notes from reading materials
Academic reading abilities	Appropriate reading speed
	Apply appropriate reading strategies
	Understand assigned readings
	Summarise main ideas
Vocabulary usage	Understand academic vocabulary
	Use academic vocabulary
	Understand subject-specific terminology
	Use subject-specific terminology
Academic writing abilities	Analyse and comprehend assignments and exam questions
	Strategies for writing tasks
	Structure writing
	Produce academic writing
	Use academic writing conventions
	Use subject-specific writing conventions
	Create and produce visual data
	Write short pieces of coherent text
	Write long coherent pieces of text
	Use appropriate format and layout when typing text
	Participate in academic discussions

Analytical and logical reasoning	Apply relevant processes involved in academic argumentation
	Develop a main argument or thesis statement
	Interpret visual data
	Integrate visual data with written work
Research skills	Understand underlying concepts of empirical research
	Apply underlying concepts of empirical research
	Use appropriate research strategies
	Identify relevant information
	Identify reliable information
	Synthesise information from various sources
	Use different sources during the research process
	Use evidence from sources to support ideas
	Use evidence from sources to challenge ideas
	Refer to different points of view
	Reference a variety of sources
	Paraphrase information
	Process and interpret gathered data
	Report on gathered data

This academic literacy framework serves four main purposes. Firstly, it informed the development of the data collection instruments; namely, the questionnaires and focus group discussions in terms of the questions included. Secondly, the framework also assisted in the document analysis of the EALH1508 course's textbook to determine which academic literacy abilities are taught in the course. Thirdly, it allowed for the analysis of the study material of the selected first-year Faculty of Education modules in terms of the academic literacy skills required to successfully engage with the material. Lastly, it allowed for a comparison of the analysis of the academic literacy course and the study material from the Faculty of Education, which was conducted to identify any discrepancies regarding the academic literacy skills on offer and the skills required.

3.5 THE TWO PILLARS OF THE ENGLISH ACADEMIC LITERACY PROGRAMME AT THE UNIVERSITY OF THE FREE STATE

It has been argued by numerous authors and experts in the fields of academic literacy that all the skills associated with academic literacy are integrated (Richards, 2005; Patterson and Weideman, 2013) (cf. 2.6.3). Although the EAL courses take an Integrated approach to literacy development, academic reading and writing are the predominant focus of these courses. The notion that academic reading and writing are central to academic literacy is supported by Van Dyk and Van der Poel (2013: 58) who state that:

> [i]n an institutional context, academic mastery of the discourse resides in reading (whether reading to write, reading to learn …) and writing (the core of literacy) and academic literacy should be exhibited by students in showing proof of effective reading and writing.

The importance of these two academic literacy abilities is also reflected in Lea and Street's (1998: 160) argument that:

> [a]cademic literacy practices – reading and writing within disciplines – [are] central processes through which students learn new subjects and develop their knowledge about new areas of study.

Most, if not all, academic literacy abilities are related to academic reading, writing, or both. For example, a student cannot fully engage in an academic debate, either in oral or written format, if they do not have sufficient background knowledge about the topic, which can only be gained through critical reading and active listening during lectures. Similarly, effective note-taking and research call for well-developed academic reading and writing abilities.

In terms of academic reading, one of the major components that have a significant influence on a student's reading development is the amount of background knowledge the student possesses (Van Wyk and Greyling, 2008). Grabe and Stoller (2006: 257) describe background knowledge as the "prior knowledge that readers utilise in interpreting text, [which] includes general, cultural and topic-specific knowledge". Day and Bamford (1998: 14) state the knowledge that a student brings to the text is critical, since the "construction of meaning depends on the reader's knowledge of the language, the structure of texts, a knowledge of the subject of the reading, and a broad-based background or world knowledge". Since many students in the current HE context come from relatively print-poor, lower socio-economic backgrounds, and exposure to substandard basic education, they often have inadequate reading comprehension and limited knowledge of writing conventions, text genres, as well as text and writing organisation structures (Drennan, 2010). This under-preparedness of students to deal with these aspects can only be overcome if these students are exposed to a programme that focusses on the wide reading of texts to expand their background and world knowledge (Van Wyk and Greyling, 2008).

From the above, it becomes clear that by providing students with the opportunity to expand their exposure to reading texts, not only will their background knowledge increase, but also

their vocabulary knowledge, their understanding of text structure, as well as their knowledge in terms of writing conventions, thus enhancing their ability to write academically. Writing in the academic setting can be described as “the way in which students consolidate their understanding of subject areas to the extent and nature of individual student’s understanding” (Lillis, 2002: 20). Since academic writing, in the form of assignments, tests and examinations, is still a primary form of assessment within HE, the extent to which students are successful in mastering this ability has a large impact on their success in tertiary education (Lillis, 2002). This is arguable of particular relevance to students enrolled in the EAL courses at the UFS, and, thus, the students included in this study.

Although academic reading and writing form the focal point of all the EAL courses at the UFS, it is still important that all the relevant academic literacy abilities be identified to ensure that attention is given to these skills as part of an integrated approach to literacy development in the academic literacy course.

3.6 CHAPTER 3 SUMMARY

Based on the literature that was considered in this chapter, it becomes clear that the HE environment places great emphasis on the acquisition of academic literacy abilities as a means to cope with the demands of tertiary education. The acquisition of these skills gives students the best possible opportunity to achieve academic success and become accepted members of their respective fields of study. In this chapter, various academic literacy abilities were identified and grouped into six categories, including listening and note-taking, academic reading, academic writing, and research abilities, as well as and vocabulary usage and analytical and logical reasoning.

As indicated in the introduction of this chapter (cf. 3.1), the proposed academic literacy framework was used to identify the various academic literacy abilities that are considered essential and should form part of an academic literacy course. Furthermore, the academic literacy framework also helped in the development of the data collection instruments by way of informing the questions of the questionnaires and the focus group discussions. These instruments were employed in the realisation of this study’s first objective; namely, to conduct an analysis of the academic literacy needs of students in the Faculty of Education towards developing the necessary academic literacy abilities to aid in their successful negotiation of course material (cf. 1.3.1). Lastly, the academic literacy framework also

assisted in the document analysis process of both the current Humanities academic literacy curriculum and the study material of selected first-year modules in the Faculty of Education (cf. 1.3.1).

The next chapter discusses aspects of curriculum design and programme evaluation applicable to the evaluation of the current EALH1508 curriculum in terms of the academic literacy needs as specified by the Faculty of Education. This is aligned with the third research objective of this study, which is to determine if it is necessary to make alterations to the existing Humanities literacy course or develop a separate course that better caters to the academic literacy needs of these students (cf. 1.3.3).

CHAPTER 4: TESOL: CURRICULUM DESIGN AND PROGRAMME EVALUATION

4.1 INTRODUCTION

Chapter 4 forms the basis of this study in terms of curriculum design. The principles of programme evaluation and curriculum design presented in this chapter are of relevance to the development of a literacy course that caters to the specific literacy needs of Education students. The information in this chapter therefore pertains to the third objective of this study (cf. 1.3.3). In short, Chapter 4 provides a general overview of an L2 curriculum evaluation and design process. The rationale for selecting a TESOL curriculum design model stems from the argument that academic discourse can be considered an "additional language" (cf. 2.2) that the majority of L1 and L2 students have to acquire to enhance their chances of academic success in the HE environment, as well as to provide the students access to their specific discourse communities (cf. 2.3). It has also been argued that although L1 English speaking students have an advantage over L2 speakers in terms of acquiring academic English due to their existing language knowledge, they are still in need of additional support to reach the required level of academic literacy proficiency (cf. 2.3).

The chapter further discusses the different steps in the TESOL curriculum design model that have to be followed to evaluate an existing language curriculum for the purpose of making suggestions on how to improve or align a course with its intended learning outcomes. Furthermore, this TESOL model can also be used to design a new academic literacy course to ensure that the intended learning outcomes are aligned with the academic literacy skills taught in the course (cf. Table 3.1). Sections 4.2.1 to 4.2.7 are used to discuss each of the steps in the design process in more detail. These steps consist of an environment analysis, a needs analysis, the principles of curriculum design, the intended goals and content of the language curriculum, the format and presentation of the teaching and learning techniques, the monitoring and assessment of the students' progress, and the evaluation of the new or redesigned curriculum in terms of its efficiency in reaching the intended learning outcomes. Since one objective of this study is to potentially propose a new or revised course for Education students in particular, the study does not intend to implement the revised course. Thus, the final step of the TESOL curriculum design, evaluation, is not applied in that context. However, the principles and guidelines associated with this final step are applicable

in terms of the evaluation process of the current EALH1508 course, as suggested by Nation and Macalister (2010; Kiely and Rea-Dickens, 2006).

4.2 LANGUAGE CURRICULUM DESIGN AND EVALUATION

TESOL refers to the teaching of English to speakers of other languages and is of particular importance in the South African HE context, since the majority of students entering tertiary education are considered L2 learners of academic discourse (Vale, 2016). This is also the case at the UFS where 91.3% of registered students are L2 English speakers (UFS, 2020b). Similarly, 94.1% of students involved in this study are not L1 speakers of English (cf. Table 5.3). Although the remaining 5.1% are L1 English speakers, these students also did not acquire the desired results in the academic literacy section of their NBT (cf. Table 1.1; 1.3). Thus, it can be assumed that they do not possess the necessary academic literacy abilities and are, therefore, not necessarily proficient in academic discourse. As mentioned in earlier chapters, the HE environment requires that students not only be proficient in the language of instruction, which is English in this case, but also in using academic discourse (Carstens, 2012). Parkinson et al. (2008) state that TESOL is not only applicable to teach BICS, but could also be used to develop a student's CALP by incorporating the necessary scaffolding. In order to reach the necessary proficiency to meet the academic discourse demands of a HE environment, students need to develop the mandatory academic literacy abilities associated with academic English (Aukerman, 2007). It has been argued that this pertains not only to L2 speakers of English, but to many L1 speakers as well. In line with this argument, it can then be said that, in terms of academic discourse, both L1 and L2 students, can be considered as second-language users of academic discourse.

Although there are numerous curriculum design models, such as the Tyler curriculum model (Tyler, 1969), Johnson's model of curriculum theory (Johnson, 2007) and SUPSKY curriculum design model (Selvi, Uysal, Polat, Sönmez, Köse, and Yetim, 2016), Nation and Macalister (2010) argue that the TESOL language curriculum model is the most relevant and applicable model to use when evaluating or designing a curriculum for the purpose of academic literacy teaching within an EAP course where the majority of students are L2 speakers. This is the case at the UFS where the majority of students enrolled in the EALH1508 course, are considered unfamiliar with academic discourse and therefore in need of additional academic literacy support. An argument can, therefore, be made that the use of TESOL curriculum design principles to inform the teaching of the English academic literacy abilities needed to meet the academic language demands of the HE environment is

warranted (Schleppegrell and O'Hallaron, 2011). Nation and Macalister (2010) claim that their TESOL curriculum design model was developed while taking into consideration several fields of applied linguistics, including “language acquisition research, teaching methodology, assessment, language description and materials production and are therefore widely applicable to ESL/EFL language education courses around the world” (Nation and Macalister, 2010: xv-xvi). They furthermore state that “curriculum, or course, design is largely a ‘how-to-do-it’ activity that involves the integration of knowledge from many of the areas in the field of Applied Linguistics” (Nation and Macalister, 2010: xv). Taking this description into consideration, the appropriateness of this curriculum design model is highlighted by the fact that academic literacy is viewed as a sub-field of applied linguistics (Roux, 2012; Lillis and Scott, 2008). Curriculum design can be viewed as an academic writing exercise, and can, therefore, be studied as a process (Willis and Willis, 2007), since the same writing processes (idea gathering, ordering these ideas, reviewing, and editing) can be applied during the curriculum design process. The TESOL curriculum design model (cf. Figure 4.1) consists of a subdivided inner circle, three outer circles and a complete outer circle border (Nation and Macalister, 2010: 3).

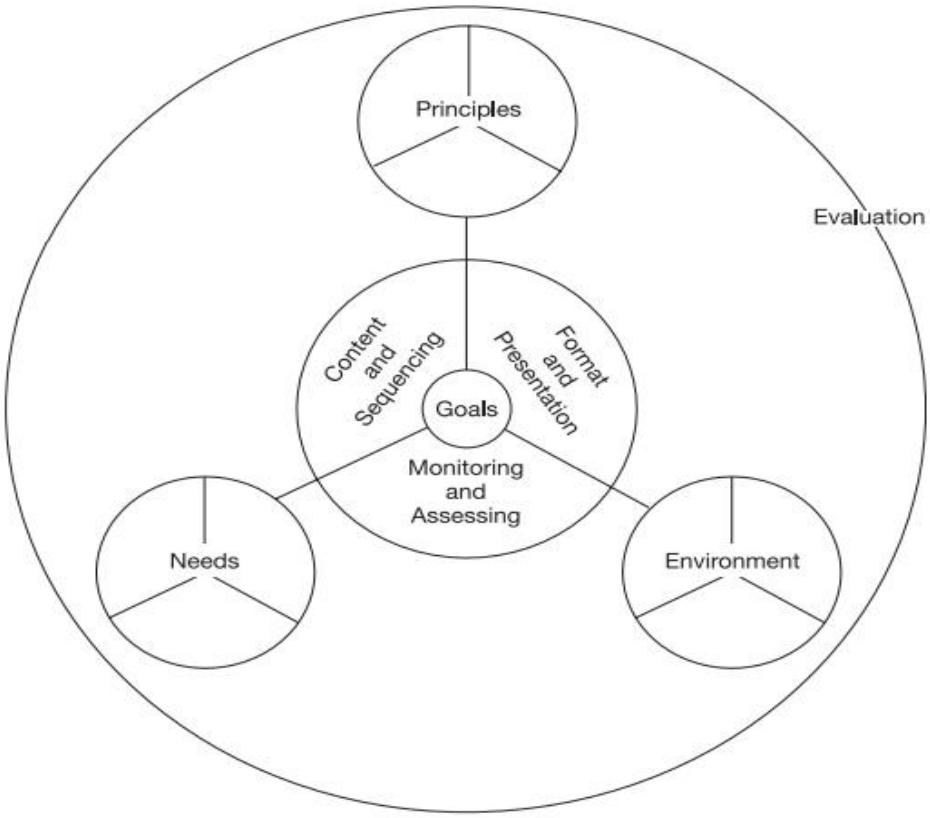


Figure 4.1: Model of the curriculum design process (Nation and Macalister, 2010)

The three outer circles represent the principles, environment, and needs, and involve the theoretical and practical aspects that have to be considered (Nation and Macalister, 2010) in the curriculum design process. According to Willis and Willis (2007), these aspects will have an important influence in guiding the actual process of course development. These three aspects are considered in three sub-divisions during the curriculum design process; namely, the environment analysis, needs analysis and the application of principles (cf. Table 4.1). The inner middle circle represents four aspects; namely, content and sequence, format and presentation, monitor and assessing, and lastly, the goals of the curriculum (cf. Table 4.1).

The environment analysis produces the factors and the possible effect of these factors on the curriculum design, while the results of the needs analysis should indicate an accurate list of language and skill needs that are based on the analysis of the current proficiency and future needs of the relevant stakeholders (Nation and Macalister, 2010; Holme and Chalauisaeng, 2006). The last of these sub-sections, principles, involves the application of the best-suited language teaching principles for language curriculum design and facilitator training (Richards, 2001; Tomlinson, 2003).

The centre of the inner circle represents the goals for the course that should be clear and specific (Nation and Macalister, 2010). The inner circle also contains the content and sequence section and embodies the content, skills and abilities that the students should master, as well as the order in which they will follow in the curriculum (Joe, Nation and Newton, 1996). Designers of language programmes should take into consideration the language content of its course, even if the curriculum is not presenting it as a discrete aspect (Joe, Nation and Newton, 1996). This consideration will ensure that students are exposed to course content that is valuable in terms of addressing all the aspects and concepts required to develop their skills in the target language (Nation and Macalister, 2010). The second part of the inner circle, the format and presentation factors, represents the specific format of the units and lessons of the course, which also includes the kinds of tasks, activities and teaching techniques that will support the learning process (Willis and Willis, 2007). The final section of the inner circle refers to the monitoring and assessment of the curriculum. This section pertains to the aspects of monitoring the progression of the students' learning, assessing the results of learning, as well as providing constructive and timely feedback to the students in terms of their progress (Nation and Macalister, 2010). This aspect is very

important, since it can provide relevant information that can lead to changes in all the other parts of the curriculum (Holme and Chalauisaeng, 2006).

The outer border circle is representative of the evaluation of the curriculum as a whole. This is another vital process that usually only takes place after the curriculum has been implemented and has completed a full run. The evaluation process involves the investigation of every aspect of the curriculum to determine where improvements can be made to enhance the effectiveness of the course (Nation and Macalister, 2010). This final step; however, was only applied to the current academic literacy course relevant to this study, EALH1508, since it has been implemented and has run several full cycles. Curriculum development formed a key aspect of this study, since it informed any alterations or modifications of the current EAL course offered to the students of the Faculty of Education. Furthermore, the development process links strongly with the planned evaluation process in terms of the needs analysis to be conducted with the stakeholders of this study.

In the following sections, each of these components; namely, the environment analysis, needs analysis, principles to language programme design, goals, content and sequence, format and presentation, monitoring and assessment, and evaluation are briefly discussed.

4.2.1 ENVIRONMENT ANALYSIS

Tessmer (1990) describes an environment analysis as an investigation of the factors that could have a substantial effect on the decisions regarding the goals of the course, such as what to include in the curriculum, the reasons behind the inclusions, as well as what the teaching strategies will be, and in what manner the assessment will take place. According to Richards (2001), an environment analysis can also be referred to as a “situation analysis” or a “constraint analysis”. He further adds that the environment analysis can form part of the needs analysis, as suggested by several other curriculum design models (Richards, 2001). Nation and Macalister (2010: 14) emphasise the importance of an environment analysis, because “at its most basic level it ensures that the course will be useable”. They further explain this notion by stating that if the level of teacher training is inadequate and subsequently ignored, it could result in a situation where the teachers will be unable to manage the activities or tasks in the curriculum, which, in turn, will be to the detriment of the students and the programme as a whole (Nation and Macalister, 2010). Similarly, if the financial aspect of the programme is too expensive or requires unavailable technology, the chance of success of the programme will diminish dramatically.

The importance, or level of influence, of the factors that are identified during the environment analysis depends firstly on whether the course will still be effective if the identified factor is not taken into consideration, and, secondly, how significant and extensive the effect of the factor will be on the developed course (Richards, 2001; Willis and Willis, 2007). A further consideration includes the wider aspects of the circumstances of the environment, such as governmental, departmental and institutional policies and guidelines regarding curriculum content and teaching practices (Liu, Ahn, Baek, and Han, 2004; Asmah, 1992). For example, in terms of this study, it is important to consider the institutional objectives stipulated in the UFS Strategic Plan (UFS, 2018c). Although there are several goals set out in this strategic plan, the first two goals; namely, to improve student success and wellbeing and to renew and transform the curriculum to achieve this improvement is important to consider in terms of this study (UFS, 2018c). The first of these goals is especially relevant since this study aims to transform and produce a course curriculum that will aid students in achieving success in their particular fields of study.

To comply with the requirements of the environment analysis, the first two steps of Lynch's CAM serve as the programme evaluation model for this study (Figure 1.2). These two steps require the selection of the relevant stakeholders (cf. 1.6.1) of the evaluation process, as well as describing the context in which the evaluation will be conducted (cf. 1.6.2).

After the curriculum designer has completed a thorough environment analysis, they have to conduct a needs analysis in terms of course goals and curriculum content. The subsequent section discusses this analysis in detail.

4.2.2 NEEDS ANALYSIS

In a curriculum design process, the needs analysis is mainly aimed at identifying the course goals and the content that should be included (Nation and Macalister, 2010; Long, 2005). It aims to determine what knowledge the students already possess in relation to what they need to know (Hutchinson and Waters, 1987). Furthermore, a needs analysis that is conducted properly will ensure that the course is relevant, useful, as well as current (Nation and Macalister, 2010). Hutchinson and Waters (1987) divide needs into two main categories; namely, target needs and learning needs. The former consists of what the student needs to do in the target situation, while the second category, learning needs, refers to what the student needs to do to learn effectively (Hutchinson and Waters, 1987). The target needs

analysis has to investigate the following aspects (Nation and Macalister, 2010: 24-25), which have been adapted to speak to the academic discourse needs of students in this study:

i. Necessities: What is necessary for the students' use of academic discourse? For instance, are the students required to write a research report or essay examination questions?
ii. Underdeveloped: What skills, abilities, or knowledge do the students lack? What abilities need to be developed to align with the necessities?
iii. Wants: What do the students wish to learn? What academic literacy aspect do they deem important?

It can thus be argued that these needs have to be divided between present and required knowledge, as well as objective and subjective needs. These two concepts can be differentiated by defining objective needs as any factual information relating to the students, while subjective needs refer to those perceived by interested parties besides students, such as lecturers, facilitators, administrators and any other potential stakeholders (Robinson, 1991 For example, 'underdeveloped' can be associated to present knowledge, while 'necessities' can be related to required academic discourse knowledge. On the other hand, the third aspect, wants, refers to subjective needs and can be gathered through focus group discussions, whereas information about objective needs can be collected through observations and document analysis (Nation and Macalister, 2010: 24-25). It is of the utmost importance, whichever method is used to collect information, that the information gathered is useful and relevant to the curriculum design process.

This step in the curriculum design also lends itself strongly to the programme evaluation process suggested by Lynch (2007) stipulating that one should specifically focus on the needs of the students involved in the programme and take into consideration their educational background, culture, as well as the importance of the programme in their future studies (cf. 1.6.5). It is therefore arguably important to keep the diversity and the under-preparedness of the students of the Faculty of Education to meet the academic language demands in mind when conducting the needs analysis.

Following the needs analysis stage, the curriculum designer is urged to consider the language teaching principles of TESOL curriculum design in the third step of the process.

4.2.3 PRINCIPLES

Nation and Macalister (2010: 38-39) published a list of twenty language teaching principles (cf. Table 4.1) based on the findings of several researchers in the field of language acquisition, including the fields of applied linguistics and EAP (Ellis 2005; Brown 1993; Krahnke and Christison 1983; Willis and Willis, 2007). Nation and Macalister (2010: 38) state that "these principles are based on a pedagogical perspective focusing on curriculum design and teacher training". Furthermore, these principles are supported by extensive research and theory in the fields of second or foreign language learning, first language learning, general educational research and theory, as well as applied linguistics, which includes the sub-fields of academic literacy and EAP (Nation and Macalister, 2010). These principles have been grouped and organised according to the three sections in the inner circle of the curriculum design model (cf. Figure: 4.1) (Nation and Macalister, 2010). According to Nation and Macalister (2010), the order in which the principles have been arranged is also indicative of their perceived importance.

Table 4.1: The Twenty Principles of L2 Teaching (adapted from Nation and Macalister, 2010)

The Twenty Principles of L2 Teaching	
Content and Sequence	
Frequency	An academic literacy course should provide the best possible coverage of academic literacy abilities required through the inclusion of items that occur frequently in the language so that students get the best return for their learning effort.
Strategies and autonomy	An academic literacy course should train students on how to learn academic literacy abilities and how to monitor and be aware of their learning so that they can become effective and independent language learners.
Spaced retrieval	Students should have increasingly spaced, repeated opportunities to retrieve and give attention to wanted items in a variety of contexts.
Language system	The language focus of an academic literacy course needs to be on the generalisable features of the language.
Keep moving forward	An academic literacy course should progressively cover useful academic literacy abilities, skills and strategies.
Teachability	The teaching of academic literacy abilities should take account of the most favourable sequence of these items, and when the students are most ready to learn them.
Learning burden	The course should help students make the most effective use of previous knowledge.

Interference	The items in an academic literacy course should be sequenced so that those that are learned together have a positive effect on each other for learning and so that interference effects are avoided.
Format and Presentation	
Motivation	As far as possible, students should be interested in, and excited about, learning academic literacies and they should come to value this learning. The input for the instructor should be focused on language-focused learning, which should lead to meaning-focused output and fluency activities.
Four strands	A course should include an even balance of meaning-focused input, language-focused learning, and meaning-focused output and fluency activities.
Comprehensible input	There should be substantial quantities of interesting, comprehensible and receptive activities in both listening and reading.
Fluency	An academic literacy course should provide activities aimed at increasing the fluency with which students can use the language they already know, both receptively and productively.
Output	The students should be pushed and encouraged to produce the target language in both oral and written modes, [i.e. secondary discourse (CALP)].
Deliberate learning	The course should include language-focused learning on the sound system, spelling, vocabulary, grammar and discourse areas.
Time on task	As much time as possible should be spent using and focusing on academic discourse.
Depth of processing	Students should process the items to be learned as deeply and as thoughtfully as possible.
Integrative motivation	A course should be presented so that the students have the most favourable attitudes to the language, to users of the language, to the facilitator's skill in teaching the academic literacy abilities, and to enhance their chance of success in acquiring the necessary academic literacy abilities.
Learning style:	There should be an opportunity for students to work with the learning material in ways that most suit their individual learning styles.
Monitoring and assessment	
Ongoing needs and environment analysis	The selection, ordering, presentation, and assessment of the material in an academic literacy course should be based on a continuing careful consideration of the students and their needs, the teaching conditions, and the time and resources available.
Feedback	Students should receive helpful feedback which will allow them to improve the quality of their language use.

The first group of principles, content and sequence, relates to the content that should be included in the curriculum, as well as the sequence thereof. This therefore involves contemplating what aspects should be covered in the academic literacy course and in what

order these aspects should be addressed. The primary purpose of this set of principles is to ensure that the enrolled students find the course relevant to their language needs. In terms of the focus of this study, the content should thus be relevant to students of the Faculty of Education at the UFS and sequenced in a scaffolded manner to abide by the principles of ESP teaching and learning (cf. 2.6). One of the main characteristics of an ESP course is that the content of the course is aligned with the students' discourse requirements of a particular field of study (Paltridge and Starfield, 2013). The second cluster of principles refers to the format and presentation of the curriculum and is mainly concerned with the actual happenings in the class. More specifically, these principles represent the types of tasks and activities used in the classroom setting, as well as how the students engage with the learning material. Lastly, the final grouping of principles deals with the monitoring and assessment procedures of the course. It is, therefore, vital that these language principles be considered, as it allows for realistic course goals, and ensures that the content is relevant and useful. This is a very important aspect to consider and also relates to the fifth step of the CAM (cf. 1.6.5); namely, collecting data that can be used to set authentic goals according to the expectations of the students and other stakeholders in the evaluation and curriculum design process.

It can therefore be assumed that, since the purpose of this study is to evaluate and possibly bring changes to the current EALH1508 curriculum to improve the efficacy of the course, the content used to teach the relevant academic literacy skills should be based on the principle of CBI (cf. 2.6.1). In other words, making use of content that is relevant to students in the Faculty of Education at the UFS would enhance the effectiveness and relevance of the academic literacy course as a whole. Furthermore, it can be assumed that the sequence of skills be organised in terms of when and how the students would need them in their respective Education courses. However, the teaching of these skills should still adhere to Krashen's CI Hypothesis (cf. 2.2.1) and be scaffolded to maximise transfer success, and therefore be taught in a manner that the lessons and activities build on one another to enhance students' learning and comprehension.

4.2.4 GOALS, CONTENT AND SEQUENCE

During the content and sequence stage of the curriculum design process, the environment in which the curriculum will be used, the students' needs, as well as the principles of (academic) language teaching and learning (Nation and Macalister, 2010) need to be taken into account. This represents the first wedge in the inner circle of the curriculum design

model (cf. Figure 4.1). Table 4.2 lists some of the most important factors that should be taken under advisement in terms of the feasibility of the content used to achieve the intended outcomes of the proposed curriculum, as suggested by Nation and Macalister (2010), Brown (1995), and Willis and Willis (2007).

Table 4.2: Content and sequence guidelines (adapted from Nation and Macalister, 2010)

Content and sequence guidelines	
Environment	
Students	The ideas in the course should help learning in the classroom. The ideas in the course should suit the age of the students. The content should take account of what students expect to see in the particular literacy course, as well as what is expected of them in their subject-specific courses. The sequence of the content should allow for some students to be absent for some classes.
Facilitators	The language in the course should be modelled and comprehended by the facilitator.
Situation	The number of lessons in the course should suit the semester and/or academic year. The ideas in the course should increase the acceptability and usefulness of the course outside the classroom.
Needs	
Underdeveloped	The content should suit the proficiency level of the students.
Wants	The content should take what students want into account, which is determined during the needs analysis process.
Necessities	The content should be what students need.
Principles	
Principles	See Table. 4.1

The goals of an academic literacy teaching session should focus on at least one of the following aspects; namely, language itself, notions regarding the target language, language abilities, or language discourse (Tanaka and Stapleton, 2007). Nation (2007) argues that choices have to be made within each of these four areas in terms of planning content units. For instance, units could be based on general academic and faculty-specific vocabulary use, as well as faculty-specific academic writing conventions. However, he also states that it is preferable to make use of a combination of these areas; for example, general academic and faculty-specific vocabulary use and sentence construction, or paragraph structure in

combination with transitional devices (Nation, 2007). However, Brown (2006) argues that several language practitioners choose to organise their lessons in terms of topics or themes with the focus of that specific lesson based on one area of language, such as note-taking. He further adds that although this approach to teaching that focusses on only one aspect of language per lesson is acceptable, it is not preferable, since it remains important to make sure that the language areas are relevant and useful that they, in this case, relate to academic discourse (Brown, 2006). Brown (1995: 34; 2006) emphasises the fact that "making sensible, well-justified decisions about content is one of the most important parts of curriculum design", since excellent teaching cannot compensate for poor or irrelevant content, which again highlights the relevance of using of a CBI approach (cf. 2.6.1). When developing a curriculum, especially an academic literacy curriculum, it is good practice to break goals down into smaller, well-specified performance objectives (Nation and Macalister, 2010), which will make achieving the goals easier, as well as allow the facilitator to monitor and assess students' progress. This is also in line with the assessment recommendations in an EAP course, which suggests that regular and continuous assessments should be conducted to ensure that students progress at a suitable pace (Brindley and Ross, 2001).

After the units have been developed, the next step is to decide on the sequence of the units. Two choices are available depending on whether the following language lesson is building on the previous one (linear approach), or if the lessons are developed independently from each other (modular in nature) (Nation and Macalister, 2010). Bygate (2015) argues for the former by stating that scaffolding should not only be applied throughout a particular lesson, but also throughout a series of lessons. Since a programme that focuses on the teaching of academic literacy makes use of a scaffolded approach during each lesson, as well as from lesson to lesson to ensure academic English acquisition, only the linear approach is of relevance to the design of materials for this study. The importance of scaffolding is also emphasised by proponents of NLS (cf. 2.3) to enhance the effectiveness of an EAP programme (cf. 2.5).

Baddeley (1990; Willis and Willis, 2007; Ellis 2003) confirms the decision to focus just on the linear approach, by stating that most academic literacy courses make use of linear development to prepare students for complex concepts by starting with easier, more simple items. Baddeley (1990) further argues that such an approach allows for multiple repetitions of the same concept from one contact session to the next. Examples of linear designs

include the spiral curriculum, the matrix model, and the revision unit approach to sequencing. These three approaches can be described as follows (Baddelay, 1990; Bruner, 1962; Brumfit, 1985; Nation and Wang, 1999):

i. Spiral curriculum: When developing a spiral curriculum, the main items or concepts that need to be taught are first selected and then covered over the course of the allotted time on multiple occasions, whilst increasing the level of complexity and detail (cf. Figure: 4.2).

ii. The Matrix model: This curriculum design is very similar to the spiral curriculum, with the main difference being that the repetition of concepts is that of diversity, rather than complexity. Thus, the same concepts are taught in different ways and various examples, while the intricacy level stays consistent throughout the curriculum.

iii. Revision units: This is more of an add-on approach than an entirely new design. At certain pre-determined times during a lesson, time is spent on the revision of material already covered.

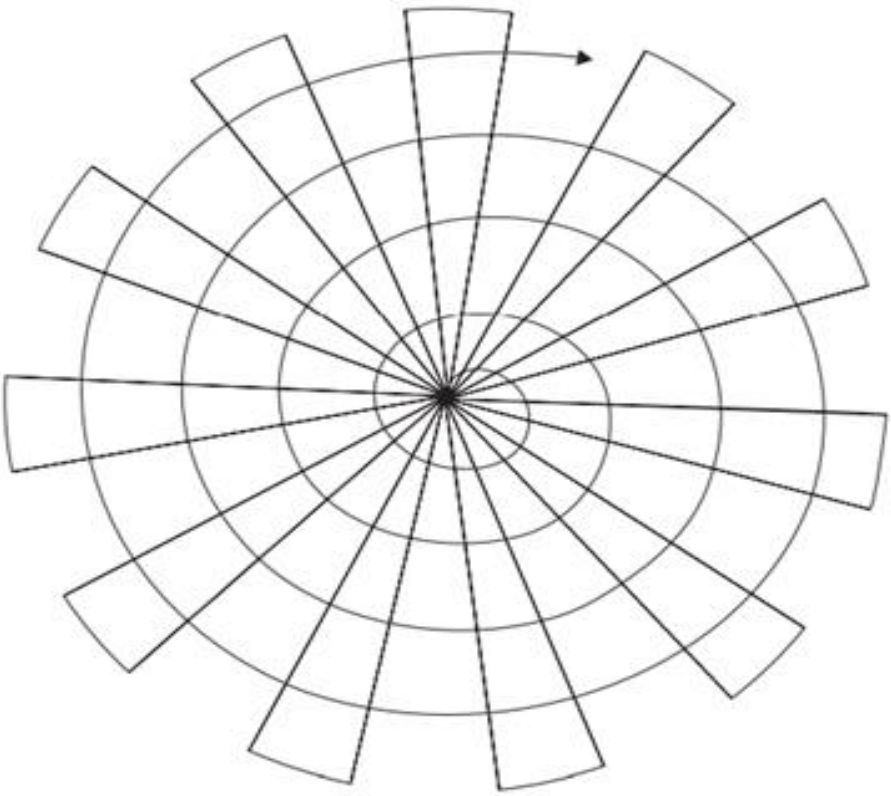


Figure 4.2: Spiral curriculum design

In the context of the students enrolled in the current EALH academic literacy programme at the UFS, a combination of all three models are applicable. The literacy abilities are taught

repetitively until students have reached a certain level of competence. This level of competence can be determined by regular formative assessment tasks, such as class activities, throughout the duration of the programme. Thereafter, the difficulty of the tasks and exercises are increased and again repeated until the students obtain the expected level of competence. Furthermore, some revision lessons are also included during the course of the academic year to ensure that students are able to make use of numerous academic literacy skills simultaneously effectively and satisfactorily. These revision lessons include the various aspects dealt with during a specific chapter or unit, and usually also contain a class test or activity to assess understanding.

4.2.5 FORMAT AND PRESENTATION

This part of the curriculum design aims to select the appropriate teaching and learning techniques to design lesson plans. The data that was collected during the environment and needs analysis (cf. 4.2.1; 4.2.2), together with the previously identified principles relating to content and sequence (cf. Table 4.1) are used to develop activities that will ensure active participation from the students. However, the decisions that have already been made during the first three steps; namely, the needs analysis, environment analysis, and content and sequence, will only be indirectly observable through the format and presentation of the lessons (Nation and Macalister, 2010). Despite this, these decisions still have to be taken into consideration to ensure the course is suitable for the intended audience or not applicable to the teaching and learning context (Poehner, 2009).

If learning is to be successful, both the teachers and students should be fully aware of the goals of each task and activity, the reasoning behind each goal, how the task or activity should be presented and completed, as well as what kind of student involvement will be required (Poehner, 2008). This can be accomplished through a well-designed student study guide and teacher's guide, each with a proper index and orientation section with the stated course outcomes. Table 4.3 is a summary of the important factors that have to be taken into consideration in terms of the format of course materials.

Table 4.3: Format guidelines based on environment and needs analysis (adapted from Nation and Macalister, 2010)

Format guidelines based on the environment and needs analysis	
Environment	
Students	The layout of the content should attract students. The students should have the skills to do the activities in the study guide. The activities should take account of whether the students share the same first language. The activities should be suitable for a range of levels of proficiency in a class. The activities should suit the size of the class. The activities should fit the learning styles of the students.
Facilitators	The facilitator should be able to present and manage the activities [e.g. the facilitator should be able to organise group work].
Situation	The course book should be easy to carry. The material in the course or the course book should not be too expensive. The amount of material in a lesson should suit the length of a class. The activities should suit the physical features of the classroom [e.g. move desks for group work, soundproof for oral work].
Needs	
Underdeveloped	The students should be able to successfully complete the activities.
Wants	The activities should align with what the students expect to do in an academic literacy course.
Necessities	The kinds of activities should be useful to the students in their future use/learning of the language [e.g. knowing how to rank, knowing how to negotiate].
Principles	
Principles	See Table. 4.1

A very important aspect of any language course, or academic literacy course in this case, is the fact that it should provide a reasonable range of relevant learning opportunities. An effective way to ensure the balance of opportunities is to make certain that the principle of "four strands" is applied effectively and fairly (Nation, 2007). The "four strands" principle consists of meaning-focused input, meaning-focused output, language-focused learning, and fluency development (Nation, 2007: 2). Gillett (2011) also states that these "four strands" correspond with the recommended approach that any EAP approach should follow to enhance its effectiveness. I provide a brief description of each of these concepts.

i. Meaning-focused input: this strand involves students having the opportunity to learn from listening and reading. One of the most important conditions that have to be met

in the learning environment is a large quantity of input, with a focus on the meaning of the specific message, while having a low density of unfamiliar items (Nation and Macalister, 2010). This description of meaning-focused input is in line with Krashen's CI Hypothesis, thus also emphasising the importance of implementing Krashen's CI Hypothesis. In an academic literacy course, the most effective manner of providing sufficient comprehensible input (Krashen, 1982) is to incorporate an extensive reading component in the EAP programme (Nation, 2007). This can be directly linked to the M-reader programme, which serves as the extensive reading component, included in the academic literacy courses at the UFS (cf. 11.2.5.1). Furthermore, the incorporation of a CBI approach (cf. 2.6.1), especially in terms of the course's intensive reading element, will ensure that the course is more aligned with the academic reading needs of the students. Meaning-focus input can also be achieved through interacting with fellow students, since one person's output becomes another person's input (Poehner, 2009). One of the major advantages of interactive listing is the fact that the listener has the opportunity to negotiate the meaning of the input with the speaker, since they can ask for clarification on the meaning of words, as well as for a repetition of what was said. The listener can also control the speed of input by requesting the speaker to slow down (Poehner, 2009).

ii. Meaning-focused output: Meaning-focused output involves speaking and writing (Nation and Macalister, 2010). Poehner (2008) states that learning cannot take place on input alone, since the knowledge a person needs to comprehend input does not necessarily include sufficient knowledge to produce quality output. According to Black and William (2009), well-balanced and well-developed language courses, with the aim of teaching L2, EAP, or ESAP should spend roughly a quarter of the allotted course time on meaning-focused speaking and writing. Meaning-focused speaking has to involve students in group discussions, conversations, or even in monologues (Black and William, 2009), and can have a social emphasis or can be used for academic purposes (Nation, 2007). Similar to the conditions of meaning-focus input, during meaning-focus output, there should be a focus on the message so that the reader or listener will understand the message, the difficulty level should not be too challenging, and there should be sufficient opportunities for such exercises during the course (Nation and Macalister, 2010). Writing activities can include keeping a diary, writing essays, assignments, and summaries, while speaking tasks could include debates, group discussions, or information-gap activities.

iii. Language-focused learning: This type of learning focuses on language aspects, such as parts of speech, collocations, spelling, grammatical constructions, pronunciation, and discourse features (Nation and Macalister, 2010). Although many language practitioners place a lot of emphasis on this aspect, language-focused learning in specialised language courses, which focus on EAP teaching, should not take up more than 25% of the allocated class times, as was the case with the previous two strands, (Nunan, 2004). Nation (2007) suggests intensive reading, guided writing, sentence completion, and dictation as possible class activities to achieve language-focused learning. The current academic literacy courses attempt to address these aspects through the paragraph and essay drafting system, where students are required to complete a series of writing activities (mind map, outline and two drafts) before submitting their final product. During this drafting process, students are guided by facilitators through constructive feedback on each activity.

iv. Fluency development: The fourth and final strand of an academic literacy course is fluency development, which involves making use of what the students already know (Nation and Macalister, 2010). Therefore, this strand does not involve the learning of additional language abilities or knowledge, but the development of fluency in the skills and knowledge they already possess and should include all four of the major language skills; namely, speaking, listening, writing, and reading. Speaking fluency tasks include repeated speaking where students deliver the same speech to different audiences or debating on familiar topics, while listening fluency activities could include listening to lectures (Nation, 2007). Writing fluency exercises could involve writing about topics that they have sufficient background knowledge on, by making use of a ten-minute writing activity (Nation, 2009).). In the context of an EAP course this can be achieved by requiring that students write a short paragraph about the reading that was done during the lesson. This will especially be the case if a CBI approach is followed. During this activity, facilitators only comment on the content and quantity thereof and encourage students to increase the words-per-minute count. Lastly, reading fluency can be developed by adding a regular speed reading component with controlled vocabulary (Nation, 2009; 2007).

Some of the important environment factors that a curriculum designer should consider are the length of the contact sessions, the size of the physical classroom, the size of a typical class, as well as the skill and competency of the teacher that will present the lesson. Nguyen (2010) argues that an academic literacy classroom should consist of no more than 20-25

students due to the complex nature of academic literacy acquisition and the personal attention required. This; however, is a challenge in the South African HE due to increased enrolments and the continued rise in the number of students who need academic literacy support (cf. 1.1). A further constraint within the SA HE context that relates to the increased access to HE is the logistical constraint that has been created given the limited number of venues available for lectures and infrastructure development that has not kept pace with the increase in enrolments. These challenges have implications for the format and delivery of a course, which might then call for a blended approach to teaching and learning.

4.2.6 MONITORING AND ASSESSMENT

As was the case with the previous two sections (Goals, Content and Sequence and Format and Presentation), the data and information used to plan and design the monitoring and assessment components of the curriculum come from the outer circles (environment, needs and principles) of the curriculum design model (cf. Figure: 4.1). Therefore, monitoring and assessment have to take the environment in which the course will be applied, the needs of the stakeholders, as well as the relevant principles of language teaching and learning into consideration. Table 4.4 serves as a summary of the guidelines in terms of monitoring and assessment. It is important to notice that monitoring and assessment have informational and affective purposes, since it can provide both the instructor and student with relevant information concerning their achievement and progress, as well as a means of encouragement.

Table 4.4: Monitoring and assessment guidelines (adapted from Nation and Macalister, 2010)

Monitoring and assessment guidelines	
Environment	
Students	The students should feel good about their progress.
Facilitators	The facilitator should be able to assess and correct the outcomes to the activities. The facilitator should have time to assess and correct the outcomes of the activities.
Situation	The assessment should be economical. The assessment needs to be aligned with the standards set out in the assessment policies of the HE institution, as well as the other academic literacy courses that are hosted within the same academic department or unit.
Needs	

Underdeveloped	The course should show a positive development in students are increasing their knowledge of academic literacy, and, in turn, academic English.
Wants	The course should show the students that they are learning to do what they want to do.
Necessities	The course should show that the students are getting better at tasks they will need to do after the course. It is therefore imperative that an academic literacy course makes use of a continuous assessment approach to monitor progress throughout the year.
Principles	
Principles	See Table. 4.1

According to Nation and Macalister (2010), apart from including assessment in a course to determine whether learning has taken place and to what extent, the main rationale of the monitoring and assessment section of curriculum design is to ensure that the students will receive the maximum benefit from the programme. This involves the vigilant observation of the course and students, and the interaction between the students and the course to make suggestions and implement changes to improve the overall curriculum (McNamara, 2006). Nation and Macalister (2010; Nation, 2007; 2009; and Shohamy, 2000) suggest several types of assessments that could be included in an academic literacy course, such as placement assessment, observation of learning, short-term achievement assessment, diagnostic assessment, achievement assessment, and proficiency assessment. Each of the various assessment types is described below.

i. Placement assessment: This assessment takes place at the beginning of a course to determine what the student's level is for placement at the corresponding level in the course. This could include reading passages with message-focused questions and composition writing, such as the NBT and reading-level test employed at the UFS (cf. 1.1).
ii. Observation of learning: During the progression of the course, the tasks and activities that students complete are thoroughly monitored to establish if the specific task or activity served its purpose.
iii. Short-term achievement assessment: These types of assessments are usually administered at regular intervals during the semester, the purpose of which is to monitor what students have learned during the course to date. This can take the form of weekly assessments, with the records of achievements kept to monitor progress. This is also known as achievement assessment. Examples thereof include class tests

or academic writing exercises, such as those used in the EAL courses during the semester.

iv. Achievement tests: These are usually the assessments that primarily take place at the end of the course and students are assessed on what knowledge and skills they have gained throughout the programme. This typically takes the form of an examination or a summative assignment at the end of the academic programme.

v. Proficiency assessment: This type of assessment is based on general items drawn for the target language, rather than from the content of the particular course. It attempts to compare the target language knowledge of a particular student in relation to other students' knowledge. These assessments include standard tests, such as the TOEFL test (Test of English as a Foreign Language) and IELTS (International English Language Testing System), among others. In the case of the current academic literacy courses at the UFS, students are required to write the NBT test, the results of which are used to channel students into specific academic literacy courses (depending on their field of study). Furthermore, students also have to write a reading level proficiency test if they enrol in any of the academic literacy course, which is used to assign them specific reading levels for the extensive reading component of the course.

vi. Diagnostic assessment: The purpose of a diagnostic assessment is to try and determine possible problematic areas by assessing the students' strengths and weaknesses, as well as possible knowledge gaps in order to find suitable solutions for addressing these areas. A diagnostic assessment can be achieved through the analysis and interpretation of placement tests, achievement tests, and observations of students' tasks and activities. An example of this type of assessment in the academic literacy programme at the UFS is the use of the ALDI-test (cf. Chapter 9), which is used to assess the effectiveness of the academic literacy courses in addressing students' academic literacy development.

From the above list, it is clear that all these different types of assessment fulfil a very specific purpose that needs to be present in an academic literacy course. The final step in the TESOL curriculum design process is the evaluation stage.

4.2.7 EVALUATION

The broadest kind of evaluation investigates all the various aspects of curriculum design to determine if the course is the best possible version it can be (Nation and Macalister, 2010). These aspects are indicated in the curriculum design process diagram (cf. Figure 4.1).

Nation (2007) states that during the evaluation stage of a curriculum design process, either the pre or post evaluation, it is important to look at both the results of the course, as well as the planning and running thereof. In practice, most programme evaluations are more narrowly focused and may only be concentrated on answering one or two questions, such as:

- Is the course preparing the learners properly for their use of English in an academic environment at the end of the course? For example, is the course preparing students to study at an English-medium university?

It is of vital importance that the person conducting the evaluation is clear about what the question(s) is(are) that they are trying to answer, and the reason for the evaluation of the course or programme (Nation and Macalister, 2010). This final step of the TESOL curriculum design can be associated with Lynch's CAM (cf. 1.6), as all the steps of the CAM are applicable; namely, identifying the audience and goals for the evaluation research, conducting a context inventory, establishing a thematic framework, establishing a data collection design, data collection, and providing a report on the findings.

Kiely and Rea-Dickens (2006) suggest a convenient three-way scope distinction of the main purpose of undertaking an evaluation. The first of these is a large-scale evaluation, which "tend[s] to focus on major educational innovations, usually accompanied by an underlying agenda" (Kiely and Rea-Dickens, 2006: 239). The second is a teacher-led evaluation that is focused on the teaching and learning environment. The last type of evaluation is management-led, which is dedicated to establishing the efficacy of the programme and determining whether the intended goals have been met (Kiely and Rea-Dickens, 2006). This study can be classified as the third option since the evaluation is focused on the effectiveness of the academic literacy programme in preparing the Faculty of Education students for academic study in the HE sector.

In addition to the purpose of the evaluation, a distinction can also be made in terms of the type and focus of the evaluation. This distinction is made between a formative and summative evaluation (cf. Table 4.5) (Nation and Macalister, 2010). On the one hand, a formative evaluation has the purpose of "forming or shaping the [language] course in order to improve it", while, a summative evaluation attempts to "make a summary or judgement on the quality or adequacy of the overall course so that it can be compared with other courses" (Nation and Macalister, 2010: 125). Table 4.5 compares the differences between a formative and summative evaluation.

Table 4.5: Formative and summative evaluation compared (Nation and Macalister, 2010)

	Formative	Summative
Purpose	Improve the course	Judge the course
Type of data	More likely to look at causes, processes, and/or individuals	More likely to look at results, standards, and/or groups
Use of data	Used for counselling, mentoring, professional development, setting goals, and/or adapting material	Used to make decisions on adequacy
Presentation of findings	Presented to and discussed with individuals	Presented in a report

Taking into consideration the information in Table 4.5, it seems that this study fits the criteria of both a formative and summative evaluation, since the purpose of this study is to judge the EALH1508 course in developing the necessary academic literacy abilities of the students enrolled in the Faculty of Education, but also to improve it for the benefit of the students enrolled in the course. In terms of the use of the collected data, the study aims to make decisions on the adequacy of the course, as well as set new course goals and adapt the material, if deemed necessary.

According to Kiely and Rea-Dickens (2006; Shohamy, 2000), the most important aspect of the evaluation of a specific programme should result in 'learning'. This learning needs to be applied to the course or the planning of future courses (Nation and Macalister, 2010). Nation and Macalister (2010) argue that the evaluation process is a key part of any good curriculum design, as it ensures that possible weaknesses in the current curriculum design are found and amended. Furthermore, it also allows for the adjustment of a course to keep up to a changing environment, as well as the changing needs of the stakeholder of the curriculum.

4.3 SUMMARY

From the information presented in this chapter, it is clear that curriculum design should be viewed as a continuous process with several starting points and ample opportunities to return to different parts of the curriculum design to revise, re-evaluate or reconsider certain aspects of the model. It was also shown that although curriculum design can be a macro or large-scale process, it could also be applied to micro aspects, such as a single lesson or activity. Alternatively, the designer can also choose to focus on just one or two parts of the curriculum if necessary. The TESOL curriculum design is of relevance to this study, since it

allows for the evaluation of the current academic literacy course, EALH1508. It has further been argued that academic discourse can be viewed as an “additional language” that the majority of students, irrespective if they are L1 or L2 English speakers, should acquire to gain access to their chosen discourse communities (cf. 2.3; 2.4). The principles of the TESOL curriculum design are therefore relevant to all students entering the HE environment. Furthermore, these principles also allow for both an environment analysis of the specific setting in which the course is offered, and a needs analysis of the specific cohort for whom the course is intended. These analyses, in turn, inform the content and sequence of the curriculum and allow for the incorporation of different approaches within the format and presentation step of the evaluation and design process, such as that of task-based instruction. However, it is important to note that the curriculum design is not relevant only to curriculum designers, but also to facilitators who teach academic literacy classes. In this regard, facilitators who possess the necessary teaching experience can make certain alterations to the lesson plans to better suit their unique teaching methods, as well as the specific learning styles of their students. It is therefore vital that facilitators develop an awareness of the curriculum design process so as to be mindful of the different options available to them during the implementation of the curriculum in the classroom, the principles of the design process, and the fact that even the smallest decision can influence the rest of the enacted curriculum.

Chapter 4 was the third and final literature chapter of this thesis. The first literature chapter, Chapter 2, discussed relevant SLA theories and approaches that could be used to enhance the effectiveness of the acquisition process of academic literacy abilities in a literacy course. These theories and approaches included Krashen’s Monitor Model, the Acculturation Model, Cummins’ BICS and CALP framework, EAP theories, the CBI approach, as well as the principles of the NLS. The subsequent chapter focused on developing an academic literacy framework that was used to inform the data collection methods and instruments, in order to establish the academic literacy needs of the Faculty of Education. The academic literacy abilities included in this framework were generic in order to provide a more comprehensive overview of relevant academic literacy abilities within the HE environment. Chapter 4 discussed the choice of curriculum design that was used to develop a curriculum, where the theories, principles and approaches could be incorporated to facilitate the acquisition of academic literacy abilities. The principles of the TESOL curriculum design are particularly relevant to the teaching-and-learning context relating to academic literacy, due to their

appropriateness and relevance to students' acquisition of a discourse (academic discourse) in which very few are proficient upon entering the HE context.

Therefore, having considered relevant literature in terms of SLA in Chapter 2, academic literacy abilities in Chapter 3 and the TESOL curriculum design and programme evaluation in Chapter 4, Chapter 5 is dedicated to the research methodology that informed this study. Accordingly, the chapter presents an overview of the overall research design, data collection methods, and research instruments of the study.

CHAPTER 5: RESEARCH METHODOLOGY AND METHODS

5.1 INTRODUCTION

In the previous chapter, the curriculum design and evaluation process were discussed. This discussion informed the evaluation of the current EALH1508 course in terms of its alignment with the academic literacy needs of the Faculty of Education course modules. Chapter 5 presents a detailed description of this study's research methodology, a comprehensive outline of the research methods that were used, as well as justification for the use of the particular methods. Furthermore, it illustrates the research design, which includes information regarding the participants; namely, the predetermined criteria for their inclusion in this study, who the participants were, and in what manner they were sampled. It also discusses the data collection and analysis processes. In addition, the chapter explains the research design that was used in the study, as well as the reasons that lead to a specific choice. Ethical issues that were taken into consideration are also provided. Finally, the chapter ends with a discussion regarding the validity and reliability of a mixed-method approach and the extent to which the criteria for these were met (Price, Jhangiani, and Chiang, 2015).

5.2 RESEARCH DESIGN

A multistage programme evaluation design (cf. Figure 5.1) was applied in this study, where multiple phases of qualitative and quantitative data collection took place during the research process (cf. 1.5). (Nastasi, Hitchcock, Sarkar, Burkholder, Varjas, Jayasena*,* 2007: 166; Ivankova, Creswell and Plano-Clark, 2016: 321). One of the main reasons why this design was selected was the relevance, appropriateness and usefulness of this specific approach when developing, testing, or even refining a course curriculum, particularly in terms of a language course (Natasi et al*.,* 2007). The Utilitarian pragmatic paradigm in programme evaluation (Greene, 2000) validates this mixed-method approach, which ultimately allows for the concurrent collection and analysis of both qualitative and quantitative data (cf. 1.5). This, therefore, confirms the exploratory nature of this research study, rather than it being an explanatory study. Shield and Rangarjan (2013) describe an exploratory research project as research that relies on secondary research, such as a review of the literature, as well as the use of questionnaires and in-depth focus group discussions or interviews, which is a very apt description of this study. Furthermore, the multi-stage programme evaluation

provided authentic and reliable insights into the research questions posed. To ensure triangulation of the findings, both qualitative and quantitative data were collected during various stages of this study (cf. Figure 5.1). Johnson (2017) describes triangulation as a powerful research technique that facilitates data validation through cross variation of multiple sources, thus increasing the overall validity and credibility of the research. The importance of data triangulation lies not only in the increase in validity and credibility, but also in the improved comprehension of the relationship between the different data sets while interpreting and analysing data (Johnson, 2017), since the triangulation process emphasises the correlation between different variables in data from different data collection processes (cf. 1.7.1; 1.9). The results of the qualitative and quantitative data were interpreted and analysed following a convergent parallel mixed method which was embedded in this multi-stage evaluation design allowing me to arrive at findings informed by rich data sets (Ivankova et al., 2016: 321).

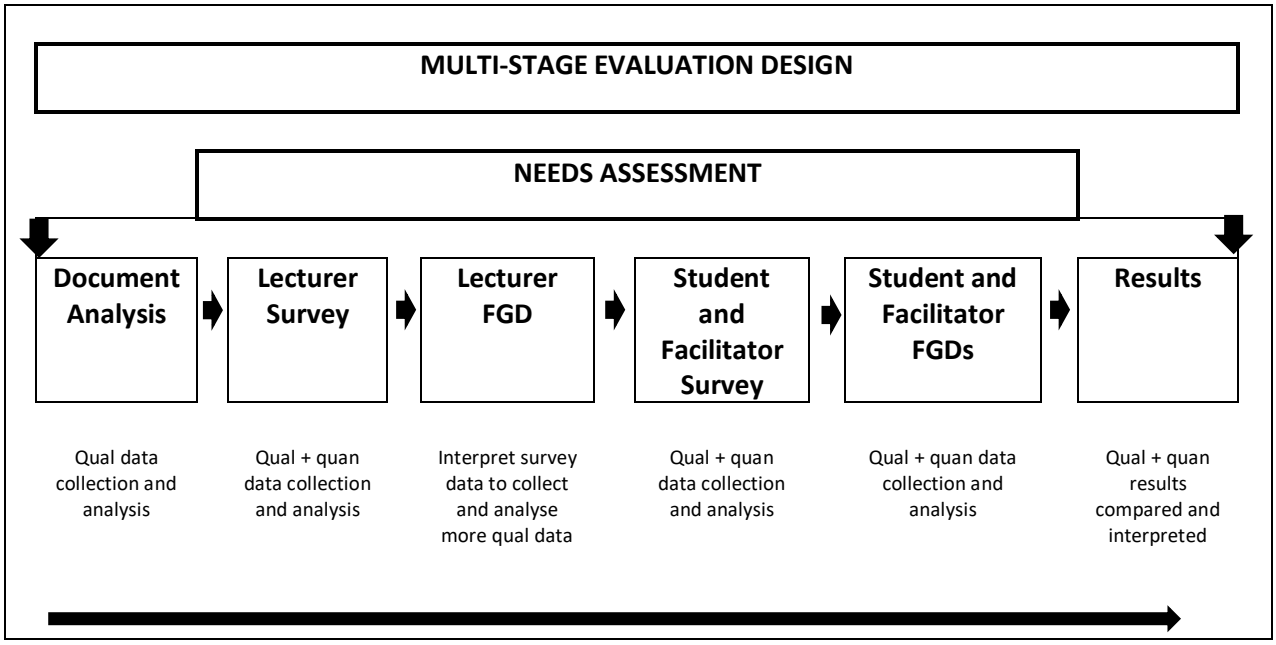


Figure 5.1: Multi-stage design

Although I was part of the Unit for Language Development (ULD) and also the academic literacy programme, my stance was that of an outsider in terms of the specific area of interest, since I was not coordinating the EALH1508 course or facilitating any of the EALH1508 classes that the Education students were enrolled in, neither was I a lecturer in the Faculty of Education.

5.3 DELIMITATION OF THE STUDY

In this study, the opinions, perceptions, knowledge, and experience of Faculty of Education lecturers, EALH1508 facilitators and EALH1508/Education students at the UFS were sought with regard to the needs, usefulness and effectiveness of the academic literacy abilities taught by the ULD, which forms part of the Centre for Teaching and Learning (CTL). This was done to determine, which of these abilities are relevant and useful in the studies of the students of the Faculty of Education. A total of 9 lecturers, 20 academic facilitators and 446 students participated in the various data collection stages of the study. All the participants were directly part of the UFS community, either on the Bloemfontein campus, South campus, QwaQwa campus, or the satellite campuses of the UFS, such as Oudtshoorn, Welkom and Bethlehem (cf. Figure 5.2).

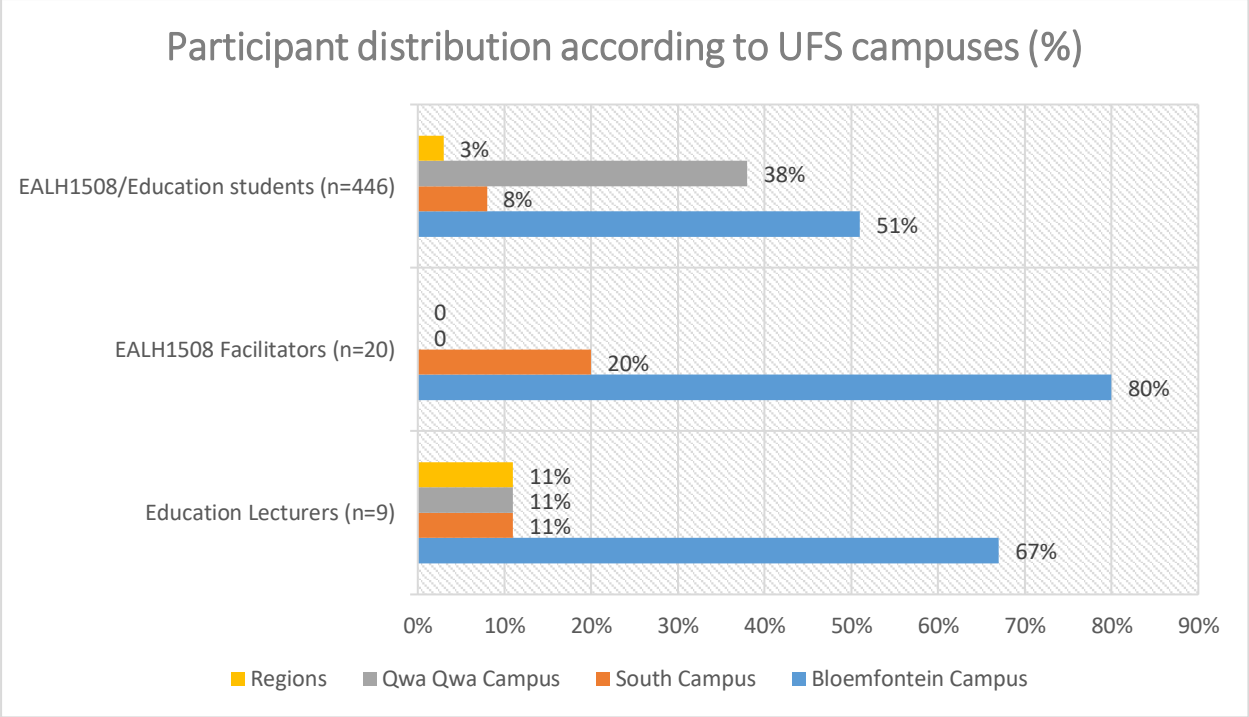


Figure 5.2: Participant distribution

5.4 DATA COLLECTION AND ANALYSIS

The subsequent section provides a comprehensive overview of the purpose of the data collection, the data collection instruments, sampling methods, data collection procedure, as well as the data analysis process.

5.4.1 PURPOSE OF DATA COLLECTION

The main purpose of the data collection was to gather data about the academic literacy needs of the students of the Faculty of Education. Furthermore, it also served the purpose of determining the possible gaps in the current academic literacy course, EALH1508, in terms of the literacy abilities that are not covered sufficiently, or at all, that students need to successfully complete their chosen degrees in the Faculty of Education. Another function that the data collection fulfilled was to establish which of the literacy skills are not adequately covered or taught that might need to be changed.

In the subsequent sections, the different data collection instruments are discussed in more detail, whilst highlighting the purpose of each instrument.

5.4.2 METHODS OF RESEARCH

The following section comprises a brief description of the data collection instruments that were used during the study, the sampling method that was selected, the data analysis procedure, and lastly, the validity and reliability of the data collection process.

5.4.2.1 Data collection instruments

All data collection instruments were based on the constructed academic literacy framework developed for this study (cf. Table 3.1). A questionnaire consisting of forty questions that covered the academic literacy abilities included in the academic literacy framework (cf. Table 3.1) was administered online to the relevant stakeholders; namely, lecturers of the Faculty of Education, EALH1508 facilitators and EALH1508/Education students. (cf. 1.7.1). This questionnaire was adapted from a previously developed language evaluation questionnaire of Fouché (2016). The academic literacy abilities were grouped into six main categories; namely, *Listening and note-taking, Academic reading, Vocabulary usage, Academic writing, Analytical and logical reasoning,* and *Research skills* (cf. 3.3; Table 3.1). All quantitative and qualitative analyses were informed by these categories. The forty closed-ended questions were formulated on a 4-point Likert scale. To elicit more in-depth responses, three open-ended questions were also included. The same set of questions was used in all three questionnaires for the Education lecturers, EALH1508 facilitators and students, although these questions were formulated slightly differently to suit the specific group of participants. This ensured triangulation which increased the validity of the data collected. Furthermore, focus group discussions were held with these three groups of stakeholders to gain an even

deeper insight into the responses received from the questionnaires. Although a specific set of questions was used during the focus group discussions (FGD) to focus participant responses, these questions left room for follow-up questions for more elaborate answers. Thus, the FGD could be considered as semi-structured.

5.4.2.1.1 Document Analysis

In terms of the document analysis, the purpose was, firstly, to determine which academic literacy abilities are taught in the EALH1508 course, as well as the frequency thereof. Four first-year education modules; namely, EDUB1613, LLST1513, EDUB1623 and GPED1623 were analysed to establish which academic literacy skills are needed by first-year Faculty of Education students to successfully complete their modules. These data sets were then compared with the analysis of the EALH1508 course materials to identify possible gaps between the academic literacy abilities taught in this specific literacy programme and the academic literacy needs of the Faculty of Education.

Firstly, a document analysis was done on the course materials of the Humanities literacy programme, EALH1508, to determine the academic literacy competencies that are being addressed in the course, as well as the competencies that may be lacking. This analysis was based on the academic literacy abilities included in the literacy framework that was constructed in Chapter 5 (cf. Table 3.1). Further document analyses were also conducted on the course and study material of the generic first-year modules in the Faculty of Education to determine which literacy skills are needed to negotiate the skills and requirements embedded in the material. The data obtained from these document analyses were compared to the data from the questionnaires, as well as the academic literacy construct currently employed in the literacy programme at the UFS.

5.4.2.1.2 Questionnaires

The purpose of the questionnaires used in this study was to explore the opinions of the first-year Education lecturers in terms of academic literacy abilities needed by Education students to successfully meet the academic demands of their respective Faculty of Education modules. Furthermore, the questionnaires also served as a means to gauge students' perceptions of what EALH1508 has on offer in terms of academic literacy abilities, as well as the usefulness of these abilities in supporting their academic performance in their Education-specific modules. In addition, the questionnaires also allowed for determining the opinions of the students in terms of the transferability of these academic literacy abilities to

their modules in the Faculty of Education. Lastly, the perceptions of the EALH1508 facilitators were also explored concerning the application success rate of the academic literacy abilities taught in the literacy course within the course itself, as well as how successful the course is in instilling these skills so that students are able to apply these skills in their studies.

The three semi-structured questionnaires that were used for the Education lecturers, EALH1508/Education students and the EALH1508 facilitators followed a mixed evaluation design that allowed for the concurrent collection and analysis of qualitative and quantitative data (cf. 1.7.1). Each questionnaire consisted of 40 structured questions with a four-point Likert scale, as well as three open-ended questions to elicit more in-depth responses. These different sets of questionnaires, as adapted from Fouché (2016), were administered through QuestBack to gather relevant data regarding the opinions, expectations and suggestions of the relevant stakeholders. The stakeholders that were selected were the first-year Faculty of Education lecturers who taught the generic Education modules (EDUB1613, EDUB1623, GPED1623, and LLST1513), EALH1508 facilitators with more than 3 years' experience teaching on the literacy programme, and Education/EALH1508 students. In the case of the Faculty of Education lecturers (n = 9) and the EALH1508 facilitators (n = 20), a 100% questionnaire response was achieved, while a 40.7% return was attained in the student (n = 446) questionnaire. In terms of the spread of the lecturers over the four generic Education modules, eight of the lecturers were involved in one of these modules each, while the last lecturer lectured on all four modules. The questionnaires for these groups of stakeholders were tailored to their specific roles. The data that these questionnaires delivered informed me of the perceptions and opinions of the respective stakeholders, as well as their perceptions of the literacy needs of the Education students. The questionnaire was particularly relevant in determining perceptions and opinions regarding skills transfer and needs (Rao and Saxena, 2014:22-25; Lynch, 2003:68). Lynch (2003:68) explains:

> [participants] are asked to judge the importance (need) of particular ... skills or abilities, and then to judge their emphasis (press) in the teaching programme. By comparing judgements of how important something is perceived to be with how much attention it receives in the instructional setting, areas of individual learner development and programme objectives that may need improvement are identified.

The three questionnaires were made available to the relevant stakeholders online, from the 20th of August 2018 until the 22nd of October with each of the three web links being opened for one week.

5.4.2.1.3 Focus Group Discussions

The purpose of this specific data collection instrument was to delve deeper in terms of the answers provided on the questionnaires, as well as to elicit more elaborative insights in terms of the academic literacy needs of the students of the Faculty of Education.

A focus group discussion, consisting of 6 open-ended questions, led to the collection and analysis of relevant qualitative data. Moreover, it enabled the acquisition of deeper insights into the need, usefulness, appropriateness and relevance of the academic literacy abilities taught in EALH1508 in terms of meeting the academic literacy needs of the Faculty of Education. This data collection method was appropriate, since it allowed for collecting high-quality data in a social context, which, in turn, allowed me to understand the specific issue or problem from the viewpoint of a social group (Dilshad and Latif, 2013). The value that this discussion brought to the study was not only the fact that it reported detailed views of the participants, but also because it enabled the interviewee to “speak in [their] own voice and express [their] thoughts and feelings” (Alshenqeeti, 2014: 39). For this study, focus group discussions were held with the three main stakeholders; namely, four Education lecturers teaching the generic first-year Education modules EDUB1613, EDUB1623, GPED1623 and LLST1513; four Education/EALH1508 students; and five EALH1508 senior facilitators (cf. 5.4.2.2). These discussions took place between the 26th of September and the 28th of October 2018.

5.4.2.1.4 ALDI-test

In August 2017, the Academic Literacy Development Indicator (ALDI) test was developed by the academic staff of the Unit for Language Development (ULD), as part of a greater impact assessment study initiated in the unit, to determine the impact of the academic literacy programme on the academic literacy abilities development of the enrolled students in the programme. To frame this process within the “progressive philosophy of language testing”, fundamental design principles were applied as suggested by Fulcher (2015: 126). The main objective of this test was to evaluate the potential efficacy of the academic literacy courses offered by the ULD at the UFS, as well as the possible refinement of the academic literacy course to benefit all relevant stakeholders. The main objective of this test was to establish to what extent the prescribed academic literacy course was helping students to develop the literacy skills needed to succeed at university.

Students wrote the test at the beginning and end of the 2018 academic year. The table below indicates the Cronbach *alpha* of the pre- and post-test.

Table 5.1: ALDI-test pre- and post-test Cronbach *alpha*

Score	Alpha	SEM	Split-Half (Random)	Split-Half (First-Last)	Split-Half (Odd-Even)	S-B Random	S-B First-Last	S-B Odd-Even
Pre-test scored items	0.852	3.613	0.754	0.620	0.763	0.860	0.765	0.865
Post-test scored items	0.858	3.586	0.736	0.650	0.769	0.848	0.788	0.869

Cronbach's *alpha* is a reliability statistic that shows the "degree to which the observed scores represent the 'true' scores", without measurement error (Van der Slik and Weideman 2005:26). The pre- and post-test showed an acceptable reliability coefficient of 0.852 and 0.858 in the respective tests, which is above 0.7, which is the benchmark for class tests. Standardised and high-stakes tests require reliability indices of 0.9 and higher (Hogan 2007: 149-150). However, the ALDI is not considered a high-stakes test, since it is not used for access purposes. The test was used, in conjunction with other indicators of ability, such as academic writing, and on that basis, certain inferences were made relating to the EALH1508 academic literacy programme.

The ALDI-test consisted of 70 items and resembled validated tests, such as the Test of Academic Literacy Levels (TALL) (Van Dyk and Weideman 2004a and 2004b). The table below provides a summary of the blueprint for the final test version.

Table 5.2: The blueprint for ALDI

Subsections	Task specifications
Understanding texts	Academic text of 700-800 words 25 multiple-choice items with three distractors each Items based on Patterson and Weideman's (2013) articulation of academic literacy as a construct
Academic vocabulary comprehension	15 multiple-choice items with three distractors each Comprehension and use of vocabulary selected from Coxhead's (2000) word list (excluding 2000 most commonly used words in English)

Textuality (knowledge of cohesion and grammar)	Paragraph of about 100 words in which the order of sentences has been scrambled 5 multiple-choice items with four distractors each
Interpreting graphs and visual information	Graph presenting trends and time frames 5 multiple-choice items with three distractors each
Recognising communicative function and text type	Sentences containing key elements found in academic papers 4 multiple-choice items with 4 distractors each to match communicative function to sentence information
Text editing	Academic text of around 200 words 10 multiple-choice items with 3 distractors each to identify grammatical errors in the text
Paraphrasing (new task type)	Two short paragraphs of around 35 words written in different formats. 2 multiple-choice items with 3 distractors each requiring the selection of a text that captures the original information appropriately One longer paragraph of around 150 words and one reworked text based on the original passage using a variation of cloze procedure in which certain sections have been removed 4 multiple-choice items with 3 distractors each to identify suitable phrases to complete the paraphrased section

5.4.2.2 Sampling

As suggested by Maree and Pietersen (2016: 195, 198), a purposive and stratified sampling approach according to identified criteria was followed to select a sample population for participation in the questionnaires of each stakeholder group in this study. Stratified sampling can be defined as the division of a population into a certain number of homogeneous, non-overlapping groups, also known as strata. Independent sampling is done within each of these strata to find a more precise representation of the population than is possible with simple random sampling (Maree and Pienaar, 2016: 195). Purposive sampling, according to Maree and Pienaar (2016: 198), can be defined as sampling during unique situations, with a very particular purpose in mind. In this case, selected lecturers had to be from the Faculty of Education, as well as lecture one or more of the generic first-year Education modules; namely, EDUB1613, EDUB1623, LLST1513, or GPED1623. With regard to the students, they had to be enrolled in both EALH1508 and a generic first-year Education module, irrespective of in which area of Education they specialise. Lastly, the criteria identified for the EALH1508 facilitators were that they had to have been part of the

EALH1508 course for a minimum period of three years, as well as have attended all training provided by the ULD. Ultimately, nine first-year Education lecturers, 20 EALH1508 facilitators and 1096 Education students (446 of the students participated) were selected to complete the questionnaire. Table 5.3 illustrates the participant demographics in terms of gender, ethnicity, and home language of the three major stakeholder groups.

Table 5.3: Overview of the demographic profile of the study's participants

Demographic profile of participants							
Questionnaires			Faculty of Education lecturers	EALH1508 Facilitators	EALH1508/ Education students	Total	Percentage
	Gender	Male	3	3	147	153	32.2%
		Female	6	17	299	322	67.8%
		Total	**9**	**20**	**446**	**475**	**100%**
	Ethnicity	White	5	17	9	31	6.5%
		Black	1	3	408	412	86.7%
		Coloured	2	0	22	24	5.1%
		Asian	1	0	7	8	1.7%
		Total	**9**	**20**	**446**	**475**	**100%**
	Home Language	Afrikaans	4	14	20	38	8%
		English	4	4	16	24	5.1%
		Sesotho	1	2	133	136	28.6%
		Setswana	0	0	27	27	5.7%
		siSwati	0	0	25	25	5.3%
		Tshivenda	0	0	8	8	1.7%
		Xitsonga	0	0	6	61	1.3%
		Sepedi	0	0	20	20	4.2%
		isiZulu	0	0	153	153	32.2%
		isiXhosa	0	0	37	37	7.8%
		isiNdebele	0	0	1	1	0.1%
		Total	**9**	**20**	**446**	**475**	**100%**
Focus Group Discussions			Faculty of Education lecturers	EALH1508 Facilitators	EALH1508/ Education students	Total	Percentage
	Gender	Male	1	1	1	3	23%
		Female	3	4	3	10	77%
		Total	**4**	**5**	**4**	**13**	**100%**
	Ethnicity	White	2	3	0	5	38.5%
		Black	0	2	3	5	38.5%
		Coloured	1	0	1	2	15.4%
		Asian	1	0	0	1	7.6%
		Total	**4**	**5**	**4**	**13**	**100%**
	Home Language	Afrikaans	2	2	1	5	38.5%
		English	2	1	1	4	30.75%
		Sesotho	0	2	2	4	30.75%
		Total	**4**	**5**	**4**	**13**	**100%**

The stakeholders that participated in the research project's questionnaire were Education students enrolled for EALH1508 students (n = 446), EALH1508 facilitators (n = 20), and lecturers in the Faculty of Education (n = 9) that teach at least one of four selected first-year Education modules that are compulsory for all first-year Education students. These modules are *The individual in the learning context* (EDUB1613), *Lifelong learning skills for teachers* (LLST1513), *What it means to educate: theoretical perspectives and their significance for SA Education* (EDUB1623), and *General Pedagogics 1: Managing the Curriculum* (GPED1623).

The majority of the participants were female, with 17 (85%) of the EALH1508 facilitators associating with this gender. This is not surprising, since only 3 of the 32 facilitators teaching on the EALH1508 programme are male. However, the relation between female and male participants of the Education/EALH1508 students (67.5% and 32.5%) and the Education lecturers (66.7% vs 33.3%) was similar and representative of the UFS's gender profile of 65.4% male vs 44.6% female (UFS, 2019b).

The research participants who completed the questionnaire are representative of the larger UFS student body, with 91.5% (n = 408) of students being of Black African descent compared to the 83.4% of Black African students enrolled at the UFS (UFS, 2020a). The remainder of the research participants constituted 5% Coloured (n = 22), 2% White (n = 9) and 1.5% Asian (n = 7) participants respectively, while the overall UFS student body includes 4.7% Coloured, 10.7% White and 1.2% Asian students enrolled at the university. The ethnic profile of the EALH1508 facilitators was 85% White (n = 17) and 15% African (n = 3), while the ethnic profile of the Faculty of Education lecturers was 55.6% White (n = 5), 11.1% African (n = 2), 22.2% Coloured (n = 1), and 11.1% Asian (n = 1).

Following a similar trend as evident with ethnicity, the majority of student participants speak an indigenous African home language (n = 410). Although isiZulu (n = 156) and Sesotho (n = 132) are the most prominent home languages of the student cohort, all other languages that are included as official South African languages were also represented (cf. Table 5.3). From this data, it becomes clear that the majority of the students can be considered L2 speakers. In terms of the home language of the EALH1508 facilitators, 70% of participants indicated Afrikaans (n = 14) as a home language, while 20% indicated English (n = 4) as their home language. The final 10% of facilitators indicated that their home language as Sesotho (n = 2). With regard to the lecturers in the Faculty of Education, 44.5% of the

participants indicated Afrikaans as their home language (n =4), the same number indicated English (n = 4), while the remaining 11% indicated Sesotho (n = 1) as the language spoken at home.

A convenience sampling strategy was used to select the Faculty of Education lecturers to take part in the lecturer FGD, with only lecturers working at the Bloemfontein and South campus being invited due to their geographic proximity. Cooper and Schindler (2003) explain convenience sampling as a non-probability sampling technique where the participants are chosen based on their convenient accessibility and proximity to the researcher. Only four of the seven Faculty of Education lecturers accepted the invitation to participate in the FGD. The gender profile of the participants of the lecturer FGD consisted of three females and one male, while two of the participants indicated that their home language was English and the remaining two indicated Afrikaans. In terms of their ethnic profile, two lecturers were White, one Coloured and the last participant was Asian. As suggested by Bellhouse (2014; Maree and Pienaar, 2016), a systematic sampling approach was followed with regard to EALH1508 facilitator focus group discussion participants identification. A list was compiled of the 20 facilitators who met the sampling requirements, then by using a systematic sampling approach, five were selected to take part in the discussion. Thus, a name was randomly selected on the list, thereafter individuals were selected using the same count as the first selected name (Bellhouse, 2014). The demographics of these participants were as follows: four participants were female and one participant was male, while three participants were White and two participants were Black (cf. Table 5.3).

A systematic sampling approach was also used to select Education students that were also enrolled in the EALH1508 course (EALH1508/Education students). However, after the third unsuccessful attempt where no students volunteered to take part in the study, a convenience sampling approach was utilised. My assistant and I went to random EALH1508 classes and asked for volunteers to participate in the focus group discussion. At this time it was indicated that the criteria that had to be met were that the participating students had to be enrolled as first-year Education students and should also have completed the online questionnaire (cf. Appendix D). Only four students, three female and one male, volunteered to participate in the study. The students were represented by two Black and two Coloured students. Two of these students spoke Afrikaans, one spoke Sotho, while the last student spoke isiZulu as a home language. Kamberelis and Dimitriadis (2005) highlight that a possible limitation to such

a small focus group discussion, in terms of the percentage of the population, could be that the data are not a representation of the entire population and could, therefore, be subjected to a biased interpretation. However, they also state that if the data from such a focus group are accompanied with data from additional collection instruments, this limitation could be mitigated through data triangulation (Kamberelis and Dimitriadis, 2005).

In terms of the selection of the study material, document analyses were done on the study material of the generic first-year Education modules (EDUB1613, EDUB1623, GPED1623, and LLST1513) as well as on the course material of the Humanities literacy programme (cf. 6.2.1). These specific Education modules were selected since all students enrolled in the Faculty of Education are required to complete these modules during their first year of studies at the UFS. This holds true, irrespective of their area of study in the Faculty of Education or the campus they attend their classes.

Lastly, the ALDI-test was a pen and paper test that consisted of 70 multiple-choice questions. Both the pre- and post-test were administered during normal class time and the whole EALH cohort wrote the test. However, since this study pertains to the Faculty of Education, only the results of students enrolled in both Education and EALH1508 were considered.

5.4.2.3 Data collection procedure

Ethical clearance (UFS-HSD 2017/1518) (cf. Appendix H) was obtained to collect qualitative and quantitative data for this study. Firstly, an extensive document analysis was conducted on both the textbook used in the EALH1508 course, as well as the course material of four generic Education first-year modules. In terms of the questionnaires and FGD, all participants were informed, in advance, about the purpose of the research study and what their participation would entail. Confidentiality was also assured to all parties involved, while pseudonyms were used during the reporting of the information gathered during the FGD. All participants were required to sign online consent forms concerning their voluntary involvement in terms of the online QuestBack questionnaires. Concerning their participation in the focus group discussion, all participants received an information sheet, which I explained, as well as hard-copy consent forms preceding focus group discussions that the participants were requested to sign. All QuestBack online questionnaires were administered between August to October 2018 with 9 lecturers, 20 facilitators and 446 students taking

part in the research. Furthermore, focus group discussions were held with four lecturers, five facilitators, and four students between 26 September to 28 October 2018.

5.4.3 ANALYSIS OF DATA

The data collected from the QuestBack questionnaires were analysed by means of a frequency distribution. In such a distribution, the different response groupings of the variables are shown together with the number (frequency) of responses, in either a quantity format or percentage, or both (Pietersen and Maree, 2016). Furthermore, these frequencies were presented in a table format as recommended (Pietersen and Maree, 2016) after being analysed with the help of the Mann-Whitney u-test.

Regarding the document analysis of the four Education modules' study material (EDUB1613, EDUB1623, LLST1513, and GPED1623), a comparative document analysis was conducted. The thematic and content analyses, that formed part of the document analysis, were informed by the academic literacy framework (cf. Table 3.1) that was developed based on the literature review in Chapter 3. A document analysis can be described as a systematic procedure in which documents, both printed and electronic, are reviewed and evaluated (Carbin and Strauss, 2008). As is the case with other qualitative research methods, document analysis requires that data be examined and interpreted to gain understanding, extract meaning and develop empirical knowledge (Rapley, 2007). A comparative document analysis, as in this case, combines elements of content analysis, as well as thematic analysis (Bowen, 2009). Content analysis is the process of categorising information into groups that is related to the research questions of the study, while thematic analysis is a form of pattern recognition within the data, with emergent themes becoming the categories that are analysed (Fereday and Muir-Cochrane, 2006). This involves a systematic and more focused approach that includes the re-reading and review of the data to uncover themes relevant to the phenomenon under investigation (Bowen, 2009). The use of a comparative analysis of the documents allowed for the identification of potential academic literacy gaps in the current EALH1508 course, specifically for Education students.

The analysis of the data pertaining to the open-ended questions of the questionnaires, as well as focus group discussions, commenced almost immediately after the data were collected, with each new set of data being subjected to an initial review, before revisiting earlier findings, as the data collection process continued. This resulted in the entire analysis process being characterised by a forward-and-backward-moving procedure through the

data, and each time reflecting on it from a different viewpoint as suggested by Van Schalkwyk (2008). Statistical Package for Social Sciences (SPSS) was used to determine the relevant p-values where necessary.

Nonetheless, in an effort to provide structure to the complicated analysis process of different types of data from different sources, and to eventually be able to find suitable answers to the study's research question, a three-tiered approach of "analytic progression" (Miles and Huberman 1994: 92) was followed. According to this approach, the first level focuses on preparing certain texts, in this case, transcriptions of the focus group discussions for deep analysis. This was followed by data being coded, after which categories or "units of meaning" (Henning 2004:104) were developed. This process was repeated numerous times for each of the data sources. During the next phase of analysis, these categories were reviewed as a whole to identify themes and trends, first within data sets, and then across all the data. Finally, during the third stage of analysis, these findings were compared, discussed and interpreted according to the academic literacy framework and existing literature in response to the original research questions.

The analyses of the quantitative data collected in the ALDI pre- and post-test were used to provide insight into the academic literacy course's impact on first-year students' academic literacy abilities. The most relevant sections of the analyses were carried out by two external and one internal data analysts, who looked into the paired t-test results of student performance in the ALDI-test and a comparative analyses of student performance in academic literacy ability tasks (cf. 7.6).

5.5 RELIABILITY, VALIDITY AND TRUSTWORTHINESS

Ensuring the integrity and quality of the data are paramount in any research study. Notions of reliability, validity and generalisability, which is normally regarded as "the holy trinity" (Babbie and Mouton 2001; Henning 2004), have traditionally been the key features for consideration when crafting a research design and collecting data. To achieve this, researchers usually emphasise the use of multiple methods that could lead to triangulation. The triangulation of data allows for the resultant points of view that arise from the different data sources to "locate a true position" (Denscombe, 1998:85; Wildy, 2003: 120). In this context, according to Babbie and Mouton (2001: 275), triangulation becomes "one of the best ways to enhance validity and reliability in qualitative, quantitative or mixed-method research". This type of triangulation results from using multiple methods and approaches. In

this study, care has been taken not to “simply provide such multiplicity in a haphazard fashion” (Van Schalkwyk, 2008: 137), but rather to rely on what Atkinson and Delamont (2005:832) describe as “a principled array of methodological strategies”. Issues, such as objectivity are also relevant when discussing the quality of data, and it is necessary for any researcher to take a neutral stance towards the collected data and to reproduce it as it presents itself without the researcher’s own bias (Blaxter, Hughes and Tight 1996). This was an issue of particular importance in this study, because of my direct involvement in all the aspects of this research study, including the collection, analysis and interpretation of the data. It was specifically for this reason that I have taken considerable precaution to consciously reflect on any bias I might have which might impact the study. I have made an effort to keep to the checks and balances that have been put into place, using as standard the consideration of whether or not another researcher could obtain similar results. Since Babbie and Mouton (2001: 276-278) argue that “good qualitative research is research that is trustworthy, which they define as being credible, transferable, dependable and confirmable”, I assert that the following aspects contributed to the trustworthiness of this study:

- The research period was characterised by diligence and all possible avenues were pursued;
- as discussed above, triangulation was addressed;
- an observer was present during all focus group discussions, and
- although an audit inquiry was not formally performed, Chapters 5, 6 and 7, together with the attached appendixes, provide an audit trail that will enable the reader to trace the conclusions and interpretations of this study back to the original sources.

5.6 CHAPTER 5 SUMMARY

This chapter’s main focus was on the methodology that was used in this study. The research methodology was designed in such a way that it allowed the research to be done systematically. Furthermore, the processes that were used to select the respective participants were illustrated, as well as the methods used to collect and analyse the gathered data. The main aim of this study was to determine the academic literacy needs of Education students and if these needs align with the current literacy course that is prescribed for them.

The following chapter deals primarily with the document analysis pertaining to the study material of the four selected Education first-year modules in terms of academic literacy

abilities required, and the academic literacy abilities on offer in the EALH1508 textbook. Finally, the chapter concludes with a comparison between the results of the required academic literacy skills and those on offer.

CHAPTER 6: DOCUMENT ANALYSIS OF SELECTED EDUCATION MODULES AND EALH1508 STUDY MATERIAL

6.1 INTRODUCTION

In Chapter 5, a detailed description was given in terms of the research methodology that was followed during this study. Furthermore, a comprehensive explanation was also provided in terms of the research methods and analysis procedures that were employed. The first of these research methods that was applied during this study was a document analysis, which is the focus of this chapter.

Chapter 6 is focused on the fulfilment of the study's first research objective; namely, to conduct a needs analysis of the academic literacy needs of Education students to successfully negotiate the course material in the Faculty of Education in terms of the study material that the academic literacy course offers. Furthermore, it provides an analysis of the current Humanities academic literacy curriculum in terms of academic literacy abilities on offer. The main aim of this chapter is, thus, to establish what the expected academic literacy needs are according to the study content of the Faculty of Education, and compare this with the academic literacy abilities that are taught in the EALH1508 course.

6.2 ACADEMIC LITERACY ABILITIES REQUIRED IN SELECTED EDUCATION MODULES

Using the constructed academic literacy framework (cf. Table 3.1), four generic first-year Faculty of Education modules were analysed in terms of the academic literacy abilities needed to successfully negotiate the content included within these modules. The four selected modules were EDUB1613, EDUB1623, LLST1513, and GPED1623. These modules were selected because all first-year Education students are expected to enrol for these modules during their first year of study in the Faculty of Education at the UFS.

First, a brief overview of each of these modules is provided, followed by six graphs, each representing the six academic literacy ability categories identified during the literature review (cf. Table 3.1). Each graph illustrates the frequency of occurrence of the specific academic literacy skills required to complete the various tasks and activities through the course of the selected Education modules. The criterion used in determining these frequencies of

academic literacy abilities was based on an analysis of each activity and task included in the Education modules' study material, and a comparison of these activities with the academic literacy framework in terms of the abilities students would need to have acquired to complete the activity or task successfully.

6.2.1 GENERAL INFORMATION: GENERIC FIRST-YEAR EDUCATION MODULES

The following section offers a brief description of each of the selected Education modules that were analysed according to the constructed academic literacy framework (cf. Table 3.1), in terms of the required academic literacy skills to negotiate the content of each of the courses. Each module's assessment is also mentioned to determine the academic literacy abilities that students would need to successfully complete said assessments.

- EDUB1613

EDUB1613, *The individual in the learning context,* is a compulsory first-year first semester Education module. This module aims to develop students that are critically informed and aware of the society around them. In other words, developing student educators that have a deep understanding of the issues that affect people within society because of specific identity markers, such as race, gender, sexual orientation and religion. In exploring how people are affected, different forms of oppression are discussed. These include discussions on sexism, heterosexism, religious oppression, xenophobia, racism, and so on. This module intends to provide Education students with the tools to understand how oppression is structured and maintained at individual, institutional, and societal levels, as well as to provide the means to address such oppression within the education context by taking on a role of an agent of change.

As part of this module's assessment plan, students should submit an individual reflection after each learning unit (20%), complete seven short BlackBoard tests (20%), design and present a group poster (15%), record a role play video (15%), and, finally, submit a critical analysis essay (30%).

- LLST1513

LLST1513, *Lifelong Learning Skills for teachers,* is a first-semester Education module that all first-year students should enrol for. The purpose of this module is to equip students with the necessary knowledge, skills, attitudes, values and techniques that will enhance the

students' chances to achieve academic success in the HE sector. Some of the content that is included in this module include learning how to collaborate with others, learning through self-reflection, engaging with the community and engaging in new ways to learn and acquire relevant skills. Furthermore, the module also aims to ensure that the skills that are learned in this module be transferable to the world of work that the students will enter after completing their tertiary studies.

The intended outcomes of this module are assessed in the form of two multiple-choice BlackBoard tests (25% each) and a reflective portfolio that has to be submitted at the end of the semester (50%).

- EDUB1623

EDUB1623, *What it means to educate: Theoretical perspectives and their significance for SA education*, is a compulsory second-semester module for all first-year Education students. In this module, students are required to develop a theoretical lens based on the notion of justice as fairness, Ubuntu and equal education opportunities. Employing this lens, students critically examine the South African basic education context to become agents of change to actively work for providing equal education opportunities. It is with respect to the latter that students explore the writings of selected education theorists form which they are required to read several academic articles.

As part of the assessment plan for this module, students have to complete two online academic writing workshops (10%), design and present a group poster on a prescribed educational theorist (20%), write two online BlackBoard tests (20%), and submit a summative individual assignment (50%). The summative assignment necessitates the unpacking of the terms justice, Ubuntu and equal education opportunities, applying these terms to the South African basic education context, after which the ideas of an educational theorist is applied to the South African basic education context as a means to promote justice within education (50%).

- GPED1623

GPED1623, *General Pedagogics: Managing the Curriculum,* is the fourth and last selected Education first-year module included in this study and is also taught during the second semester of the academic year. The envisaged outcome of this module is to equip Education students with the necessary knowledge, understanding of and ability to identify, interpret,

and apply the relevant aspects of lesson planning and design. In addition, the module also aspires to equip students with sufficient classroom management knowledge to create an effective teaching and learning environment in a diverse setting. To achieve this, opportunities are provided to students to learn to teach within a learner-centred, participatory, and activity-based learning environment.

The assessment items for this module consists of two semester tests (25%), a written assignment (25%), and a written one-hour examination (50%) at the end of the semester.

6.2.2 DOCUMENT ANALYSIS OF GENERIC EDUCATION MODULE

The study guides and material of the selected Education modules were analysed according to the constructed academic literacy ability framework (cf. Table 3.1; 3.4). This analysis was done in terms of the frequency of each ability required to complete the tasks in the selected Education modules. This is commonly referred to as the frequency analysis in a content analysis process (Mayring, 2004). This principle focus is the systematic analysis of content in terms of the frequency of textual components, concepts or ideas and is counted for comparison purposes (Mayring, 2004). The frequency of these skills was determined by analysing each activity included in the four Education modules, EDUB1613, GPED1623, EDUB1623 and LLST1513, and establishing which of the academic literacy abilities included in the academic literacy framework (cf. Table 3.1) are required to successfully complete said activity. This allowed me to establish the academic literacy abilities required by each of the selected Education modules to ensure the successful completion of these modules. For example, a task that asks students to formulate an argument for or against a provided statement would not only require students to make use of academic discussion skills (Gurler, 2015) (cf. 3.3.5), but also require them to identify relevant and reliable information to support their argument (cf. 3.3.6), as well as possess an adequate academic vocabulary knowledge (cf. 3.3.3) to properly formulate their argument. To illustrate how this frequency analysis was conducted I provide a brief example:

Activity 9 – EDUB1613:

> Read the following extract from the article *Cycle of Socialization* by Harro (2010) and make notes of the important concepts and ideas. Afterward, discuss the concepts and ideas with your group in terms of the relevance thereof in learners' daily lives. Make sure that your arguments are supported by referring back to the previous articles you read in this module.

From a task such as this, it is clear that students are required to not only understand the academic text that they are reading but also to apply an appropriate academic reading strategy; namely, reading for specific information. Furthermore, the academic literacy ability to take notes, while reading is also applicable. Students will also need to formulate a well-supported argument, consisting of relevant and reliable facts and information, to have an academic discussion in their groups. This will require that students possess necessary academic vocabulary, both general and discipline-specific, to articulate their argument properly. In addition, students would also need to apply active listening skills during the discussion within their groups to be able to respond or produce a counter-argument. Moreover, the ability to reason logically is also relevant to this specific task. Lastly, students also need to be able synthesise information, by referring back to previous readings to support their argument.

Table 6.1: Example of the document analysis: Frequency count of Activity 9 – EDUB1613

Academic literacy abilities		
Listening and note-taking skills	Listen effectively in class	1
	Take notes from reading materials	1
Academic reading abilities	Apply appropriate reading strategies	1
	Understand assigned readings	1
Vocabulary usage	Understand academic vocabulary	1
	Use academic vocabulary	1
	Understand subject-specific terminology	1
	Use subject-specific terminology	1
Analytical and logical reasoning	Participate in academic discussions	1
	Apply relevant processes involved in academic argumentation	1
	Develop a main argument or thesis	1
Research skills	Identify relevant information	1
	Identify reliable information	1

This process was repeated for every activity or task that is included in the study material of the selected Education modules, after which all the totals per ability and category were calculated and tabulated. The tally was verified by a second analysis process, as well as comparing the analysis results with the suggested answers of these activities and tasks provided in the answer guides of the modules.

To represent this analysis, the skills were grouped according to categories identified in Chapter 3 (cf. Table 3.1) and presented in graph format. The purpose of making use of

graphs in this section allowed me to identify possible trends and relationships regarding the different data sets (Franzblau and Chung, 2012).

6.2.2.1 Listening and Note-taking Skills

This grouping consists of three distinctive, but interrelated, academic literacy abilities; namely, listening effectively in class, taking effective notes during class, and taking notes from reading material. Activities that are associated with active and effective listening in class include listening to lectures, class presentations, videos being shown in class, as well as online workshops that students might have to complete. Taking notes during class activities comprise note-taking from the activities mentioned as part of effective listening in class, as well as during class and group discussions. Lastly, activities, such as reading texts and academic articles, in class or at home, entail taking notes based on these reading materials.

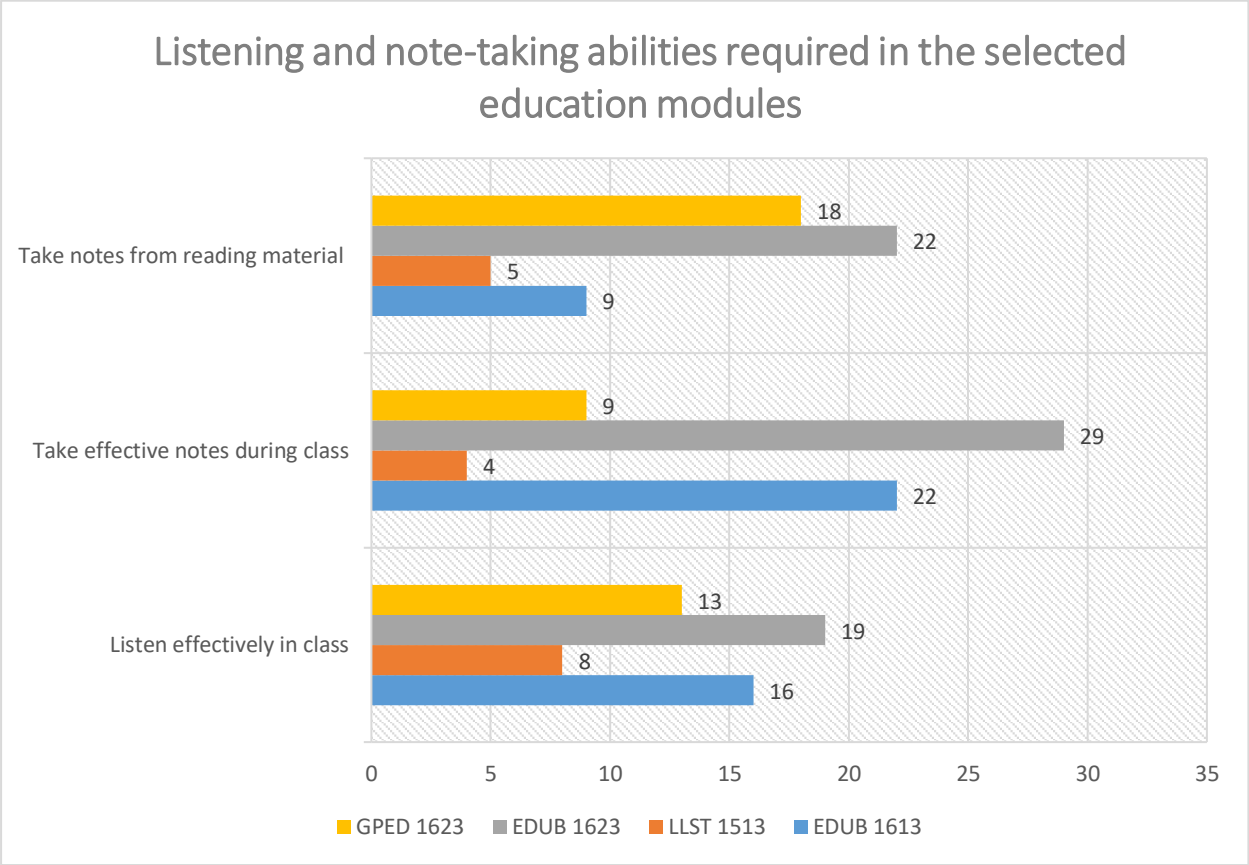


Figure 6.1: Listening and note-taking abilities required in the selected Education modules

As is evident from Figure 6.1, all three abilities are relatively well represented in the Education modules, with EDUB1613 and 1623 requiring these skills the most, while LLST1513 is the least reliant on listening and note-taking abilities. In terms of the individual abilities, taking effective notes during class appears to be the most important ability to

acquire across the four Education modules (n = 64)[10] during an academic semester of 14 weeks. This skill is particularly important to EDUB1613 (n = 22) and EDUB1623 (n = 29). The other two academic literacy skills in this category, listening effectively in class (n = 56) and taking notes from reading material (n = 54), are emphasised to the same extent during the duration of the modules. Despite the lower dependence of LLST1513 on listening and note-taking skills, the reliance of the other three modules, EDUB1613, GPED1623 and EDUB1623, on these abilities substantiates the need for these skills to be addressed in the literacy course to develop students' listening and note-taking abilities and enhance their chances of success during their studies in the Faculty of Education.

6.2.2.2 Academic Reading Abilities

Academic reading is one of the most important abilities to acquire, especially in the HE sector, to ensure academic success (Van Dyk and Van der Poel, 2013). The required academic reading abilities that were identified in Chapter 3 include having an appropriate reading speed, applying appropriate reading strategies when reading an academic text, reading for main ideas and scanning a text, the ability to understand the assigned reading, and being able to identify and summarise the main ideas of the assigned text.

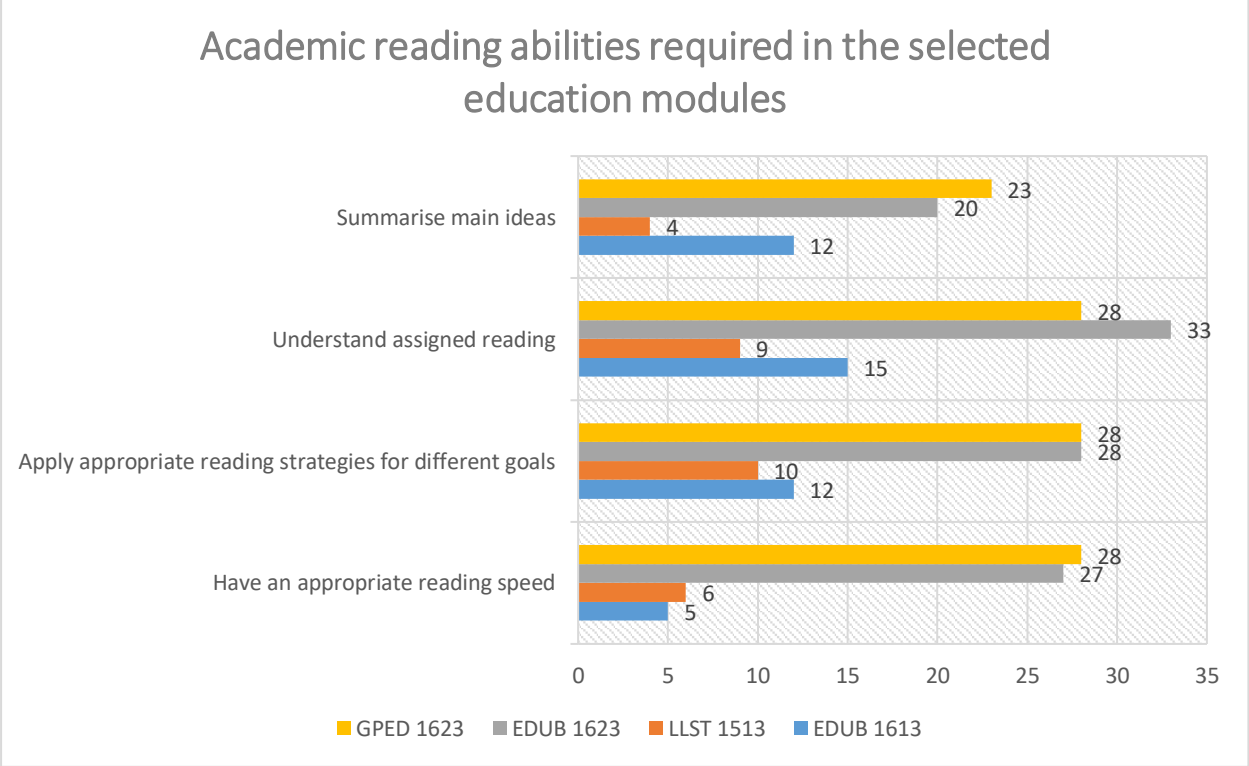


Figure 6.2: Academic reading abilities required in the selected Education modules

[10] All quantity values (n) refers to the total of all four Education modules in terms of frequency of skills required based on the analysis that was conducted.

Similar to the previous category, EDUB1623 (n = 108) is the most reliant on academic reading abilities, while LLST1513 (n = 29) is the least dependent on it. However, in contrast to listening and note-taking abilities, GPED1623 (n = 107) requires far more developed academic reading abilities, specifically as this relates to the ability to understand assigned readings in the academic environment (n = 28), the latter course having obtained the second-highest frequency of the four Education modules. On the other hand, EDUB1623 includes the highest number of activities or tasks that require students to be able to comprehend what they read (n = 33) in terms of assigned readings in the module. In contrast, it seems that EDUB1613 (n = 15) and LLST1513 (n = 9) rarely require students to possess a well-developed ability in terms of understanding academic texts.

The ability to apply appropriate and effective reading strategies to assigned readings can be considered as the second most important skill in this specific category (n = 78), with EDUB1623 (n = 28) and GPED1623 (n = 28) requiring these skills most frequently during the academic year. This included instructions, such as:

> Scan through the following article, *Five faces of oppression* by Young (2010), and identify the five main ideas of the text.

Although the ability to apply appropriate reading strategies to assigned readings is significantly less frequently needed in EDUB1613 (n = 12) and LLST1513 (n = 10), it is still required that students apply this skill weekly during the academic semester.

The final two abilities in the academic reading abilities category, reading at an appropriate speed (n = 58) and summarising skills (n = 59), obtained similar scores in terms of importance in the selected Education modules. Although these two skills are ranked the lowest in the academic reading category (cf. 3.3.2), both are required at regular intervals during the duration of the selected first-year modules in the Faculty of Education, and, therefore, cannot be neglected. Similar to the other skills included in the academic reading category, EDUB1623 and GPED1623 again require that students have highly developed reading speed and summarising abilities in comparison to LLST1513 and EDUB1613.

6.2.2.3 Vocabulary Usage

The third academic literacy ability grouping, as per the academic literacy framework (cf. Table 3.1), is vocabulary usage. This ability links strongly with academic reading since a lack of knowledge in terms of academic vocabulary has a profound influence on students'

reading abilities (Waring, 2011). This academic literacy category includes understanding academic vocabulary, as well as the ability to use the vocabulary appropriately and suitably as skills that students have to acquire to help ensure academic success (cf. 3.3.3). However, in addition to understanding and using academic vocabulary, students should also be able to understand subject or faculty-specific vocabulary or phrases, that is to say, words and phrases that are primarily used in the Faculty of Education. This is of vital importance, especially in the HE environment, as the ability to understand and use facility-specific vocabulary will ultimately improve students' academic discourse fluency and, therefore provide them access to their chosen discourse communities (cf. 2.2; 2.4; 3.2). Figure 6.3 shows the manifestation of these abilities in the four selected Education modules.

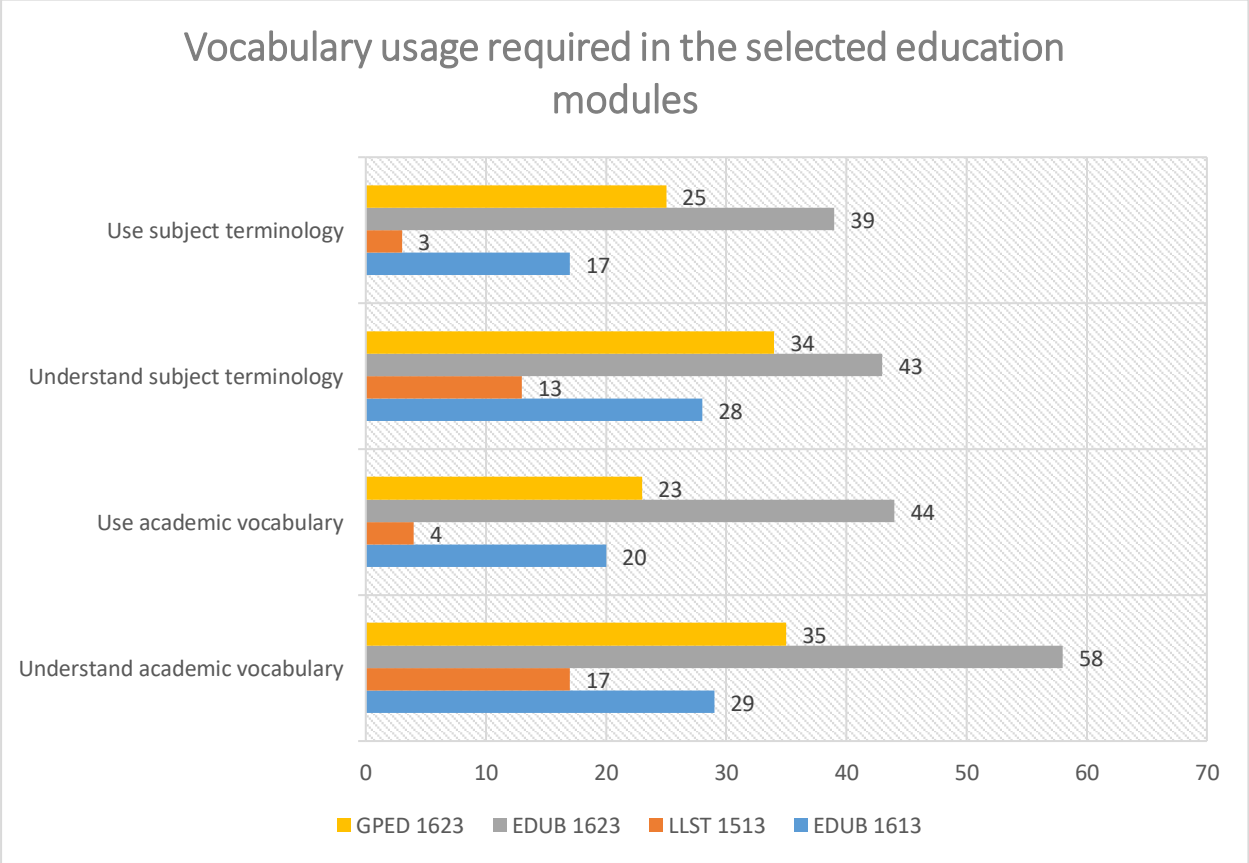


Figure 6.3: Vocabulary usage required in the selected Education modules

The first observation that can be made based on Figure 6.3 is that the ability to understand both general academic (n = 139) and subject-specific vocabulary (n = 118) are considered highly important in the Faculty of Education. This was determined by analysing the academic texts that students had to engage with during the academic year in the four selected Education modules. It was found that the vast majority of the text included academic vocabulary included in the Coxhead academic word list (2000). In terms of subject-specific

vocabulary, it was only LLST1513's texts that were slightly less focused on this vocabulary type, but this can be attributed to the nature of the module, which is dedicated to skills development. Although still considered important, the use of subject-specific (n = 91) and academic vocabulary (n = 84) is slightly less important than the comprehension thereof. It was indicated in section 6.2.2.2 that academic reading is considered very important, which, in turn, necessitates that students should be able to understand academic vocabulary to make sense of the texts they are reading. During a semester, especially in EDUB1623, students are often required to complete tasks or activities that necessitate the ability to understand general academic vocabulary (n = 58), as well as subject-specific vocabulary (n = 43). Similarly, they are also expected to make use of general academic vocabulary (n = 44) and subject-specific terminology (n = 39) continuously during the course of the modules. General academic vocabulary refers to academic vocabulary included in the Coxhead academic word list (Coxhead, 2000), whereas subject-specific vocabulary refers to academic vocabulary specific to a particular field of study (Page and Simmons, 2010). Following the trend of the previous three categories, LLST1513 requires the ability to comprehend academic vocabulary (n = 17) and the use thereof (n = 4) less frequently than the other three Education modules. Lastly, the data also seems to indicate that students need to apply each ability that is grouped in the vocabulary usage category at least twice a week during a semester for both EDUB1613 and GPED1623.

6.2.2.4 Academic Writing Abilities

The next category of skills that was identified during the literature review (cf. 3.3.4) is academic writing abilities. Academic writing abilities are widely considered as one of the two pillars of academic literacy, together with academic reading, which forms the basis of all other academic literacy abilities (Van Dyk and Van der Poel, 2013). In the context of this study, this is an important academic literacy ability category, especially for the Faculty of Education, since three of the modules, EDUB1613, EDUB1623, and LLST1513, are non-examination modules that make use of a summative essay or portfolio as a final assessment, which require students to employ their academic writing abilities. These assessments contribute 50% of the final semester mark for EDUB1613 and LLST1623, while the EDUB1623 summative essay carries a 40% weight towards the students' final module mark.

The following abilities form part of the academic literacy skillset (cf. Table 3.1): analyse and comprehend assignment and examination questions; plan a strategy for writing tasks;

produce academic writing based on this plan; structure writing in an appropriate format; use academic writing conventions, such as formality and academic vocabulary; use subject-specific writing conventions; create and produce visual data; write, both short and long, coherent pieces of text; and use appropriate format and layout when typing texts.

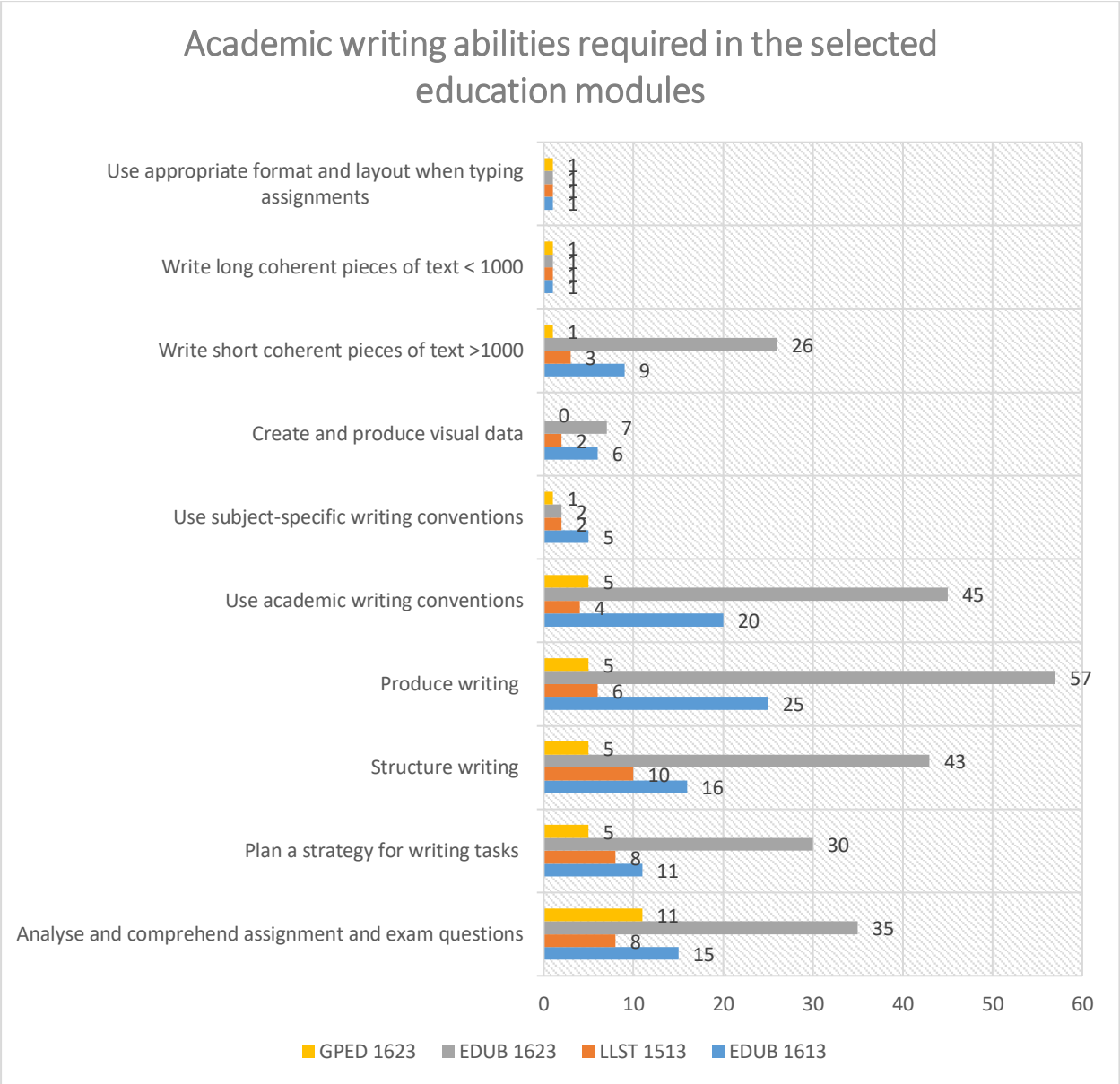


Figure 6.4: Academic writing abilities required in the selected Education modules[11]

[11] Writing short coherent pieces of text >1000 refers to the writing any coherent piece of text ranging from a complete well-structured sentence to a 1000 words. This excludes the writing in note-form or phrases. Although this range might seem extreme, the importance of this specific skill cannot be underestimated. Randolph (2009) argues that students first have to learn how to construct a sentence before they can construct a well-structured paragraph. Only then can students be taught how to write an entire essay.

The most noteworthy observation that can be made based on Figure 6.4 is that the production of long coherent pieces of writing (over 1000 words), as well as the ability to comply with the instructions to make use of an appropriate format and layout when writing assignments, are required only once in each module. This is because each of the four Education modules only has one summative assignment, portfolio, or semester assignment as part of their assessment schedules. Although these longer pieces of academic writing are only required four times across the four Education modules, the importance thereof can be emphasised by the fact that these summative assignments represent the culmination of the majority, if not all, the academic literacy abilities taught in the EALH1508 module. Furthermore, most of the shorter pieces of writing done in the contact sessions of these modules are focused on supporting students' successful completion of their final summative assessments. To illustrate, EDUB1613 requires students to submit an individual summative assignment at the end of the first semester. During their second contact session, students are asked to write a short biography of themselves, as well as short paragraphs with regard to their personal comfort zones and triggers that they might experience in life. These activities are directly linked to their final assessment and the students are expected to revisit this work at the end of the semester. During the subsequent two to three contact sessions, students unpack concepts, such as social groups and identity, the advantages and disadvantages associated with these activities, as well as the cycle of socialisation. Each of the sessions makes use of writing tasks where students have to apply their personal life experiences to these concepts. This is followed by subsequent activities that ultimately form part of their final assessment. Although students are only expected to write one long piece of writing as a final assessment for EDUB1613 (cf. 6.2.2), as well as EDUB1623 and LLST1513, most of these shorter pieces of writing are focused on supporting students to complete their final assessment; hence, the acquisition of these academic writing abilities is of vital importance.

Taking this into consideration, it is thus logical that students should be able to produce a piece of academic writing that is properly structured, as well as written according to academic writing conventions. This is confirmed by the document analysis, during which the following three academic abilities obtained the highest ranking in this group: producing academic writing, acceptably structuring the writing, and making use of academic writing conventions. EDUB1623 requires that students make use of the abilities to produce academic writing (n = 43), structure writing appropriately (n = 57), and make use of academic writing conventions (n = 45) throughout the course of the module, while EDUB1613 includes

16 (produce academic writing), 25 (structure writing appropriately) and 20 (making use of academic writing conventions) activities that necessitate these academic literacy abilities. However, what seems to be problematic is the fact that LLST1513 only contains 6 activities that require students to produce academic writing and only 5 that ask them to make use of academic writing conventions, which does not prepare students sufficiently to complete the final 1500-word essay assessment.

Other important academic writing abilities that are considered essential in EDUB1623 are the ability to analyse and comprehend assignment or writing instructions (n = 35), and plan a strategy for writing tasks (n = 30). However, similar to the abilities discussed in the previous section, LLST1513 only requires that students apply these skills (analyse and understand assignment and writing instructions (n = 8), and strategic planning for writing task (n = 8)) to a limited degree. These two skills, in addition to the ability to produce a structured piece of writing (n = 10), have the highest rate of occurrence in the LLST1513 module, with the other academic writing abilities occurring far less frequently.

6.2.2.5 Analytical and Logical Reasoning Abilities

The second-last grouping of academic literacy skills based on the constructed academic literacy framework (cf. Table 3.1) is analytical and logical reasoning abilities. This grouping consists of five distinctive abilities; namely, participating in academic discussions with academic personnel or fellow students, either in or outside the classroom environment; being able to apply relevant processes involved in academic argumentation; developing a main argument or thesis; interpreting visual data, such as figures, tables and diagrams; and integrating visual data into written work.

It seems that the most important academic literacy skill in this category is the ability to apply relevant processes that are involved in academic argumentation (see Figure 6.5). This includes processes such as the support of an academic argument with valid and credible evidence from published literature. The document analysis indicated that the study material of the selected Education modules includes several activities related to this specific academic literacy ability, with EDUB1623 (n = 39) and EDUB1613 (n = 34) requiring the application of academic argument at a regular frequency during the module, while GPED1623 (n = 24) also relied on this skill to complete the tasks within the module.

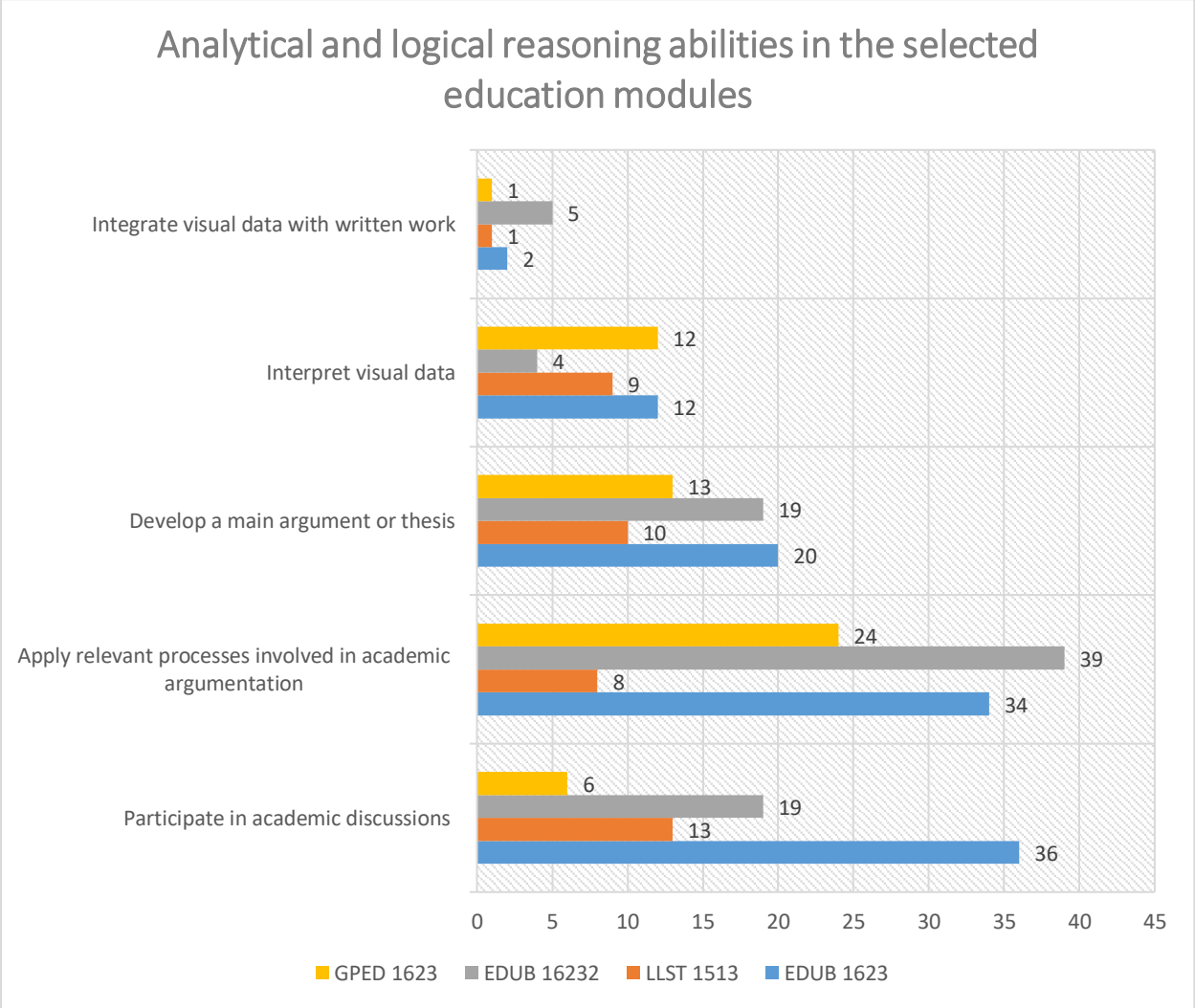


Figure 6.5: Analytical and logical reasoning abilities required in the selected Education modules

Furthermore, in terms of participating in academic discussion, EDUB1613 requires that students regularly take part in academic discussions as part of the tasks and activities included in its study material (n = 36), while the other three modules require these skills to a less frequent extent. In this regard, this ability is addressed 19 times in EDUB1623, 13 times in LLST1513, and only 6 times in GPED1623. Students are also further expected to develop a main argument or thesis statement on several occasions during the course of the four selected first-year Education modules. In this case, it is again EDUB1613 (n = 20) and EDUB1623 (n = 18) that necessitate this particular ability most frequently.

The final two abilities in this category involve the interpretation and incorporation of visual data. Students are required to interpret visual data during 12 activities each for EDUB1613 and 1623, which is significantly less than the previously discussed skills in this grouping from these two modules. Furthermore, incorporating visual data in written work (n = 9)

appears less important for academic success with regard to these four selected first-year Education modules.

6.2.2.6 Research Skills

The final academic literacy ability category is that of research skills. As mentioned in Chapter 3, (cf. 3.3.6), this is the largest combination of academic literacy abilities comprising 14 interrelated research skills. These skills include understanding and applying general research principles and concepts; identifying reliable, as well as relevant information in terms of a research topic; making use of multiple and varied academic sources; synthesising information appropriately to support or challenge ideas; and writing and reporting on gathered data.

Although research abilities are some of the most important academic skills that need to be acquired for the HE environment (Kyllonen, 2012), especially at the later stage of students' academic careers (Creswell, 2008), the document analysis of the four Education modules showed a rather infrequent need of research skills to complete tasks (see Figure 6.6). With the exception of EDUB1623, and to a lesser extent EDUB1613, the generic modules do not require frequent engagement with research skills, even though LLST1513 focuses on lifelong learning skills for teachers. This exception regarding EDUB1613 and EDUB1623 could, however, be expected, since these modules have summative assignments as final assessment items, whereas LLST1513 makes use of a reflective portfolio and GPED1623 an examination.

According to the study material content of the selected Education modules, the most important research abilities seem to be identifying reliable and relevant information, synthesising this information effectively and appropriately, and providing this information in a paraphrased format. In terms of EDUB1623, in which research skills are required more frequently, the ability to identify relevant data (n = 59) and process and interpret the gathered data (n = 44) are considered the most important research skills to acquire. Another important research ability that is required in the EDUB1623 module is to paraphrase information (n = 55). Furthermore, EDUB1623 students should also have the ability to make use of different academic sources, while researching to support their main argument (n = 22). Lastly, in addition to students needing effective data-gathering skills (n = 22) during the duration of EDUB1623, students must also acquire the competency to write and report on data in a well-organised written format (n = 34).

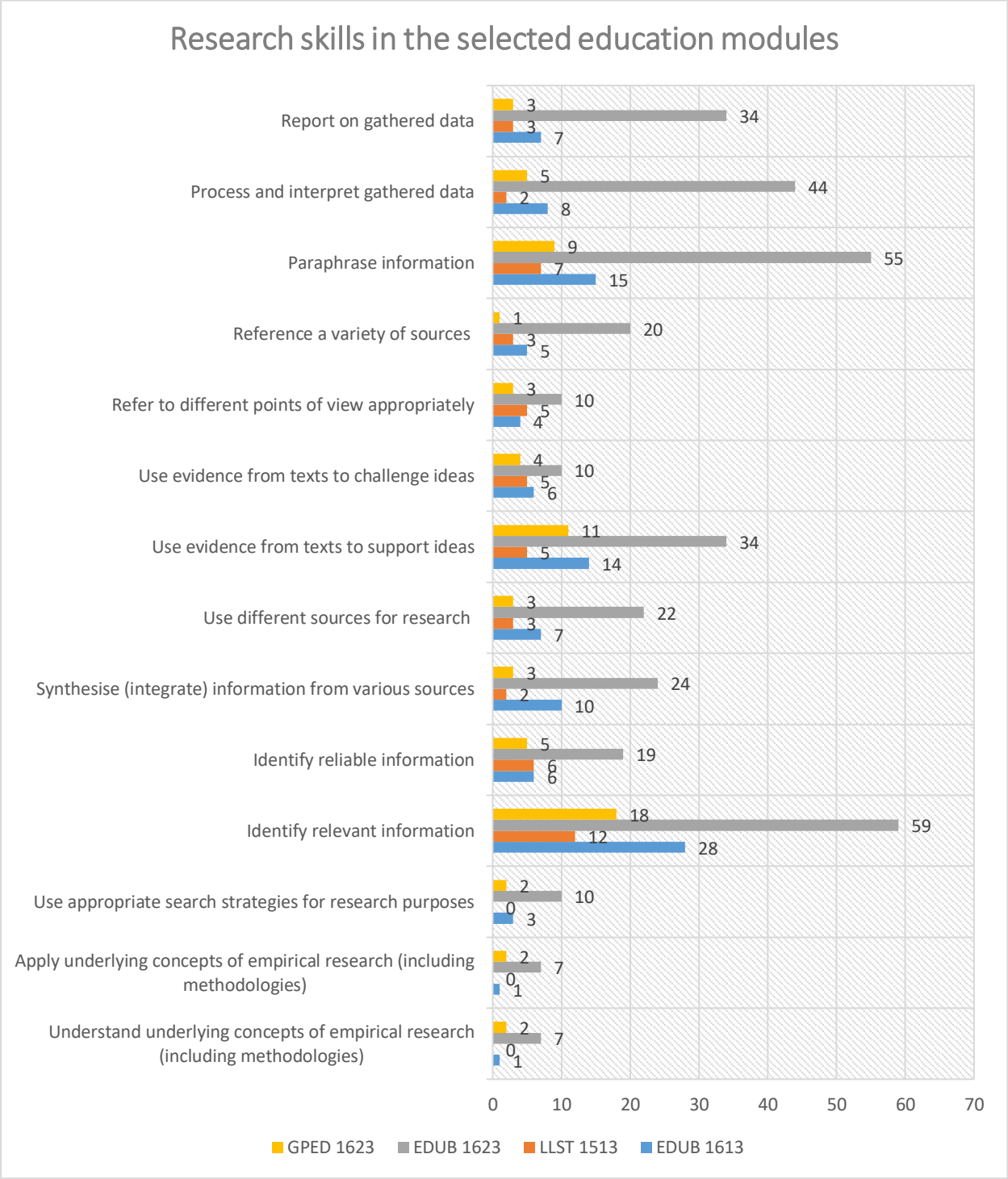


Figure 6.6: Research skills required in the selected Education modules

Based on the analysis of the module guides of the selected Education modules, it can be argued that little value is placed on the research abilities to challenge academic arguments or ideas (n = 25), as well as include multiple and diverse points of view from different authors (n = 22). Similarly, there seems to be very little value placed on understanding the concepts

of empirical research (n = 10) and the ability to apply and effectively use these concepts (n = 10) across the four generic first-year modules.

6.2.3 SUMMARY

Most identified academic literacy abilities, which were included in the academic literacy framework (cf. Table 3.1), carry some level of importance in determining the chance of success in the Faculty of Education in terms of the study material of the four selected modules. It appears that all the academic literacy abilities that are included in the listening and note-taking (cf. Figure 6.1) and academic reading (cf. Figure 6.2) categories are needed often in the Education modules that were analysed. This trend is the same in terms of the vocabulary usage category (cf. Figure 6.3), where all four abilities seem to carry significant importance. With regard to academic writing abilities (cf. Figure 6.4), the focus is on the ability to make use of academic writing conventions, as well as structure and produce both short and long coherent pieces of writing, while less importance was placed on the technical layout of the written assignment, and the creation and incorporation of visual data in students' writing. The most important academic literacy abilities that were identified in the fifth category, analytical and logical reasoning abilities (cf. Figure 6.5), were the competency to engage in academic discussion, formulate an academic argument or thesis statement, as well as apply relevant processes in an academic argument. Similar to the previous abilities, the ability to interpret and integrate visual data in their studies seem less important, although EDUB1613 and EDUB1623 do require this from students to some extent. The final grouping in the academic literacy framework (cf. Table 3.1), research skills, was the least represented of all the literacy abilities, and mostly required in EDUB1623. This also holds true for the abilities related to identifying relevant and reliable information, processing information that was gathered for research purposes, and paraphrasing information for reporting purposes.

It also seems, from the data gathered during the document analysis, that it is evident that LLST1513 requires the least development in academic literacy abilities in comparison to EDUB1613, EDUB1623, and GPED1623. On the other hand, it appears that EDUB1613 and EDUB1623 require, more so than for the other modules, that students possess well-developed academic literacy abilities in all the identified categories. Although it might be argued that, while certain academic literacy skills are less frequently required in certain Education modules and it might not be justified to spend valuable class time on these abilities, the aim a literacy course is ultimately to aid students in achieving success in all of their academic endeavours (Van Dyk and Van de Poel, 2013). Thus, it is of vital importance

to consider all relevant academic literacy abilities in a literacy course and find a suitable balance in terms of the specific literacy needs of the students in terms of their particular field of study and the overall development of the students' academic literacy. This is important since all these academic literacy abilities are ultimately integrated (cf. 2.6.3) and by ignoring one literacy ability, or category (cf. Table 3.1), the development of others might be hampered (Richards, 2005). In other words, although the recommended activities and tasks for the academic literacy course should be designed following an integrated approach (cf. 2.6.3), the main focus of the literacy course should be on the academic literacy abilities that were identified during the document analysis of the relevant Education modules (cf. 6.2.2) as most needed.

6.3 ACADEMIC LITERACY ABILITIES ON OFFER IN EALH1508

In the previous section, I determined which academic literacy abilities are required to successfully navigate and complete the generic first-year modules EDUB1613, EDUB1623 LLST1513 and GPED1623. In this section, I report on which academic literacy abilities are included in the Humanities literacy module EALH1508. To do this, I firstly provide a general overview in terms of the format, structure, purpose, content, and assessment programme of the module, and secondly, I provide a brief discussion of the document analysis that was performed on the EALH1508 textbook based on the constructed academic literacy framework (cf. Table 3.1).

6.3.1 GENERAL INFORMATION: EALH1508

The English Academic Literacy for Humanities (EALH1508) module makes use of the *Academic Encounters Life in Society 3: Reading and Writing (2nd Ed.)* textbook (Williams, Brown and Hood, 2012). The main objective of the textbook is to teach relevant academic literacy skills to first-year Humanities, Education, Theology, and Nursing students. Furthermore, the textbook consists of 4 units, each with two chapters, which is sub-divided into three readings each. Each reading is structured into three distinctive components (a pre-reading, reading, and a post-reading component). The pre-reading component is used to activate students' background knowledge and also to familiarise students with the content, while the purpose of the reading component is to develop academic reading and vocabulary through intensive reading (cf. 4.3.2; 4.3.3). Lastly, the post-reading component is used to teach several academic literacy skills. This component is based on the premise that the particular reading provided to the students can be used to teach skills, such as skimming,

scanning, identifying the main ideas, summarising, parts of speech, academic vocabulary, and paraphrasing, amongst others.

The topics that are used in the textbook to teach academic literacy abilities are predominantly from the fields of psychology, sociology, and criminology and include topics such as marriage, the role of family, peer groups, gender, social media, and crime. However, these topics mostly draw on western contexts and, in some cases, show little relevance to the South African context (see for example Williams et al., 2012: 5-7, 65-67, 120-121, 127-128, 165-167, 184-198). Such decontextualisation may arguably lead to students finding it difficult to identify or associate with the content and, thus, could hamper their learning (Goodier and Parkinson, 2005; Butler, 2007) (cf. 3.2). These decontextualised topics contradict the importance of implementing a CBI approach (cf. 2.6.1), which states that the content used in an academic literacy course should be relevant to students' everyday lives (Butler, 2013). Furthermore, such decontextualised content is in disagreement with the social-cultural view of the NLS (Pahl and Roswell, 2005), which states the social and cultural interests influence the development of a student's literacy development (Pahl and Roswell, 2005) (cf. 2.4). Proponents of the NSL further emphasise that the social aspect of literacy varies depending on the context that it is used in (Street, 2003). This statement, therefore, highlights the importance of teaching academic literacy in the relevant context and using appropriate content for the purposes it should be used, which, in this case, refers to the academic English environment of a HE environment (cf. 2.2; 2.4).

6.3.2 DOCUMENT ANALYSIS OF EALH1508

In this section, I indicate which academic literacy abilities are included in the EALH1508 textbook. The constructed academic literacy framework (cf. Table 3.1) informed my analysis. The textbook analysis involved the examination of the content and activities in the study material to consider the possible academic literacy skills required to successfully complete the activities or tasks. Since the EALH1508 course is a year module, the frequency of academic literacy abilities is spread over a period of 28 academic weeks.

6.3.2.1 Listening and note-taking abilities

Concerning the three academic literacy abilities that are included in the listening and note-taking abilities grouping of the constructed academic literacy framework (cf. Table 3.1), only activities and tasks were considered during the textbook analysis that contained relevant elements of listening and note-taking. In terms of taking notes from reading material and

lectures during class, activities such as using abbreviations during note-taking while reading a specific text or listening to a lecture, and the use of graphic organisers or charts to capture important ideas and facts, were taken into consideration. In-class effective listening activities include tasks such as listening to an audio recording, and answering questions relating to the recording, or making inferences based on the information relayed from the recording.

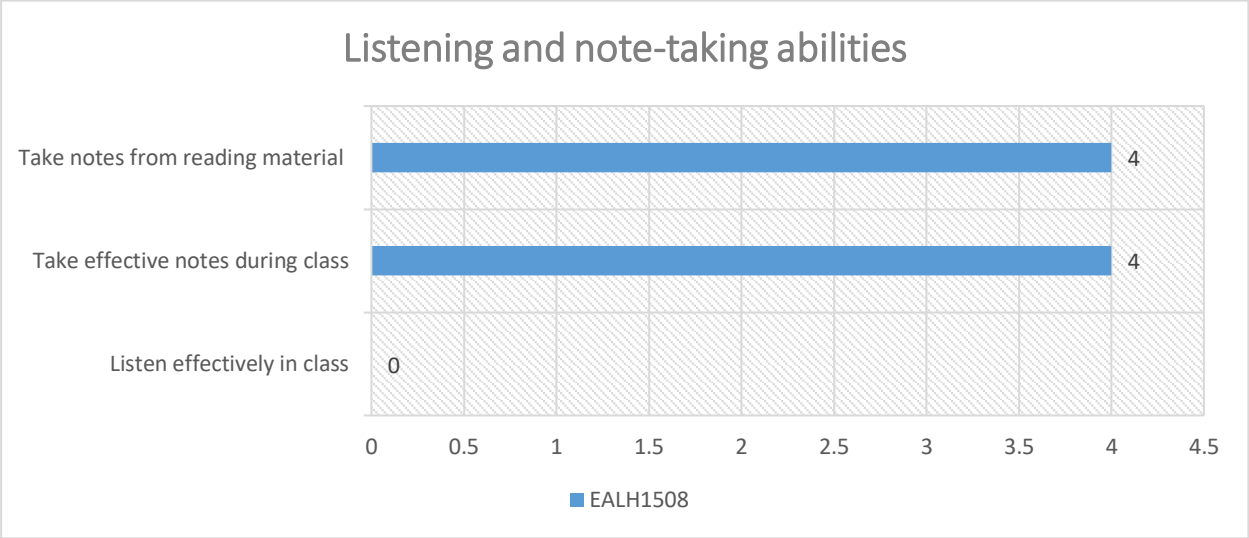


Figure 6.7: Listening and note-taking abilities included in the EALH1508 textbook

The first observation that can be made is that EALH1508 does not explicitly teach academic listening skills. Although students are required to listen and make notes during contact sessions, no assessment, task or activity provides a practice opportunity or tests if this skill has been acquired during the academic year. This could be addressed in the future by requiring students to take notes during class that could be assessed as a class activity. It can also further be observed that during the course of the entire EALH1508 module, it seems that note-taking is rather low on the priority list, since it features only eight times as part of any lesson presented to students in the form of making use of abbreviations and fragmented sentence forms during the note-taking process (Williams et al., 2012: 17). Furthermore, of the eight times that students are explicitly exposed to academic note-taking abilities, four of these are focused on taking notes from reading material (Williams et al., 2012: 13; 17; 119; 142), while the remaining four focus on the ability to take notes effectively during class presentations or lecturers (Williams et al., 2012: 17; 122; 150; 157).

6.3.2.2 Academic reading abilities

Academic reading involves four main literacy abilities; namely, having an appropriate reading speed, applying appropriate reading strategies while reading with a specific goal,

the ability to understand the assigned reading, and lastly, to summarise the main ideas of the assigned reading (cf. 3.3.2). Tasks and activities in the EALH1508 textbook that can be associated with reading speed are activities where readings have to be completed during class time to discuss the specific reading (Williams et al., 2012: 72). Tasks that have to do with applying appropriate reading strategies are as activities like reading for main ideas, reading for a specific answer, skimming or scanning a text, or improving reading speed. The ability to understand an assigned reading is self-explanatory and involves reading a specific text critically to answer follow-up questions or to make use of the reading to enhance an academic argument. Lastly, summarising main ideas involves the reading of a specific text to shorten the text to just the main arguments and ideas.

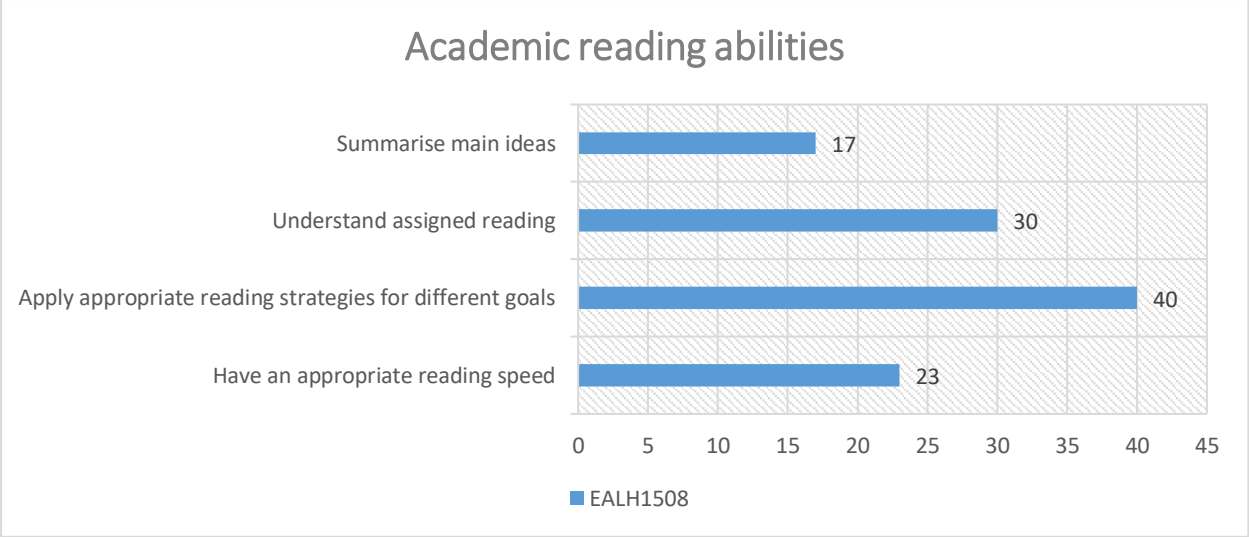


Figure 6.8: Academic reading abilities included in the EALH1508 course material

The document analysis of the EALH1508 textbook shows that all four of the academic reading abilities are well represented in the literacy course, with the ability to apply appropriate reading strategies for different goals explicitly taught in 40 activities. These activities included skimming a text before reading (Williams et al., 2012: 13, 41, 56, 119), scanning an academic article (Williams, 2012: 134, 168) and reading for main ideas (Williams, 2012: 9, 16, 68, 138, 181). EALH1508 also places great importance on the fact that students should understand what they have read in a specific text and has, therefore, included 30 tasks in the study material that caters explicitly for this purpose (Williams, 2012: 86, 128, 174). The final two academic literacy skills in this category are having an appropriate reading speed and the competency to summarise the main ideas of a text, with 23 and 17 tasks respectively dedicated to developing these skills. In terms of summarising the main ideas of a specific academic text, students first have to identify the main ideas of

the reading, whereafter they have to compile a summary of the identified main ideas (Williams et al., 2012: 68, 124).

It seems that the Humanities academic literacy programme, and in particular the textbook used, places great value on academic reading abilities and is addressed at least twice in every contact session in some way or another.

6.3.2.3 Vocabulary Usage

Correct and appropriate vocabulary usage is a vital academic skill that students should acquire to enhance their chances of achieving academic success in a HE environment (Nizonkiza and Van Dyk, 2015). This grouping is divided into two main abilities; namely, the ability to understand and use academic vocabulary, and being able to understand and use subject-specific vocabulary appropriately (cf. 3.3.3).

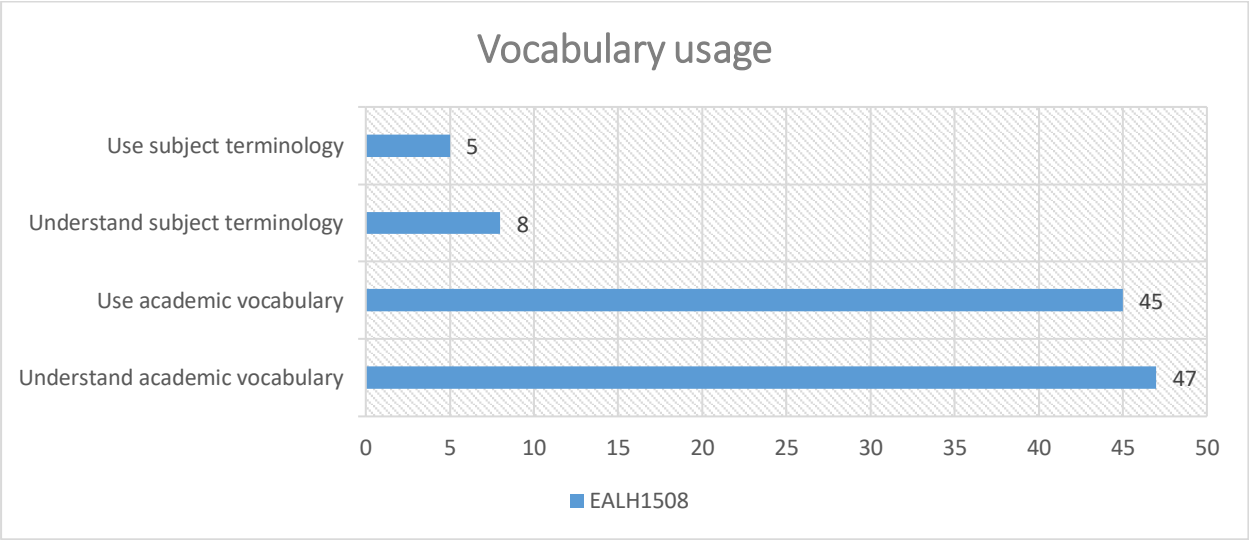


Figure 6.9: Vocabulary usage skills included in the EALH1508 course material

It seems that there is a much greater focus on developing academic vocabulary than there is on subject-specific vocabulary. This could be explained by the fact that the EALH1508 course serves a diverse student cohort, which includes Psychology, Sociology, Language, Theology, History, Nursing, and Education students among others, as well as using a generic international textbook. In addition to the 47 tasks that deal directly with helping students understand academic vocabulary, the EALH1508 textbook also has 45 activities that students have to complete to show and teach them how to use academic vocabulary properly in the correct context. Examples of activities that require students to understand academic vocabulary include the matching of words used in the texts that students have to

read during the particular lesson with their respective meanings (Williams et al., 2012: 117), and to find explanations and examples in a reading text for specific academic vocabulary (Williams et al., 2012: 31). Activities that focus on teaching students to use academic vocabulary correctly involve inserting applicable transitional devices or discourse markers into a provided text (Williams et al., 2012: 211) or to construct a proper sentence with words from Coxhead's academic word list (Williams et al., 2012: 213-214, 25, 48, 79 and 156).

Academic vocabulary tasks that were considered during the document analysis include activities linked to collocations, synonyms, antonyms, parts of speech, and definition formulation. In terms of subject-specific vocabulary, only eight of the exercises contains some words that could be related to subject-specific vocabulary in the field of educational studies (Williams et al., 2012: 104), and just five of these show students how to use these specific academic words effectively in an academic context (Williams et al., 2012: 168). This is problematic, since this will ultimately disadvantage students to gain access to their desired discourse communities, as subject-specific terminology is a prerequisite to becoming part of these specific communities (Grabe and Kaplan, 1996). Montgomery (2008) states that it was found that it takes students significantly faster to get accustomed to general academic vocabulary than to discipline-specific vocabulary. This is due to general academic vocabulary being more readily available in the HE environment and therefore considered high-frequency vocabulary, while discipline-specific terminology includes low-frequency words reserved only for a particular field of study (Sweeney-Androulak, Katsampoxaki, Koutraki and Ladopoulou, 2014; Montgomery, 2008).

6.3.2.4 Academic writing abilities

One of the focus points of the academic literacy programme at the UFS is to teach students how to write according to proper academic conventions in a tertiary education environment (Beekman, Dube, Potgieter and Underhill, 2016). Academic writing abilities that are considered fundamental to ensure academic success at university are, firstly, the ability to analyse and understand writing instructions, and formulate a strategy or plan to execute the instructions (Dube, 2016). Furthermore, students should also be able to produce coherent shorter and longer pieces of academic writing according to an acceptable structure by making use of academic writing conventions. However, students should be made aware that these academic writing conventions might differ from faculty to faculty, as well as possibly vary between different fields of study within a specific faculty (Weideman, 2012). Other academic writing abilities include creating, producing and incorporating visual data in writing,

and using appropriate formatting and layout when typing assignments for submission purposes (cf. 3.3.4).

Specific tasks and activities that were taken into consideration for this particular category were writing effective topic sentences, supporting ideas that link to the topic sentences, as well as concluding sentences, the purpose of cohesive devices, understanding text structure and types, and writing in a logical order among others (Patterson and Weideman, 2013b) (cf. 3.3.4). Figure 6.10 is a visual representation of the results of the analysis conducted on the EALH1508 textbook concerning academic writing abilities taught in the module.

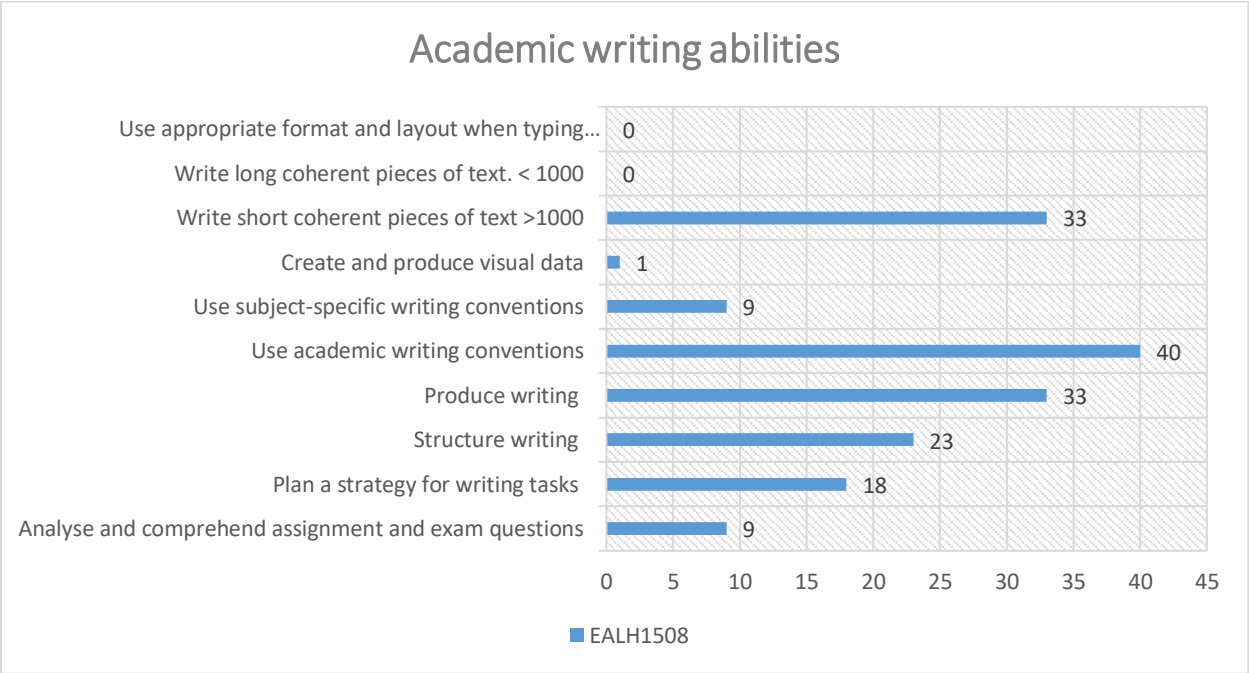


Figure 6.10: Academic writing abilities included in the EALH1508 course materials

A possible shortcoming that can be observed based on the analysis is the lack of activities that deal with visual data creation in the form of graphs or diagrams and incorporating these into written texts (n = 1). Other possible areas of concern that have been made evident through the textbook analysis are that students are not taught how to make use of technology to type assignments appropriately (n = 0), as well as how to go about writing longer pieces (more than 1000 words) of coherent text (n = 0). However, in terms of the latter, it is assumed that the principles of good academic writing, even in a shorter format, should be transferable to a longer format or even to another genre (Beaufort, 2012).

Despite these apparent shortcomings, the EALH1508 academic literacy course covers most of the other writing abilities. During the course of the EALH1508 academic year, students

are frequently required to make use of, or practice, academic writing conventions (n = 40), as well as produce shorter pieces of coherent writing (n = 33) (Williams et al., 2012: 26, 49, 105, 132). Furthermore, students are also expected to engage with 18 activities that are focused mainly on strategies that can be employed to effectively plan for academic writing (Williams et al., 2012: 186). The analysis indicated that EALH1508 addresses the issue of developing students' skills of analysing and comprehending assignments prompts and examination questions (n = 9) by means of guidelines (Williams et al., 2012: 186). However, this might be insufficient and this particular ability should receive more attention, since students will have to apply this skill in terms of completing an assignment or answering tests or examination questions (Swales and Feak, 2004).

6.3.2.5 Analytical and logical reasoning abilities

The penultimate academic literacy ability grouping, analytical and logical reasoning abilities, is very important skills to develop, since it is arguably directly linked to several other academic literacy categories; namely, academic reading abilities, academic writing skills, as well as research skills (Beekman et al., 2011). Students should be able to apply analytical and logical reasoning abilities to identify and comprehend the flow of academic arguments while reading academic text, think critically about an argument they are trying to make while writing an academic essay or report, and also have the ability to think logically and analytically when researching to support an academic argument (cf. 3.3.5).

The five abilities included in this category (cf. Table 3.1) are (1) the ability to participate in academic discussions in a rational manner, while (2) continuously applying relevant processes related to academic argumentation, (3) to support the main thesis statement, (4) being able to interpret visual data, and also (5) integrate relevant and appropriate visual data with written work in a suitable manner (cf. Figure 6.11).

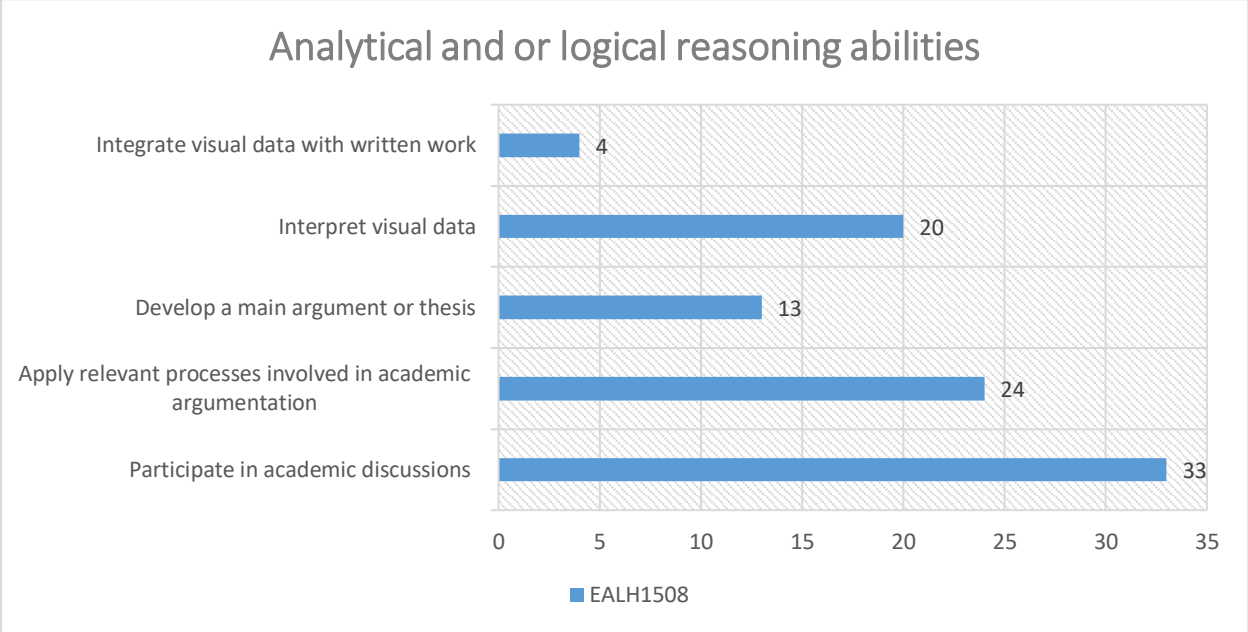


Figure 6.11: Analytical and or logical reasoning abilities included in the EALH1508 course material

The EALH1508 textbook is set up in such a way that it encourages participation in academic discussions (n = 33) with numerous tasks that require students to partake in some form of academic debate or discussion. These activities range from arguing for or against a certain perspective to convince a fellow student of their point of view (Williams et al., 2012: 72). An example of such a task is the discussion of possible solutions to different scenarios within a small-group context (Williams et al., 2012: 23-24). Some of the above-mentioned activities also allow time for students to practice their abilities to apply relevant and appropriate processes during academic argumentation (n = 24), as well as to develop a thesis statement concerning a specific prescribed topic or issue (n = 13). The analysis also revealed that the textbook contains several tasks that teach the students how to interpret visual data (n = 20), such as identifying trends and possible contrasts in a provided graph (Williams et al., 2012: 140). However, it seems that the course does not sufficiently allow for the integration of visual data in students' written work (n = 4), which seems to indicate that there are not enough activities dedicated to developing this skill.

6.3.2.6 Research skills

As already mentioned (cf. 3.3.6), research skills are vital skills that HE students should develop, because all HE institutions should expand the body of knowledge on contemporary issues through quality research outputs (Kyllonen, 2012). Although this statement is more relevant to students who, after the successful completion of postgraduate degrees, Mertens

(2012) argues that it is not only in the HE environment that research is valuable, but also in the corporate world, entrepreneurial enterprises and the private sector that research holds significant advantages. This is by far the largest academic literacy grouping and comprises of 14 unique, but still interrelated, research abilities. Figure 6.12 indicates the result of the textbook analysis according to the identified research abilities in the literature review (cf. 4.4).

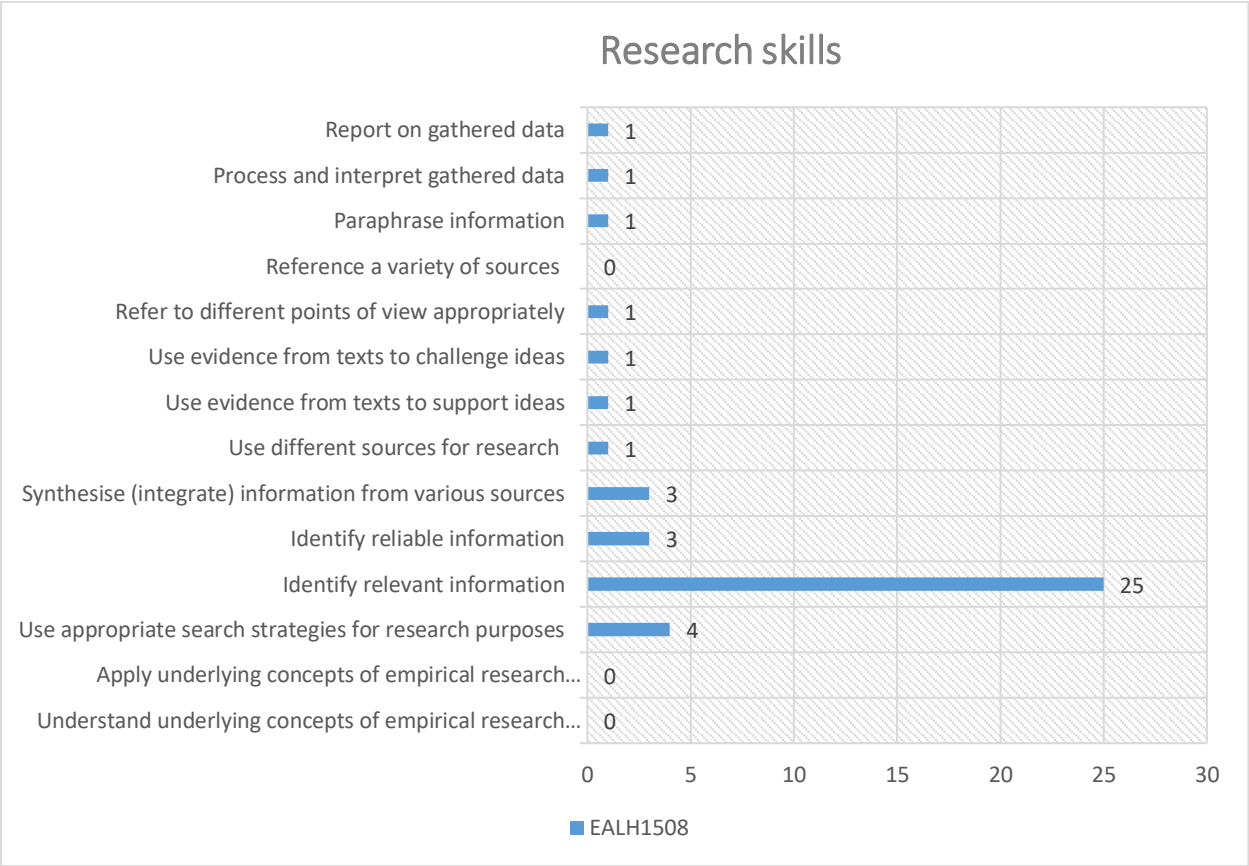


Figure 6.12: Research skills included in the EALH1508 course material

A very worrying observation made based on the analysis is that it seems that the Humanities academic literacy module places little emphasis on developing students' research abilities. Although the majority of these academic research skills are required in EDUB1623, and to a lesser extent in the other three Education modules, the purpose of the academic literacy course is to ensure that students are supported in all their academic literacy needs to meet the academic literacy demands of all Education modules. Thus, the specific literacy course that is offered to the Faculty of Education students must aim to incorporate all the relevant literacy abilities that students would need to successfully complete the educational studies.

With the exception of one ability, identifying relevant information (n = 25), the rest of the research skills hardly feature in the textbook. Activities relating to finding relevant information by identifying the main idea of a paragraph or text as a whole (Williams et al., 2012: 9, 68, 138, 181), as well as find relevant support for the main idea (Williams et al., 2012: 101) are under-represented in the EALH1508 textbook. Furthermore, the ability to use appropriate research strategies (n = 3) and the ability to identify reliable information (n = 4) only feature in seven activities, while students are only taught how to synthesise information from various sources on three occasions. These three research skills are, however, incorporated in the students' writing assessments during the year for EALH1508, where they are expected to conduct research on a prescribed topic, before writing a paragraph (1st semester) or essay (2nd semester) in class.

Another major concern concerning the textbook that is currently used in the EALH1508 module is that the important ability to effectively paraphrase is taught just once during the entire academic year. This activity requires students to paraphrase a single paragraph after a very brief explanation of the term paraphrasing (Williams et al., 2012: 132-133). Following this trend, research skills, such as using several different sources for research purposes, using evidence from academic sources to support or challenge ideas, and interpreting data for reporting intentions also features only once, while understanding and applying underlying concepts regarding empirical research are absent from the study material.

6.3.3 SUMMARY

It seems that the EALH1508 textbook caters mostly for the acquisition of academic literacy abilities associated with academic reading (n = 110) and writing (n = 166), as well as general academic vocabulary usage (n = 92) while focusing less on academic literacy skills, such as the skills included in the research skills category (n = 42). The inclusion of analytical and logical reasoning abilities (n = 58) in the EALH1508 curriculum makes sense, since this particular skill set is closely related to academic reading and writing, and the acquisition of these skills will enhance the students' ability to read academic texts and write more convincingly (Van Wyk and Greyling, 2006). This is an indication that the current EALH1508 textbook, and course, has a more generic approach when it comes to academic literacy teaching, with its main focus on the two pillars of academic literacy (cf. 3.5).

However, it is not just research abilities that are neglected, as the textbook also includes very few relevant academic listening skills, which might be problematic for students' future

studies. This is because active listening is widely considered a vital academic literacy ability to enhance comprehension and meaning-making, especially for L2 students (Alexander et al*.,* 2008). In a study conducted by Krugel and Fourie (2014), for example, it was found that the majority of students that are entering HE, and especially L2 speakers, struggle with the concept of active listening because it is not explicitly taught in schools. Other skills that are, likewise, overlooked are abilities that have to do with visual data (n = 24) (the interpretation, creation, and integration thereof), academic literacy abilities that are associated with subject or faculty-specific vocabulary (n = 13), and technical issues regarding the use of technology to complete written, or rather typed, assignments (n = 0).

Despite these apparent disparities, the textbook does cover academic reading and writing abilities comprehensively, with tasks and activities dedicated to these key abilities done in every contact session. Furthermore, with regard to analytical and logical reasoning abilities, the textbook provides many opportunities for students to hone their academic discussion abilities, which, in turn, offer them sufficient opportunity to develop and apply relevant processes related to effective academic argumentation. Lastly, it also seems that the textbook is well equipped to develop students' general academic vocabulary knowledge and provides sufficient time to practice how to use such vocabulary in the correct context.

One of the major concerns that were highlighted during the analysis of the EALH1508 textbook, is the generic nature of the content included. This lack of subject-specific content and vocabulary advocates the need to implement a CBI approach (cf. 2.6.1) if a new curriculum needs to be designed for the Faculty of Education. It has been argued by Butler (2013) that the use of a CBI approach enhances the acquisition process of academic literacy, and, in turn, academic English.

6.4 COMPARING THE ACADEMIC LITERACY NEEDS WITH THE ACADEMIC LITERACY ABILITIES ON OFFER

In the previous sections, I reported on the analysis conducted to determine which academic literacy abilities are included in the EALH1508 textbook, as well as which academic literacy skills are required to successfully engage with the content of selected first-year Education modules. In this section, I compare my analyses to evaluate the extent of alignment between academic literacy abilities on offer in the EALH1508 course and those needed by students of the Faculty of Education to successfully complete the four Education modules that form part of this study; namely, EDUB1613, LLST1513, EDUB1623 and GPED1623. This is done

in fulfilment of this study's first research objective (cf. 1.3.1), which is to determine the possible shortcomings of the EALH1508 course to meet the academic literacy needs of the Faculty of Education.

Tables 6.2 and 6.3 are visual representations of the academic literacy abilities that are required in terms of the study material of the four selected Education first-year modules (cf. 6.2.1) and the literacy skills that are taught in the EALH1508 programme at the UFS (cf. 6.3.1). The values in the Education columns represent the sum of the frequencies of academic literacy skills required in the four selected Education first-year modules, while the values in the EALH1508 columns denote the sum of the activities and tasks that are included in the Humanities literacy textbook. The reason for making use of the sum of the academic literacy abilities concerning the selected Education modules is due to the fact that the academic literacy course has to prepare students to meet the academic literacy demands of all the Education modules and not just one or two thereof. Making use of the Mann-Whitney u-test, the academic literacy skills were organised in terms of importance, according to the study material of the selected Education modules and the EALH1508 course. The Mann-Whitney u-test compares the frequency if an item from one sample is ranked higher than the same item from another sample to determine the perceived importance rank (Fay and Proschan, 2010). This test measures the statistical significance of the difference between two groups based on the ranking of the data (Bless and Kathuria, 2004:211- 212). It is an appropriate test to be used as the data is ordinal and the mean scores have no real meaning (Best and Kahn, 2003:424; Cooper and Schindler, 2003:814).

Table 6.2: Comparison of academic literacy abilities importance per category based on the Mann-Whitney u-test

Comparison of academic literacy abilities importance per category				
	Frequency of use in EDU modules	Emphasis in EALH modules	Rank order in EDU modules	Rank order in EALH module
Academic research skills	594	42	1	5
Academic writing abilities	504	173	2	1
Vocabulary usage	432	105	3	3
Analytical and logical reasoning abilities	292	58	4	4
Academic reading abilities	279	110	5	2
Listening and note-taking abilities	172	8	6	6

Table 6.2 shows the overall academic literacy categories (cf. Table 3.1) and their comparative ranks in terms of perceived importance according to the study material of the four selected Education modules and the EALH1508 textbook. From the data, it appears that definite discrepancies exist, especially concerning academic research skills and reading abilities. According to the results of the Mann-Whitney u-test, academic research skills are the most prominent literacy category required in the Education modules, but ranks only as the 5th most important in the EALH1508 course. Although the majority of the required academic research skills are related to EDUB1623, and to a lesser extent EDUB1613, it is still important that the academic literacy course caters for this need, as students cannot successfully complete their Education degrees without passing these modules. The same can be said regarding academic reading, which is the 2nd most focused on skill in the literacy programme, but the second least required ability in the Education modules. The opposite can be said for vocabulary usage and analytical and logical reasoning abilities, which are equally ranked, 3rd and 4th respectively, in both EALH1508 and the Education modules.

Table 6.3: Comparison of skills importance according to document analysis based on the Mann-Whitney u-test

Comparison of skills importance according to document analysis				
	Frequency of use in EDU modules	**Rank order in EDU modules**	**Frequency of use in EALH modules**	**Rank order in EALH module**
RESEARCH SKILLS				
Identify relevant information	117	3	25	9
Identify reliable information	36	28	4	21
Synthesise (integrate) information from various sources	39	25	3	25
Use appropriate search strategies for research purposes	15	33	3	25
Paraphrase information	86	7	1	27
Use evidence from texts to support ideas	64	15	1	27
Process and interpret gathered data	59	18	1	27
Report on gathered data	47	24	1	27
Use different sources for research	35	29	1	27
Use evidence from texts to challenge ideas	25	31	1	27
Refer to different points of view appropriately	22	32	1	27
Reference a variety of sources	29	30	0	35
Understand underlying concepts of empirical research (including methodologies)	10	35	0	35
Apply underlying concepts of empirical research (including methodologies)	10	35	0	35
ACADEMIC WRITING ABILITIES				
Use academic writing conventions	73	13	40	3

Produce writing	93	5	33	5
Write short coherent pieces of text >1000	39	25	33	5
Structure writing	74	11	23	11
Plan a strategy for writing tasks	54	22	18	14
Analyse and comprehend assignment and exam questions	70	14	9	17
Use subject-specific writing conventions	10	35	9	17
Integrate visual data with written work	9	38	4	21
Use appropriate format and layout when typing assignments	4	39	0	35
Write long coherent pieces of text. < 1000	4	39	0	35
VOCABULARY USAGE				
Understand academic vocabulary	139	1	47	1
Use academic vocabulary	118	2	45	2
Understand subject terminology	84	9	8	19
Use subject terminology	91	6	5	20
ANALYTICAL AND LOGICAL REASONING ABILITIES				
Participate in academic discussions	74	11	33	5
Apply relevant processes involved in academic argumentation	105	4	24	10
Interpret visual data	37	27	20	13
Develop a main argument or thesis	62	17	13	16
Create and produce visual data	15	33	1	27
ACADEMIC READING ABILITIES				
Apply appropriate reading strategies for different goals	78	10	40	3
Understand assigned reading	85	8	30	8
Have an appropriate reading speed	57	20	23	11
Summarise main ideas	59	18	17	15
LISTENING AND NOTE-TAKING ABILITIES				
Take effective notes during class	64	15	4	21
Take notes from reading material	54	22	4	21
Listen effectively in class	56	21	0	35

From the data included in Table 6.3, it seems that there are indeed several similar rankings in terms of the individual academic literacy abilities as calculated with the Mann-Whitney u-test. The most prominent abilities include, firstly, understanding and, secondly using general academic vocabulary, which are ranked most and second-most important in both the Education modules and the EALH1508 course. Furthermore, the ability to produce a piece of academic writing (5th in both rankings), understand assigned readings (8th in the rankings), and being able to properly structure academic writing (11th in both document analyses) are also literacy abilities that seem to compare favourably in terms of importance in both sets of study material. Although not ranked in the same position, the abilities to analyse and comprehend assignment and exam questions (ranked 14th in the Education modules and 7th in the EALH1508 textbook), summarise the main ideas of an academic text (18th in the Education modules and 15th in the EALH1508 textbook) and taking notes form reading

material (22nd in the Education modules and 21st in the EALH1508 textbook) have similar perceived importances in both sets of data. Lastly, the data also seems to indicate that both the selected Education modules and the EALH1508 course, do not place great importance on the ability to understand and apply the underlying concepts of empirical research during students' first year of study, with both raking a low 35th.

However, Table 6.3 also shows that there are several disparities in terms of some literacy skills in the content of the selected generic Education modules and the EALH1508 literacy course. Mentioning the Education modules rank first followed by the EALH1508 rank, these disparities can be summarised as the ability to paraphrase (7th vs 27th), understanding subject-specific vocabulary (9nd vs 19th), using subject-specific vocabulary (6th vs 20th), using subject-specific writing conventions (35th vs 17th) and integrate visual data with written work (38th vs 21st). This lack of correspondence could have been expected, especially in terms of paraphrasing and understanding and using subject-specific terminology, since students are only expected to complete one paraphrasing activity during the entire EALH1508 course (cf. 6.3.2.6), which needs to be addressed especially due to its importance in the HE academic environment (cf. 3.3.6). With regard to the lack of similarity of opportunities to understand and use subject-specific vocabulary and writing conventions between the modules analysed, the importance of implementing a CBI approach is emphasised (cf. 2.6.1) to expose the students to texts and vocabulary that are relevant to their educational studies. Therefore, it is necessary, especially in an academic literacy teaching-and-learning context, to teach English academic literacy abilities to Education students with the help of education-related content (Genzuk, 2016; Butler, 2013). This area of concern warrants attention, since the acquisition of subject-specific vocabulary is of importance for students to acquire as the proper understanding and use of this type of vocabulary will ultimately provide students access to their chosen discourse community (Goodier and Parkinson, 2005), which is a prerequisite to be accepted in the HE environment (Carstens, 2012).

Other areas of concern are the academic literacy abilities that are ranked 35th to 40th in the EALH1508 course; namely, to reference a variety of sources, understand and apply underlying concepts of empirical research, making use of appropriate format and layout when typing assignments, writing long coherent pieces of text exceeding 1000 words and listening effectively in class. These abilities are not represented at all in the current literacy programme offered to the Faculty of Education students, and therefore does not provide students a chance to develop these academic literacy skills, which could negatively affect

their future studies. This is of particular concern to listening effectively in class, ranking 21st in the Education modules and referencing which is required 29 times in the Education modules. One of these potentially problematic aspects is the absence of teaching students how to meet the demand of longer pieces of writing, which was ranked 35th in the Education modules (cf. Table 6.3), as this is required from students in all Education modules (cf. 6.2.1). In this regard, it was also indicated that in some instances such longer pieces of writing contribute up to 50% of the students' final module mark. It might be prudent to address this aspect in developing a task that can cater to this need. Another skill that is not being addressed in the EALH1508 course is the ability to use appropriate format and layout when submitting written work in a typed format since these types of submissions are becoming the norm in the tertiary education environment (Hast and Healy, 2016; Padayachee, 2017). The EALH1508 course is currently in the process of addressing this issue by piloting the submission of written assignments through Turnitin[12] (Joubert, M. personal communication, February 22, 2019), where students are required to submit their academic literacy assignments in a prescribed manner that is similar to the expectancy by the Faculty of Education. For example, students have to make use of a 12pt Arial font, 1.5 line spacing, and the text justified. Although the other academic literacy courses on the UFS programme, EALL1508, EALN1508, and EALE1508 (cf. 1.4), have been making use of Turnitin for students' writing submissions since 2016 it has, however, not been a viable option for EALH1508 students due to the large student cohort served by the Faculty of Humanities module (cf. Table 1.2). Other concerns that hindered the implementation of Turnitin for the EALH1508 course include technical issues, such as the increase of BlackBoard[13] access that could cause programme instability, an insufficient number of computers in the computer laboratories on the UFS campuses, and students' inexperience with technology. These issues have since received some attention, and online submissions were piloted in 2019 (Joubert, M. personal communication, February 22, 2019).

Another academic literacy category that needs to be investigated is academic research skills. Except for the ability to identify relevant information (ranked 9th), all other associated

[12] Turnitin is an internet based anti-plagiarism detection software that is aimed at promoting quality academic writing within learning institutions.

[13] BlackBoard Learn is a Learning Management System (LMS) used by the UFS. Its various functionalities can be used to extend the classroom space, provide extra resources for students, and as an assessment tool. The assessment function allows for a variety of assessment practices ranging from multiple choice quizzes to written assignment submissions. The written assignments can be submitted via Turnitin on BlackBoard and students should submit files in MS Word or PDF formats.

research skills are ranked in the bottom half of Table 6.3 in terms of the EALH1508 textbook, although being the most required academic literacy category in the education modules (cf. Table 6.2). Several of the research abilities only appear once in the entire EALH1508 textbook, such as using evidence from texts to support or challenge ideas, using different sources for research purposes, and referring to different points of view appropriately, while others are completely absent; namely, referencing a variety of sources and understanding and applying underlying concepts of empirical research. Since all four of the Education modules require academic assignments over 1000 words, with a significant research component attached to it, as part of their assessment plan (cf. 6.2.1), this will need to be addressed, especially to enhance students' chances of academic success (Labaree, 2009).

6.5 CHAPTER 6 SUMMARY

The document analysis of the four generic Education first-year modules' study material and the EALH1508 textbook, as discussed in this chapter, show that the Humanities academic literacy module addresses most of the identified academic literacy abilities as per the academic literacy framework (cf. Table 3.1), although in different degrees of frequency. The abilities that are not currently addressed as per the constructed academic literacy framework were also identified. Furthermore, the analyses also highlighted the discrepancies pertaining to academic literacy abilities that students need to be successful in their tertiary studies in the Faculty of Education.

However, the data generated during the document analysis discussed in this chapter is arguably not sufficient to fully fulfil the 3rd research objective (cf. 1.3.3), which is to determine if it is necessary to make some modifications to the existing Humanities literacy module or to design and develop a new module that better caters to the academic literacy needs of the Faculty of Education's students. Additional information is still required to make a well-informed decision, such as the input from the relevant stakeholders in terms of this study; namely, the lecturers of first-year Education students from the Faculty of Education, facilitators teaching on the EALH1508 course, and students enrolled in both the Faculty of Education and the EALH1508 academic literacy course. For this reason, the next chapter focuses on the analysis of the three sets of QuestBack questionnaires that were completed by lecturers teaching predominantly first-year Education modules, academic facilitators teaching on the EALH1508 course and students enrolled in both the Faculty of Education as first-year students and the EALH1508 course. Based on the results obtained from these

questionnaires, relevant stakeholders were identified that took part in three focus group discussions, which is then discussed in Chapter 8.

CHAPTER 7: QUANTITATIVE DATA ANALYSIS: QUESTBACK ONLINE QUESTIONNAIRES

7.1 INTRODUCTION

While the previous chapter was concerned with the academic literacy abilities that were required in terms of the study material of the Faculty of Education, as well as the academic literacy skills included in the EALH1508 course, Chapter 7 focusses on the data analysis of the QuestBack questionnaires completed by the lecturers in the Faculty of Education, EALH1508 facilitators, as well as the Education students who are registered for EALH1508. These questionnaires focused on determining the opinions, expectations, and needs of the different identified stakeholders regarding academic literacy abilities required by Education students. Furthermore, the data from the questionnaires also informed the formulation of the questions of the focus group discussions. Thus, in this chapter, the data that were received from the three QuestBack questionnaires are systematically presented, described and interpreted as part of the next step of the research process. This documentation and analysis process is aimed at identifying possible trends, similarities, and relationships in agreement with the first research objective (cf. 1.3.1). The data from the questionnaires' closed-ended questions were analysed first, whereas the analysis of the open-ended questions of the same questionnaire was analysed in conjunction with the focus group discussions. I report on this in the next chapter. Throughout, I remained cognisant of the interconnected quality of all the data components.

7.2 QUESTIONNAIRES

Data were obtained from three QuestBack administered questionnaires (cf. Appendix D), completed by Education lecturers (n = 9), EALH1508 facilitators (n = 20), and EALH1508/Education student (n = 446). The questionnaire consisted of eight sections of which the first section comprised of demographic information. The following six sections correlated with the six academic literacy categories as per the constructed academic literacy framework (cf. Table 3.1) and were formulated as multiple answer questions based on a four-point Likert scale. The three sets of questionnaires were adapted according to the target audience. The Faculty of Education questionnaire contained one set of questions to determine the lecturers' perceptions regarding the importance of the listed academic literacy abilities (cf. Table 3.1) to their respective Education modules. The questionnaire that

targeted the facilitators aimed to establish the students' acquisition success rate of these academic literacy abilities, as well as their perceptions in terms of the frequency that the various academic literacy skills were addressed in the EALH1508 class. It was considered also including a similar line of questioning regarding the acquisition success rate of academic literacy abilities in the lecturer questionnaire, but I decided against this because the Faculty of Education lecturers would not be able to judge students' improvement during the entire year. This is because the Faculty of Education lecturers only lecture students for one semester and, therefore, would not be able to comment on the improvement in students' academic literacy abilities throughout the academic year. The third questionnaire asked the students to evaluate the transferability of the academic literacy abilities that they acquired in the EALH1508 course to their other academic modules in the Faculty of Education and also how often they encountered the skills during the course of the academic literacy programme. The final section of the questionnaire entailed 3 – 5 (dependent on the target audience) open-ended questions to elicit more in-depth responses from the participants. However, the reporting of the analysis of these open-ended questions were done in Chapter 8, in conjunction with the FGD, since both sets of data were qualitative. In the subsequent sections, the relevant data are summarised in four tables and discussed. An extensive table of the mean and standard deviations of the questionnaire items is included in Appendix E.

7.3 SUMMATIVE OVERVIEW ON THE OPINIONS OF STAKEHOLDERS

Table 7.1 indicates the overall perceptions of the different stakeholders in terms of the mean (M) and standard deviation (SD) of the responses per academic literacy category included in this study's constructed academic literacy framework (cf. Table 3.1). The table includes the responses of all three questionnaires in terms of the calculated mean per academic literacy category, as well as the standard deviation of the response of the particular category. Each question in the questionnaires made use of a 4-point Likert scale.

Based on Table 7.1 the data seem to indicate that the Faculty of Education lecturers (n = 9) placed high importance on all six academic literacy categories with every category placed between the 3 and 4 point range. This translates to *Important* to *Very important* according to the Likert-scale options. According to the responses received from the lecturers, vocabulary usage (M = 3.94) and listening and note-taking abilities (M = 3.78) were considered the most important, while analytical and logical reasoning the least important, but still with a relatively high mean of 3.42.

Standard deviation (SD) can be described as measuring the amount of variation or dispersion of a set of values (Logan, 2010). In other words, SD refers to how close the various values are in relation to the mean (Browne, 2001). Thus, the smaller the SD, the closer all the values are to each other. Although the recommended sample size to calculate SD is 30, Bland (2015; Wan, Wang, Liu, and Tong, 2014) states that even a sample size of two could produce a meaningful statistic, provided the sample consists of the entire or majority of the population size. In terms of this study, the sample sizes for the Faculty of Education lecturers (n = 9) and the EALH1508 (n = 20) represents the entire population of their respective stakeholder groups that met the prerequisite criteria of the study. Although there are 34 facilitators currently teaching on the EALH1508 course, only 20 of these facilitators met the criteria set out to participate in this study; namely, having three years of teaching experience on the programme, as well as attending all training provided by the ULD. Taking this into consideration and based on the calculated SD of the responses of the lecturers that are all located between 0.23 and 0.81, it can thus be assumed that the Faculty of Education lecturers were generally in close agreement in terms of the perceived importance of the academic literacy abilities included in the academic literacy framework (cf. Table 3.1; 3.3) in relation to their respective Education modules.

Table 7.1: Mean and standard deviation of academic literacy abilities per categories

Mean and standard deviation of academic literacy abilities per category								
			Listening and Note-taking	Academic Reading	Vocabulary Usage	Academic Writing	Analytical and Logical Thinking	Research skills
Lecturer Questionnaire (n = 9)	Importance of academic literacy abilities	Mean	3.78	3.69	3.94	3.72	3.42	3.53
		SD	0.46	0.52	0.23	0.54	0.72	0.81
Facilitator Questionnaire (n = 20)	Frequency of literacy skills taught in class	Mean	2.75	3.00	2.87	2.91	2.90	2.67
		SD	0.60	0.46	0.43	0.70	0.58	0.78
	Success rate of acquiring literacy skills	Mean	2.47	2.76	2.25	2.54	2.66	2.24
		SD	0.65	0.69	0.50	0.71	0.71	0.75
Student Questionnaire (n = 446)	Frequency of encountering literacy skills in class	Mean	3.24	3.43	3.24	3.27	3.21	3.26
		SD	0.70	0.63	0.62	0.72	0.76	0.71
	Usefulness of literacy skills acquired in course	Mean	3.28	3.17	2.97	3.05	2.94	3.06
		SD	0.79	0.77	0.75	0.82	0.85	0.81

In terms of students' success rate in acquiring the identified academic literacy abilities, the facilitators (n = 20) were not overly confident that the students did sufficiently acquire the necessary literacy skills. The mean for the respective academic literacy categories ranged between the mean values of 2.24 and 2.54, which translated to *Somewhat successful* to *Successful*. The academic research skills category falls at the lower end of this spectrum (M = 2.24), closely followed by vocabulary usage (M = 2.25). According to the EALH1508 facilitators, the academic literacy abilities that were most successfully acquired by the students were the literacy skills associated with academic reading (M = 2.76), analytical and logical reasoning (M = 2.66), and academic writing (M = 2.54). Comparing these results with the result received from the lecturer questionnaire, it seems that there exist discrepancies between the perceived importance of the different academic literacy abilities and the success rate at which the students acquire these skills according to the facilitators. I discuss this in more detail in section 7.4.1 below.

The second part of the facilitator questionnaire required the participants to judge the frequency that the various literacy abilities were taught and practiced during the EALH1508 contact sessions with the students. According to the facilitators, only academic reading was considered as having received enough attention during the course of the academic literacy programme, with a mean of 3 (*About right*). The other five categories' means were positioned between 2.67 (research skills) and 2.91(academic writing) placing these literacy abilities amid *Too little* and *About right*. The standard deviation of these data sets, which were all below 0.78, indicates that the EALH1508 facilitators were of a similar opinion that the time spent on these literacy abilities was not sufficient. To address the deficiency, it might call for the development of activities that are more integrated (cf. 2.6.3) to include a wider range of academic literacy abilities.

The first part of the questionnaire that was completed by students (n = 446), first-year Education students enrolled for the EALH1508 module, required students to evaluate the usefulness of the academic literacy abilities that they learned in the literacy course in terms of their transferability to their Education modules. The Likert scale options for this section of the questionnaire were *Never*, *Sometimes*, *Often,* and *Always*. All six academic literacy categories, as per the academic literacy framework (cf. Table 3.1), had a similar distribution, with a mean of around 3. This relates to the fact that students *Often* make use of the literacy abilities in their other academic modules. According to the students, the most transferable literacy abilities were listening and note-taking skills (M = 3.28), followed by skills associated

with academic reading (M = 3.17) and academic research (M = 3.06). Interestingly, the results in terms of listening and note-taking abilities and research skills are rather surprising, since the academic literacy abilities associated with these two categories are under-represented in the EALH1508 textbook (cf. 6.3.2.1; 6.3.2.6). Since it can be assumed that the usefulness of the academic literacy abilities is linked to their perceived transferability, I discuss this possible relationship further in section 7.4.2.

The final section of the students' questionnaire was included to establish two aspects; namely, to determine students' knowledge regarding the integrated manner of academic literacy abilities and, to ascertain their perception of the frequency of the various academic literacy abilities being taught in the EALH1508 course. The data captured in Table 7.1 seems to indicate that the students are of the opinion that all the academic literacy abilities linked to the six academic literacy categories (cf. Table 3.1) are well, and in some cases, over represented in the EALH1508 study material. The mean for all categories falls within the range from 3.21 to 3.42. The SD for this section of the questionnaire also seems to suggest that the students agreed, with all categories' SD calculated to less than 0.76. However, this data seems to contradict the data received from the facilitators, who thought that insufficient time was spent on developing certain academic literacy abilities, such as research skills, vocabulary usage, and listening and note-taking abilities. Therefore, in section 7.4.3, I discuss this contradiction between the opinions of the EALH1508 facilitators and the EALH1508/Education students in more detail.

7.4 COMPARING THE VIEWS OF DIFFERENT SETS OF STAKEHOLDERS

This section compared some of the data sets from the different stakeholders to establish a possible relationship. Firstly, the perceived importance of the academic literacy abilities, according to the Faculty of Education lecturers, was compared with the opinions of the EALH1508 facilitators regarding the students' acquisition success rate (cf. Table 7.2). Secondly, the importance of the academic literacy abilities in the selected Education modules was also compared with the students' opinions of the usefulness of the academic literacy abilities in their Education modules (cf. Table 7.3). Lastly, the opinions of the facilitators and the students were also compared in terms of the frequency that the various academic literacy abilities were addressed in the EALH1508 course (cf. Table 7.4). Since these two sets of data were compared, the statistical significance was also calculated with

the help of SPSS and Microsoft Excel and the p-value is indicated in the tables below. All p-values smaller than 4 decimal numbers were indicated as $p<0.0001$.

7.4.1 COMPARING THE PERCEIVED IMPORTANCE AND ACQUIRING SUCCESS RATE OF THE ACADEMIC LITERACY CATEGORIES

As discussed in the previous section, the Faculty of Education lecturers (n = 9) were asked to provide their opinion regarding the importance of the identified academic literacy abilities in terms of its value to cope with the academic demands in their respective Education modules. Furthermore, the EALH1508 facilitators (n = 20) were asked to comment on the success rate of students' acquisition of the academic literacy abilities taught in the EALH1508 course. It is thus essential that the EALH1508 course, that supports the Faculty of Education students, should ensure that the students acquire these literacy skills at a sufficient level. The relevant data, in terms of these two components, are compared in Table 7.2 below. The p-values were calculated by using a t-distribution test in SSPS. The applicable formula for this calculation is:

$$t \equiv \frac{\bar{x} - \mu}{s / \sqrt{N}},$$

In this formula, the μ represent the population mean, $\bar{x}$ is the sample mean, and s is the estimator for population standard deviation (Spiegel, 1992).

Grolemund and Wickham (2011; Venables and Ripley, 2002) state that although it is preferable to have a sample size of 30 to calculate a p-value, the ratio of the sample size to population size can justify the calculation of p-values on sample sizes less than 30. They elaborate by stating that if a high ratio is ensured, the relevance of a p-value is enhanced (Grolemund and Wickham, 2011). In the case of this study, the sample sizes of the Faculty of Education lecturers and EALH1508 facilitators represent 100% of the population size targeted according to the selection criteria (cf. 5.4.2.1.2). Therefore, the calculated p-values for the data presented in Tables 7.2; 7.3; and 7.4 are justifiable.

Table 7.2: Comparing the perceived importance and acquisition success rate of the academic literacy categories

Comparing the perceived importance and acquisition success rate of the academic literacy categories					
Academic literacy categories	**Lecturer Questionnaire (n = 9): Importance of academic literacy abilities**		**Facilitator Questionnaire (n =20): Success rate of acquiring literacy skills**		
	Mean	**SD**	**Mean**	**SD**	**p-VALUE***
Listening and note-taking	3.78	0.46	2.47	0.65	p< 0.0001
Academic reading	3.69	0.52	2.76	0.69	p< 0.0001
Vocabulary usage	3.94	0.23	2.52	0.50	p< 0.0001
Academic writing	3.72	0.54	2.54	0.71	p< 0.0001
Analytical and logical reasoning	3.42	0.72	2.66	0.71	p< 0.0001
Research	3.53	0.81	2.24	0.75	p< 0.0001

* *p<0.05 indicates a statistically significant difference at a 95% probability level as calculated with SSPS*

**All calculated p-values smaller than a 4 decimal number were indicated as p< 0.0001.*

From the mean data, it seems that a significant gap exists between the expectation of the Faculty of Education lectures and the facilitator's perceptions of students' acquisition success rate with regard to the academic literacy abilities. Concerning the lecturer questionnaire about the importance of the literacy abilities, the mean for all the academic literacy categories, with the exception of analytical and logical reasoning (M = 3.42), exceeds 3.5, implying that the lecturers regard these literacy abilities as *Important* to *Very important*. On the other hand, the facilitators were not very optimistic about students' success rate of acquiring the academic literacy abilities successfully during the academic year with not one of the categories' means being calculated higher than 2.76 (academic reading), with the lowest at 2.24 (academic research skills) only. These statistical means place the acquisition success rate only at Somewhat *successful*.

Although these success rates could have been expected in terms of research skills and listening and note-taking abilities, due to their poor representation in the EALH1508 textbook (cf. 6.3.2.1; 6.3.2.6), the fact that all the other categories also performed below expectation, could pose a serious problem in terms of the teaching and learning methods used in the programme, since these skills are addressed relatively frequently in the EALH1508 course. Given that these skills, with the exception of academic research skills and listening and note-

taking abilities, were addressed regularly in the particular literacy course, it could be assumed that students should have been able to apply these abilities relatively successful in their other academic modules. Possible reasons and solutions for this unfavourable success rate should be considered to better prepare the students of the Faculty of Education to meet the academic literacy demands of their faculty.

All differences in Table 7.2 were statistically significant at a 95% probability level, as all p-values were less than the $p<0.05$ as calculated with SSPS.

7.4.2 RELATIONSHIP BETWEEN IMPORTANCE AND USEFULNESS OF IDENTIFIED ACADEMIC LITERACY ABILITIES

Since the main objective of the academic literacy programme is to support students to cope with the academic demands of HE, in particular the academic demands of their chosen field of study (cf. 1.4), the literacy programme should aim to ensure that the abilities that it teaches are useful and transferable to the students' academic modules. Table 7.3 contains the relevant data from the Faculty of Education lecturers' questionnaire with regard to the perceived importance of the various academic literacy abilities taught in the EALH1508 course, as well as the data received from the EALH1508/Education students (n = 446) in terms of the skills' usefulness in their other academic modules.

Table 7.3: Comparing the perceived importance of academic literacy abilities with its usefulness in the Faculty of Education

Comparing the perceived importance of academic literacy abilities with its usefulness in the Faculty of Education					
Academic literacy categories	**Lecturer Questionnaire (n = 9): Importance of academic literacy abilities**		**Student Questionnaire (n = 446): Usefulness of literacy skills addressed in course**		
	Mean	**SD**	**Mean**	**SD**	**p-Value***
Listening and note-taking	3.78	0.46	3.28	0.79	p< 0.0001
Academic reading	3.69	0.52	3.17	0.77	p< 0.0001
Vocabulary usage	3.94	0.23	2.97	0.75	p< 0.0001
Academic writing	3.72	0.54	3.05	0.82	p< 0.0001
Analytical and logical reasoning	3.42	0.72	2.94	0.85	p< 0.0001
Research	3.53	0.81	3.06	0.81	p< 0.0001

* *p<0.05 indicates a statistically significant difference at a 95% probability level as calculated with SSPS*

**All calculated p-values smaller than a 4 decimal number were indicated as p< 0.0001.*

Although the data indicated that the means of the academic literacy categories of the students' questionnaire were lower than the means of the corresponding categories of the lecturer questionnaire, the means relating to the usefulness of all the academic literacy abilities are still positioned around the 3-point mark in term of the students' opinions. The average difference in means across all the academic literacy ability categories between the two data sets is 0.61, which is relatively small since the statistical significance of all the categories was below p-value<0.05. The most substantial discrepancy is between the means of vocabulary usage (0.97), while the smallest margin being that of academic research skills (0.46). As was discussed in the document analysis of the EALH1508 textbook (cf. 6.3.2.3), the vocabulary usage activities and tasks focus more on generic academic vocabulary rather than faculty-specific vocabulary, which may account for this difference in perceptions. Furthermore, although the document analysis did indicate that the EALH1508 course materials have inadequate activities and tasks dedicated to developing academic research abilities, the fact that the students find the research skills that are included, such as identifying relevant information useful, is an indication that students recognise the benefit of the literacy programme.

Therefore, from this data, it seems that the students find several of the academic literacy abilities taught in the EALH1508 course useful, and feel that they are transferable to their Education modules. However, the success of this transferability is not apparent if this data set is viewed in isolation and should be considered in conjunction with the data received from the FGD's, as well as the results from the ALDI-test. It also appears that the students recognise the usefulness of the skills they are being taught in the literacy programme.

Similar to the p-values in Table 7.2, all p-values calculated in terms of the data represented in Table 7.3 were less than the required value of 0.05 that indicates statistically significant differences.

7.4.3 COMPARING THE PERCEIVED FREQUENCY OF ACADEMIC LITERACY SKILLS TAUGHT BETWEEN THE EALH1508 FACILITATORS AND STUDENTS

Table 7.4 shows the comparison between the opinions of students and facilitators concerning the frequency of the different academic literacy abilities taught during the EALH1508 course according to the facilitators' and the students' perspective. This comparison was done to determine if the Education students that were enrolled in the

EALH1508 course share a similar view with the EALH1508 facilitators in terms of the rate of recurrence of the various academic literacy skills.

Table 7.4: Comparing the respective perceptions of facilitators and students in terms of frequency of academic literacy skills in the EALH1508 course

Comparing the respective perceptions of facilitators and students in terms of frequency of academic literacy skills in the EALH1508 course					
Academic literacy categories	**Facilitator Questionnaire (n = 20): Frequency of literacy skills taught in class**		**Student Questionnaire (n = 446): Frequency of encountering literacy skills in class**		
	Mean	**SD**	**Mean**	**SD**	**p-VALUE***
Listening and note-taking	2.75	0.60	3.24	0.70	p< 0.0001
Academic reading	3.00	0.46	3.43	0.63	p< 0.0001
Vocabulary usage	2.87	0.43	3.24	0.62	p< 0.0001
Academic writing	2.91	0.70	3.27	0.72	p< 0.0001
Analytical and logical reasoning	2.90	0.58	3.21	0.76	p< 0.0001
Research	2.67	0.78	3.26	0.71	p< 0.0001

* *p<0.05 indicates a statistically significant difference at a 95% probability level as calculated with SSPS*

**All calculated p-values smaller than a 4 decimal number were indicated as p< 0.0001.*

Table 7.4 seems to suggest that the EALH1508 facilitators (n = 20) feel that not enough time is spent on developing the students' academic literacy abilities. With the exception of academic reading (M = 3.00), all the other academic literacy categories' means are below 3, with the lowest assigned to academic research skills. In terms of the provided options of the questionnaire, this relates to between *Too little* and *About right*. The SD of the different academic literacy categories ranges between 0.43 and 0.78, meaning that the difference in opinion of the facilitators is marginal. This suggests that the facilitators are mostly in agreement about the frequency of the academic literacy abilities addressed in the EALH1508 course.

On the other hand, the students (n = 446) felt differently with regard to the frequency of encountering these academic literacy abilities in the EALH1508 contact sessions. The mean for all the identified categories, as per the academic literacy framework (cf. Table 3.1), were higher than 3.21, suggesting that the students felt that the skills were encountered *Too much*. With the SD of the different academic literacy categories between 0.63 and 0.76, it

seems that the majority of students that completed the questionnaire shared opinions the frequency of the various academic literacy abilities in the programme.

This appears to be inconsistent with the data received from the EALH1508 document analysis (cf. 6.3.2), where it is argued that academic research skills, listening and note-taking abilities and, to some extent, analytical and logical reasoning are underrepresented in the study material of the literacy course. These inconsistencies from the facilitators' point of view could be ascribed to their lack of knowledge in terms of what academic literacy abilities constitute the different categories. With regard to the conflict of data between the students and the document analysis, this could perhaps be assigned to the students' lack of knowledge in terms of the interrelationship between academic literacy skills (cf. 2.6.3), causing them to feel that one skill is repeated several times, instead of realising that the skills are integrated and do not necessarily function in isolation.

The calculated p-values for the compared data included in Table 7.4, all indicated a statistical difference less than 0.0001 as calculated with SSPS, well below the 0.05 benchmark, thus indicating a 95% probability level of confidence.

7.5 CHAPTER 7 SUMMARY

Chapter 7 dealt solely with the analysis of the data received from the Likert-scale questions included in the QuestBack online questionnaire. The online questionnaire did provide valuable information in terms of the expected academic literacy abilities by the Faculty of Education and what the EALH1508 academic literacy programme at the UFS offers. Furthermore, it also offered insights into the different stakeholders' perceptions about specific academic literacy abilities in terms of their perceived importance, transferability from the literacy programme to the Faculty of Education, as well as the possible shortcomings of the EALH1508 course. The analysis of the questionnaire data also informed the questions that were used in the focus group discussions, which aimed to elicit more in-depth answers and opinions from the research participants.

The next chapter is dedicated to the analysis of the three follow-up focus group discussions held with the Education lecturers, the EALH1508 facilitators, and the EALH1508/Education students, as well as the open-ended questions that formed part of the QuestBack questionnaires. This analysis was partially responsible for fulfilling this study's third research objective to determine if the current EALH1508 course needs to be replaced by a new, tailor-

made course for the Faculty of Education students, or if the existing course should just be adapted to better meet the academic literacy needs of these students. However, this data had to be considered in conjunction with the document analysis, QuestBack questionnaire analysis, and ALDI test results.

CHAPTER 8: QUALITATIVE DATA ANALYSIS: FOCUS GROUP DISCUSSIONS AND OPEN-ENDED QUESTIONS

8.1 INTRODUCTION

The preceding chapter analysed and interpreted the quantitative data obtained from the QuestBack online questionnaires. This chapter deals with the second set of data analysis. In addition to the data gathered during the online questionnaire, it also served the purpose to inform the focus group discussion questions (cf. 5.4.2.1.3).

In Chapter 8, I report on the data analysis of the transcribed focus group discussions, as well as the open-ended questions of the QuestBack questionnaires to partially fulfil the third research objective (cf. 1.3.3). This objective concerns the possibility of developing a custom-made curriculum that caters to the specific needs of the Education students or, whether alterations need to be made to the existing EALH1508 module by taking into consideration the comments and suggestions made by the stakeholders of this study. Although three separate focus group discussions took place, the questions were similar, but reformulated slightly to fit the target audience. The analysis reported in this chapter is organised according to the question(s) asked and then per stakeholder and not according to academic literacy category as the previous two chapters. This reporting method was chosen since the questions were not formulated according to the academic literacy categories, but took a general approach to the academic literacy abilities. Therefore, the responses received from the stakeholders did not follow the same pattern used in the constructed academic literacy framework (cf. Table 3.1), but according to the stakeholders' opinions.

8.2 ANALYSIS OF QUALITATIVE DATA

In addition to the data received from the questionnaires and as discussed in the previous chapter, data were also generated from focus group discussions with each of the three stakeholders; namely, the lecturers in the Faculty of Education, EALH1508 facilitators and Education students enrolled in EALH1508. Six open-ended questions were included, which were formulated based on the responses received from the questionnaires. Four lecturers, five facilitators, and four students took part in the respective focus group discussions (cf. 5.4.2.2). As discussed in Chapter 5, a convenience sampling strategy was used to select the Faculty of Education lecturers, while a systematic sampling strategy was applied to select the EALH1508 facilitators to take part in the FGD (cf. 5.4.2.2). Concerning the

participants of the student FGD, after the third failed attempt to recruit students to volunteer for the FGD, a convenience sampling strategy was used to select participants; however, only four students were prepared to be part of the process. The purpose of these focus group discussions was to elicit in-depth elaborations on the responses provided in the questionnaires. The discussions were audio-recorded and transcribed for analysis. These focus group discussions were conducted between 26 September and 28 October 2018. Although a preliminary analysis was conducted on the open-ended questions to help formulate the FGD questions, the data received from the open-ended questions are reported in conjunction with the data received from the FGD's. The questionnaires' open-ended questions focused primarily on academic literacy abilities that were not sufficiently developed during the course of the EALH1508 programme and required more attention. Therefore, this data was incorporated in section 8.2.3.

According to Polkinghorne (2005: 142), focus group discussions can be defined as "a technique of gathering data from humans by asking those questions and getting them to react verbally". Morgan (1997:13-15) argues that there are several advantages to using focus group discussions as a method to collect qualitative data:

i. "focus group discussions yield focused data in terms of a specific topic of interest, thus ensuring that the data being received is relevant to the research topic;
ii. the dependence on the interaction that takes place amongst participants in the focus group is beneficial to the nature of the data received in the sense that "the comparisons that participants make among each other's experiences and opinions are a valuable source of insights into complex behaviours and motivations; and,
iii. focus group discussions produce more relevant ideas as the sum of the members in terms of individual interviews."

Although focus groups are usually unstructured (Polkinghorne, 2005), the questions that were asked during the FGD's were formulated in response to the stakeholders' answers in the questionnaires to elicit greater elaboration on certain issues, which gave it a more structured nature. However, these questions were still formulated in such a manner that it did provide the participants some freedom to express their opinions on other issues they might have had. The questions included in the FGD's were related to which academic literacy abilities were developed most effectively, least effectively, as well as the usefulness, relevance, and transferability of the academic literacy abilities taught in the EALH1508 programme. Furthermore, during the FGD, I also asked for possible suggestions from the various stakeholders to improve the current EALH1508 course. The responses to these

questions allowed me to make a more informed decision about whether any adjustments were needed to the current EALH1508 course, or if it was necessary to develop an entirely new course to meet the specific needs of the Faculty of Education.

8.2.1 STRONGEST ACADEMIC LITERACY ABILITIES

The first question posed to the students and EALH1508 facilitators concerned the *academic literacy abilities they think are developed most effectively during the course of the year.* This question was asked to determine, according to the opinions of these two groups of stakeholders, which of the specific academic literacy abilities students were able to effectively apply after the completion of the EALH1508 course. This question was not asked during the FGD of the Faculty of Education lecturers, as it was assumed that they would not have sufficient information to determine the development of specific skills in the EALH1508 module.

Four of the facilitators indicated that they experienced significant improvement regarding students' writing abilities throughout the year. Participant F1[14] stated that she:

> "...*found that the students improved* [in terms of] *being able to structure their writing a lot…* [and] *that the guidelines that one gives them … with regard to paragraph writing and essay writing, in terms of the structure helped them a lot to know where to start and stuff, and that improved lots in my class*."

All of the facilitators felt that their abilities to skim and scan a text, which is associated with academic reading (cf. 3.3.2; 3.4), contributed to the students' improved writing abilities (Aritonang, Lasmana, Kurnia, 2018). In this regard, it was stated by Participant F3 that these abilities, "helps *them … to put relevant information into their writing*." Participant F5 added he found that, in terms of students' improved academic reading abilities, the students' ability to "d*evelop an argument in* [their] *academic writing has also improved a lot*" especially "*those that frequent classes*."

Participant F5 further stated that students' ability to develop academic argumentation skills was due to students' engagement with the readings done in class and their "*friendly arguing"* [academic discussion] (cf. 3.3.5) regarding opposite viewpoints. Participant F4 agreed wholeheartedly, stating that she experienced the same in her classes. She further

[14] For the purpose of reporting the data received from the FGD, responses from facilitators are referred to by the letter F, while Faculty of Education lecturers and students are referred to by E and S respectively.

elaborated by indicating that this also allowed for the vast improvement of critical thinking since these "*discussions and engaging the topic*" allowed the "*space to have different opinions*" and "*through* [these] *conversations and engagement and debates, they get to think critically*". This can be considered a positive development, especially given the importance of critical thinking abilities, also known as analytical and logical reasoning (cf. 3.3.5). Furthermore, the development of students' critical thinking abilities also enhances their argumentation skills (Macagno, Mayweg-Paus, and Kuhn, 2014), which ultimately provides the students access to their desired discourse communities (Flowerdew and Ho Wang, 2015) (cf. 2.2).

The students that agreed to take part in the FGD had a more varied response to the question regarding what they perceived the academic literacy ability was that was most developed as a consequence of being enrolled in the EALH1508 module. A possible explanation for this might be that different EALH1508 facilitators may place different emphasis on specific academic literacy abilities, or that students might have various interests in terms of fields of study. One of the student participants (Participant S1) emphasised her academic reading improvement by stating that her "[r]*eading has got a lot better*." She added the following in elaboration: "[W*]hen I started studying here, I couldn't … read some other words of English. English was only given to me to use when I was in high school, so it helped me a lot when I attended the EALH module … I learned a lot,* [e]*specially about academic articles*." Since most HE institutions have changed their language policies, or are in the process of doing so, to English as the primary medium of instruction, it is a common occurrence that most students entering tertiary education are considered L2 speakers (du Plessis and Gerber, 2012), which accentuates the importance of any academic literacy intervention programme (Pietersen, 2016) in supporting these students to cope with the language and academic literacy demands in the HE environment. This also lends further credence to the use of an extensive reading programme (cf. 11.2.5.1) as part of the development of academic literacy. As discussed in Chapter 3 (cf. 3.3.2), one of the main benefits of extensive reading is the development of vocabulary knowledge. This was also mentioned by Participant S3, who agreed that her reading improved considerably, but also added that her "*ability to acquire knowledge through reading with understanding*" was also enhanced, which "*helped a lot in my other school* [university] *subjects*." Moktari, Reichard, and Gardner (2009) substantiate this statement by arguing that academic reading abilities are of the greatest importance to mastering course content, as well as obtaining a better comprehension of study material, especially in HE (cf. 3.3.2).

However, other reading skills that were highlighted were skimming and scanning an academic text. Participant S2 indicated that the skill that she developed most effectively was "*scanning and skimming through a text*." She clarified this statement by explaining that she learned to scan a text "*before reading it for just to get a better idea about what is going on …* [and to] *have a better understanding. I was never able to really do this*". The ability to make effective use of different reading strategies, such as scanning in HE environment was also accentuated by Clair-Thompson et al. (2018), who state that scanning is an essential ability that forms part of several other literacy abilities, such as summarising, research and identifying relevant information (cf. 3.3.4; 3.3.6). Participant S4 stated that the academic abilities that he felt developed the most during the year were "*summarising and paraphrasing and taking what is written in the text and putting it in my own words*." However, this response did trigger a follow-up question, since paraphrasing is only taught once during the entire EALH1508 course (cf. 6.3.2.2). He responded that "*when I realised that we need it a lot in EDUB, I asked my facilitator if she had extra activities on paraphrasing, and she gave me a handout, which I then completed and asked her to check.*" This reply was indicative of two things. Firstly, that there are students that want to improve their academic literacy skills to enhance their chance of academic success in the HE environment and strive for the realisation of their academic goals and, secondly, that paraphrasing arguably deserves more attention.

It seems that the facilitators and the students were in agreement with regard to the successful development of the students' skimming and scanning abilities, which form part of their academic reading abilities. However, the students felt that they did improve their ability to paraphrase and summarise to some extent, while the facilitators were of the opinion that the general academic writing developed to a satisfactory level, in terms of structure. In addition, facilitators were also satisfied with the level of development of students' argumentation skills, especially during academic discussions.

8.2.2 MOST NEEDED ACADEMIC LITERACY ABILITIES IN EDUCATION

The second question of the FGD was only directed at the Faculty of Education lecturers as it related to the Academic literacy abilities needed in this specific faculty. The question that was posed to the lecturers was: *Which academic literacy abilities should your students develop most in order to cope with the demands of your subject?* The rationale behind this question was to determine, in more depth, which skills the lecturers consider as essential to

achieving success in the respective generic first-year modules that they teach. This question elicited quite elaborate answers, with the focus of these being concerned with academic reading and writing abilities. However, several other abilities were also mentioned, such as academic argumentation, summarising, paraphrasing, and referencing among others.

During the FGD most lecturers in the Faculty of Education indicated that academic reading was the most needed literacy ability. All four of the lecturers emphasised the importance of academic reading or a related ability. In this regard, Participant E1 stated that:

> *I think what is important for students is to be able to read … a paragraph* [in an effort] *to identify the core message in that paragraph … and also to read for argument, to identify arguments … in an article to make a decision on the premises and what is being claimed and the conclusions … the author comes to or whatever the case might be*.

Participant E1 elaborated further by adding that "*they* [students] *must be able to construct arguments …* [but] *they have difficulty with that … to identify key concepts from an argument* [from] *an article that they can work with*." Participant E2 added to this statement saying that "*students when they get there* [Faculty of Education], *we give them academic articles* [and] *it is the first time they read an academic article … so they don't really know how to read it and what to read for, and how to relate what they are reading to what we are doing in the class*". This response from Participant E2 raised a potentially problematic issue. Since she teaches a first-semester module, students have had only limited academic literacy interventions in the EALH1508 course, in this case, academic reading, before they are required to engage in activities, such as reading academic articles. The importance of acquiring well-developed academic reading abilities was also highlighted in the document analysis conducted where skills associated with academic reading featured regularly in the selected Education modules (cf. 6.2.2.2), which emphasise the importance of developing students' CALP (cf. 2.2) for them to actively engage with the academic conventions of academic articles. Participant E4 also emphasised the inability of students to "*understand the purpose of using multiple sources and making an argument … which has a negative impact on their scholastic effort in their Education modules*."

This seriousness of this issue is further illustrated with an example given by Participant E3. She stated that "*I have this one student coming in a couple of weeks back, and we went through one of the articles, I think it was Paulo Freire, and he didn't understand, he literally didn't understand from the beginning*." This was also confirmed by Participant E4 who said

that "*they* [students] *don't question while reading or those who do read in* [their] *first year, they read it, and then come and say they haven't read anything that they understand*". These statements contradict the opinions of the students, who were of the opinion that academic reading was one of the academic literacy abilities that were most effectively developed during the year (cf. 8.2.1). This should be taken note of since the document analysis of the EALH1508 course (cf. 6.3.2.2) did indicate that this ability does receive a lot of attention during contact sessions in the literacy programme, although in the form of generic academic texts (cf. 6.3.1). As a result, these generic academic texts do not necessarily include relevant subject-specific terminology, which might cause students to not fully comprehend the texts required to read in their Education modules. It is thus imperative to investigate this issue to establish why these skills were perceived not to have been transferred to the students' Education modules.

Another academic literacy ability that was repeatedly mentioned was the matter of referencing. One of the statements related to this concept was that "*everything that comes with … referencing should be taught to students*" (Participant E2). Three of the Faculty of Education lecturers also made the following claims: "*We give them a crash course in referencing, but that is usually a big problem*" (Participant E2), "*they* [the students] *don't care about referencing in 1st year, even 2nd year and 3rd year* " (Participant E4), and "[*e]ven though we are teaching them referencing, we are not actually teaching them how not to plagiarise, you know, and they use chunks of information just adding in because it is relevant to the topic*." (Participant E3). Although the ULD provides additional, but compulsory, online and face-to-face workshops on referencing for all EDUB1613 and EDUB1623 students, this topic is never covered during EALH1508 and is not included in the students' academic literacy textbooks (cf. 6.3.2.6). This needs to be addressed, not just for the benefit of the Faculty of Education, but also for the benefit of the students involved (cf. 3.3.4; 3.3.6), since referencing forms a vital part of any academic writing process (Labaree, 2009).

The third major academic ability that is considered vital according to the Education lecturers is the ability to paraphrase. The lecturers emphasised that students "*don't know how to paraphrase*" (Participant E1) and think that academic writing "*is a matter of copying and pasting when it comes to using sources*" (Participant E4). In addition to paraphrasing, Participant E3 also mentioned summarising by stating that "[students] *don't realise that they don't have to use the whole article that we are doing … and that they can change it, but they don't understand that, they have to understand that*". The other participants agreed that the

ability to summarise is of vital importance. They justified this inclusion as one of the most important academic literacy abilities by stating that students should learn "*how to summarise, because there is such a bulk, new information that you* [the lecturers] *are throwing at them* [the students] *and then how to make sense of that and be able to summarise that*." The document analysis of the selected Education modules (cf. 6.2.2.4) also confirmed that these opinions of the lecturers rank relatively high on the required academic literacy abilities (cf. Table 6.2). This was also mentioned in the open-ended questions for the students' questionnaire, which stated that *"I* [the student] *found that making summaries of the main point …* [and] *be able to extract the main point*[s] *of the readings is very important to do well in my other subjects* [Education modules]." This also coincides with the viewpoint of Clair-Thompson et al*. (*2018), who stated that the ability to summarise large volumes of content into more manageable chunks will ultimately aid students to achieve success in the HE environment.

Academic writing was also mentioned as an important skill by students in the Faculty of Education. It was indicated during the FGD that one of the skills that are "*also very important is the writing, essay writing, they struggle to write an academic essay, so* [they should be taught] *how to use academic articles* [and] *then to write an academic essay*" (Participant E2). However, it seems that academic writing is not just a problem at first-year level, as one of the lecturers explained that he "*still finds a problem with them writing at 3rd-year level, where I* [he] *see no improvement in how they write*" (Participant E4). This shows the importance of students acquiring the necessary academic writing abilities (Beekman et al., 2016) (cf. 3.3.4). This can only be achieved by affording students adequate opportunities to practice and hone their academic literacy abilities by way of providing the students with constructive and actionable feedback on their writing submissions (Nation and Macalister, 2010) (cf. Table 4.1). Furthermore, according to the document analysis conducted on the selected Education modules, the category of academic reading abilities was considered the 2nd most important category, just below academic research skills (cf. 6.2).

8.2.3 WEAKEST ACADEMIC LITERACY ABILITIES

The third question that was directed at the three FGD participant groups, on what they *considered to be their weakest academic literacy ability after having completed the academic literacy course*, was asked with the purpose to determine which academic literacy abilities should be emphasised more during the EALH1508 contact sessions with students to enhance its development. This question was not asked during the initial FGD held with

the Faculty of Education lecturers and was sent to them via e-mail as an additional question. Due to the workload of the lecturers of the Faculty of Education, it was not possible to schedule another FGD, which necessitated the use of an e-mail response. This question was also similar to the open-ended question asked as part of the QuestBack Questionnaire, which asked the stakeholders what academic literacy abilities they believed needed more attention. However, due to the significant volume of feedback received from the open-ended question, Figure 8.1 was included to serve as a visual summary of the overall response from the open-ended question of the questionnaire in terms of the participants' opinions regarding academic literacy abilities that were not developed sufficiently. Furthermore, numerous participants only provided one-word answers that could be allocated to certain academic literacy categories, but did not provide sufficient detailed information to discuss this further. The feedback and answers from the open-ended questions that were more comprehensive were included in the section below and discussed in conjunction with the data received during the FGD's.

From Table 8.1, it is clear that academic research abilities, analytical and logical reasoning, and academic writing abilities are considered literacy skills that should be dealt with in more detail. It further seems that vocabulary usage and listening and note-taking abilities are the least concern for the stakeholders, with academic reading, mostly a concern for the Faculty of Education lecturers and EALH1508 facilitators.

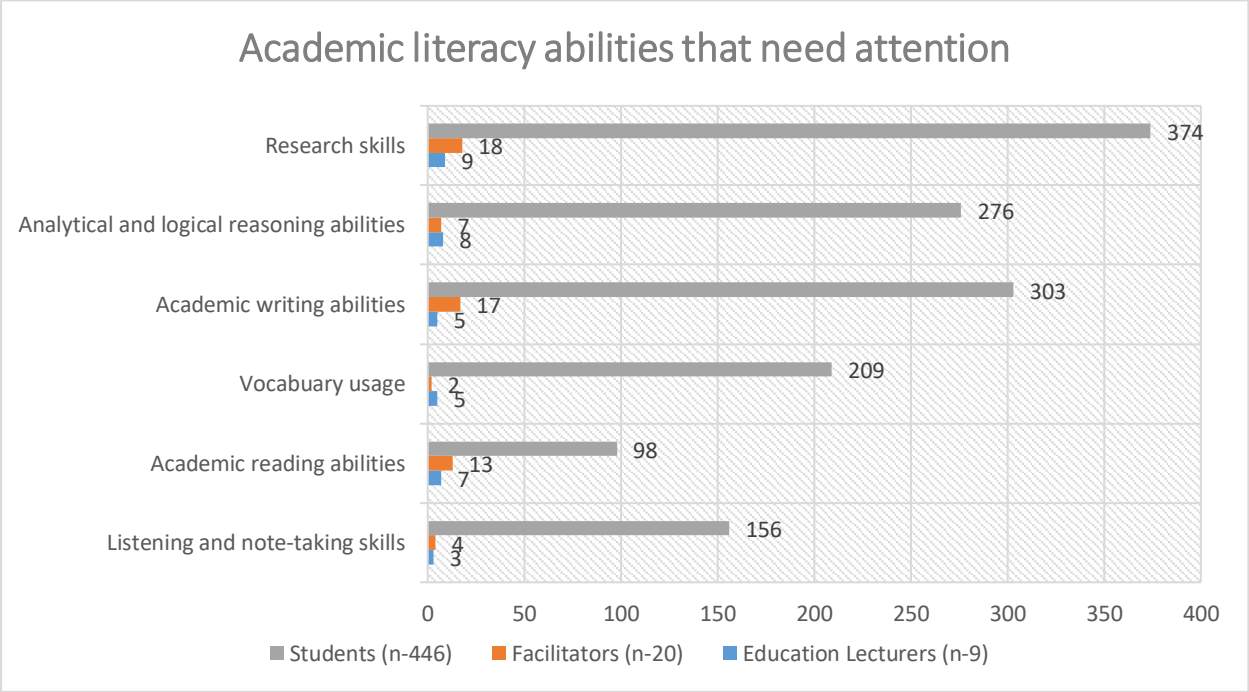


Figure 8.1: Identified academic literacy abilities that need attention according to the open-ended questions from the questionnaires

Based on Table 8.1, it seems that the biggest concern with regard to underdeveloped academic literacy abilities concerned academic research, with 83.9% of the students (n = 374), 90% of the EALH1508 facilitators (n = 18), and all of the Faculty of Education lecturers (n = 9) highlighting this category as the students' weakest academic literacy category. The first response was formulated as follows (Participant E1):

> *I think my students' weakest academic literacy skill is research skills. How to do research? How to find good academic sources that are trustworthy and relevant? How to select information? How to go from one paragraph to the next? And then the most important – to support the statements they make. The students make these sweeping statements without any evidence to support it. And paraphrasing is always a problem.*

This response also illustrates how interrelated the various academic literacy abilities are, which reinforces the need to implement an integrated approach to skills development (cf. 2.6.1), as suggested by Brownwell (2006). On a similar note, Participant E2 also focused on several abilities associated with research:

> *I would say that students struggle to do research. Find reliable sources on the internet. They just use the first source they see and copy the content into their assignments. Some do try to paraphrase, with limited success, but others don't even try. And they really struggle with referencing.*

This view was also supported by both Participant E2 and E4, with Participant E3 adding that students "*seem to really struggle with these two concepts* [referencing and paraphrasing]" and "*they* [students] *need to learn how to do this* [research] *properly*. *What sources and information to use. That is their biggest enemy.*" The lecturers' concern about paraphrasing is not surprising, since it is only covered once during the course of the EALH1508 programme (cf. 6.3.2.6) and ranked 27th according to the Mann-Whitney u-test (cf. Table 6.3). However, students suggested during their FGD that their paraphrasing abilities improved significantly, which contradicts these statements of the lecturers. It might be true that the EALH1508/Education students' ability to paraphrase did improve; however, not to the level required.

Arguably, the EALH1508 facilitators are very well positioned to provide insights into the students' development of academic literacy abilities, and especially those abilities that have not developed sufficiently. Although the facilitators listed a wide range of academic literacy abilities as students' weakest, they were in agreement with the lecturers that academic research skills, such as referencing, paraphrasing, and identifying reliable and relevant

sources, seem to be the most concerning. The facilitators stated that students "*struggled a lot with referencing*" (Participant F1) and although "*we* [the ULD] *do the Harvard style with them … every faculty prefer a different one* [referencing style] *and every lecturer does it differently and this inconsistency is confusing to them* [students]" (Participant F4). A further issue related to referencing that was brought up during the FGD is that of paraphrasing, as Participant F5 stated that "*they* [students] *think that although I reference, I don't have to paraphrase, they just copy a direct quote, but they don't explain what it means. They put it there and they expect you know what it means* … [they] r*eferenced it, but they don't understand that you have to explain it like what does it mean.*" Participant F3 agreed and added that "*paraphrasing is very important because that relates to plagiarism*." These sentiments are similar to the opinions of the lecturers, and should, therefore, carefully be considered, especially given their indicated importance, as part of academic research skills, according to the document analysis of the selected Education modules (cf. Table 6.2). These opinions also mirror the importance of paraphrasing and referencing abilities expressed in the literature review (cf. 3.3.6).

All three groups of stakeholders expressed their concerns about research abilities in the open-ended questions of the questionnaire. This corresponds with the comments made by the Faculty of Education lectures during their FGD. The facilitators[15] stated in their open-ended questions that they felt that "*we* [the facilitators] *have to teach them* [the students] *[h]ow to do research to find suitable sources for information for writing"* (Participant FQ16), thus to *"spend more time on teaching students how to search for appropriate sources* (Participant FQ 5). In other words, *"to see whether the information is relevant to their essay assignments and topics"* (Participant FQ 8). The facilitators also suggested that more time should be allocated to paraphrasing since *"they* [the students] *struggle not to copy every sentence from the text"* (Participant FQ 5) while adding that *"*[t]*he students need a more substantial framework for the concept of referencing"* (Participant FQ 13). The students echoed these sentiments by indicating that academic research skills, especially paraphrasing, referencing, and finding reliable sources are what troubles them the most. One of the students' comments stated that they are (Participant SQ 233):

[15] For the purpose of reporting the data received from the open-ended questions of the questionnaire, responses from facilitators are referred to by the letter FQ, while Faculty of Education lecturers and students are referred to by EQ and SQ respectively.

> *not good at doing research* [and that] *I struggle a lot* [to] *find information with reliable sources. I do not challenge and compare the information I get from different sources or journals, I just mix them without looking at the specific one. I also struggle with paraphrasing.*

This was a common theme throughout the open-ended question of the students with statements like *"I lack the ability to paraphrase"* and "*paraphrasing in my own words"* (Participant SQ 97). The students also suggested that they want to learn "*different methods of referencing, to avoid plagiarism …* [e]*specially in-text referencing and making a reference list"* (Participant SQ 401).

This concern was also highlighted in the document analysis (cf. 6.3.2), as the development of research skills does not feature regularly in the EALH1508 module, with only a couple of activities and tasks dedicated to developing it (cf. Table 6.2). This concern is further emphasised by Kyllonen (2012) who points out that HE and research are synonymous with the fact that any tertiary education assignment requires some sort of research component (cf. 3.3.6).

Other research associated abilities that were stressed as skills that are under-developed by the facilitators were, firstly, the ability to identify reliable sources on the internet. As Participant F5 explained: "*...some of them don't actually know how to assess good sources. For them, it is like the ones I know like … Wikipedia. They don't question the accuracy, relevance of sources and information that they are actually using. For them it is like if it is written it is a source and I can reference it, it is good*." Participant F1 added that when they actually find and identify credible internet sources "*they seem to struggle to synthesize, categorizing information from different places together …* [a]*nd being able to reshuffle information and reorganise it* [information]." Although this is certainly worrying, it is arguably not surprising given the lack of time spent on these abilities in the Humanities literacy programme (cf. 6.3.2).

In addition to academic research abilities, another concern for Participants E1 and E2 was the lack of continuity and cohesion in students' academic writing. Participant E3 indicated that an ability that students need to develop further is "*the way they structure their writing because sometimes there is no logical flow and the ideas are just loose standing*." This was also echoed in the opinion of Participant E4 who feels that "*their biggest problems are with*

writing and research. Their writing is sometimes very confusing and there are no links between consecutive paragraphs. And the words they use, sometimes, makes no sense."

Some of the students also mentioned academic writing during their FGD. Participant S1 and S3 indicated that they feel uncomfortable with their academic writing abilities. Participant S2 stated that he "*sometimes fail to write a long essay, which results in* [him] *writing something that does not fit well togethe*r", while Participant S3 indicated that she "*struggle*[s] *to structure pieces of information together in order to write an essay*." Furthermore, the two other students, Participants S1 and S4, had similar points of view. Participant S1 stated that his

> *weakest academic literacy abilities would have to include academic writing and vocabulary in some instances. Thus, I struggle with paraphrasing and summarising", and also "[p]araphrasing and summarizing are of my weak points, due to working slow[ly] and not knowing which words to use.*

The inability to paraphrase and summarise properly seems to be a common problem amongst first-year Education students, and one manner to overcome this is if these students are exposed to academic vocabulary, including subject-specific vocabulary, on a more regular basis (cf. 3.3.3).

Furthermore, several students (n = 107) rated academic writing as one of their weakest developed academic literacy skills. Some of the comments during the open-ended questions state that *"I think my weakest academic literacy ability is writing. I am struggling to combine my writing in … proper writing structures"* (Participant SQ 421) and also "*my weakest academic literacy is essay writing* [since] *I have a grammar problem* [and] *I always make mistakes when I'm writing"* (Participant SQ 129). These comments echo data received from the facilitators' questionnaires which stated that the students were only partially successful (M = 2.54) in applying these skills at the end of the EALH1508 course (cf. Table 7.2). This is rather concerning since the document analysis indicated that academic writing abilities ranked 2nd highest in terms of importance in the selected Education modules, but 2nd last in the study material of the current academic literacy course (cf. Table 6.2). Other academic literacy abilities mentioned by the students in the open-ended question stated that *"*[p]*lanning to write e.g. writing an essay outline"* (Participant SQ 9)*, "*[u]*sing things like computers when you write essay and assignments"* and" [w]*rite longer assignments"* are other literacy abilities that they struggle with (Participant SQ 126). Concerning the final statement, one of the contributing factors to this issue might be the fact that the academic literacy course focuses on paragraph writing in the first semester and short essays in the

second (cf. 6.2.2), and students are, therefore, not exposed to, or required to, write longer texts in EALH1508.

Other problem areas that were identified are "*inferencing or kind of making conclusions … out of information that they have accumulated*" (Participant F1), the ability to properly identify main ideas for summary purposes, for example "[t]*o put that big ideas into one or two sentences*" (Participant F2), "*finding the right words*" (Participant F4) to express themselves in an academic essay, and "*writ*[ing] *long text*[s] *where they have to contrast opposing views*." (Participant F3). This is a similar issue that was raised during the FGD with the Faculty of Education lecturers. Participants E1 indicated that it is fundamental that students acquire the ability to formulate well-reasoned arguments by taking different views into consideration. Even though these appear to be minor issues, if they are not addressed properly, it could have a long-lasting effect on students' academic success in the HE environment, since most of the work, including assessments, that is done in HE is assessed through written work in the form of essays, assignments, reports, and examinations (Beekman et al., 2016).

Although not mentioned in much detail during any of the FGDs, academic reading was mentioned in the open-ended questions as academic literacy abilities that should be developed more in the EALH1508 course. This is of the utmost importance, since these abilities are key factors in enhancing students' chances of academic success (cf. 3.3.2). One of the facilitators commented that one of the weakest academic literacy abilities is *"*[t]*heir reading skills. They don't understand the text and can thus not interpret the texts or information within"* (Participant FQ 12). This statement was echoed by some of the lecturers who said that "[s]*tudents in the first year of study are unable to read academic research unless the research is discussed in the classroom beforehand. They do not have strategies when reading academic research"* (Participant EQ 4), as well as *"*[r]*eading academic articles seems to be a problem for many students …* [because some students] *do not even know how to read Basic English, let alone academic books"* (Participant EQ 1). However, it was not only general academic reading that was mentioned as a problematic area of academic literacy development but also reading for specific purposes that were highlighted as underdeveloped skills. One of the facilitator's comments was that the students did not know how to *"read for understanding. Most of them just read to answer the questions and not comprehend the information for use in other contexts"* (Participant FQ 19), which was also

worrying to some of the lecturers, who commented that *"they lack competence in reading skills. They do not read enough nor do they read for purpose"* (Participant EQ 3).

These issues concerning academic reading are quite troubling, since academic reading and writing form the cornerstone of any academic discourse (cf. 3.5). The importance of developing academic reading abilities is key to achieving success and is confirmed by Lea and Street's (1998: 160) argument that

> academic literacy practices [such as] reading within disciplines – [are those that] constitute central processes through which students learn new subjects and develop their knowledge about new areas of study.

Furthermore, some of the other response received from the students during the FGD showed the realisation that academic literacy abilities do not function in isolation, but in an integrated manner (cf. 2.6.3). They showed the chain reaction that can occur if even one academic literacy ability is neglected (Brownwell, 2006). In this regard, Participant S1 indicated that:

> *[u]nderstanding an article per se if it has a lot of big words, I then lose understanding and most of the times when I summarise my work and write my test with what I know* [it] *is often wrong because most of the time those big words are keywords and instead I usually use synonyms and I am marked wrong.*

It was not only during the FGD that the lack of sufficient academic vocabulary was mentioned as a possible problematic issue, but several students also listed academic vocabulary usage as academic literacy skills that they are not comfortable as part of the open-ended questions. These responses included statements, such as: "[I struggle with] [w]*ords that have strong meaning. And sometimes you cannot find easiest meaning for the word that you struggle*" (Participant SQ 19) and "*I think it* [weakest academic ability] *can be vocabulary and spelling and using the correct vocabulary always*" (Participant SQ 198.) However, there were also encouraging comments made that showed that students understand the importance of expanding the academic vocabulary knowledge, with numerous students (n = 57) stating that they would like to *"improve my vocabulary"* (Participant SQ 421), *"*[b]*e very good in word meanings and build more my vocabulary for school"* (Participant SQ 119)*, as well as "develop a wider vocabulary"* (Participant SQ 122) and "*strengthening my vocabulary*" (Participant SQ 252). One student was more specific in terms of the academic vocabulary that she wanted to develop and said that "*I want to develop my vocabulary academic literacy*

abilities of those I need to use in Education subjects" (Participant SQ 89), which shows the students' need to develop their subject-specific terminology.

This can be interpreted that a lack of sufficient academic vocabulary has a direct influence on a students' academic reading ability, which then compromises their ability to comprehend the given text or article. This then affects their ability to correctly interpret and summarise the text, which has a negative influence on their academic success (cf. 3.3.3). Nizonkiza and Van Dyk (2015) also argued that for students to have a reasonable chance to achieve success in HE, the students need extensive vocabulary knowledge (up to 5500-word families) to effectively engage with the respective content material of their chosen fields of study.

Further abilities that were mentioned by students as their weakest academic literacy skills during the students' FGD were note-taking during lectures (Participant S4) and, similar to the skills highlighted by the Faculty of Education lecturers and EALH1508 facilitators, the ability to "[s]*earch appropriate information that is relevant and reliable*" (Participant S3). The latter skill was also mentioned by the academic facilitator during the open-ended questions and said that *"[The students] can't make solid arguments based on credible sources, let alone differentiate between relevant or irrelevant info".*

In terms of note-taking abilities, the Faculty of Education lecturers felt that although not a "*major issue*" (Participant EQ 3), note-taking could be focussed on more. They stated during the open-ended question that *"*[t]*hey* [the students] *also do not know how to do something as simple as taking proper notes during class which is so very important in my class"* (Participant EQ 7) and that *"taking good notes is not one of their* [the students] *strong points"* (Participant EQ 6). Some students, granting the minority (n = 17), also commented in the open-ended questions that "[t]*aking notes are* [their] *weakest skill"* (Participant SQ 317), especially *"taking notes from the internet when reading articles"* (Participant SQ 90) and *"during lectures"* (Participant SQ 173).

The fact that lecturers did not view this as a "*major issue",* and that few students raised this concern, could have been expected since the document analysis indicated that note-taking is the least important academic literacy category in both sets of document analysis conducted (cf. Table 6.2; 6.2.2.1; 6.3.2.1).

8.2.4 USEFULNESS AND RELEVANCE OF ACADEMIC LITERACY ABILITIES

Initially, the questionnaires contained two separate questions on the relevance and usefulness of the specific academic literacy abilities in the respective modules. However, the participants struggled to differentiate between the two concepts, thus giving similar answers in both cases, even after the questions were rephrased. The intended purpose of the two questions was, firstly, to determine the significance of the academic literacy abilities to the students' studies (relevance), and, secondly, the practical and beneficial use of these literacy abilities in the students' Education modules. Therefore, for reporting purposes, the question that was used is as follows: *In your experience, which academic literacy abilities have you found most relevant/useful to your subject?* All stakeholders were asked this question in their respective FGD.

The lecturers had a surprisingly good understanding of the integrated nature of academic literacy abilities, since the field of academic literacy is not necessarily their area of expertise. They furthermore stated that all of the academic literacy abilities are relevant and useful in the modules that they teach. Participant E3 argued that "*I don't see how the one can go without the others, because if* [they] *say* [they] *want them* [the students] *to construct arguments, they must be able to read, to take the core message, and supply support, so it is a whole bunch of things that they do that has to come together in order to construct their argument*." There was also a similar argument in terms of academic writing. Participant E2 stated that "i*t is not just writing* [that] i*s the most relevant,* [because] *they can't write the essay if they haven't read the articles.* [S]*o they have to engage with the article, think about it and then write, so it is a combination*". This confirms the fact that academic literacy abilities cannot function in isolation, but are interdependent (Patterson and Weideman 2013), which validates the use of an integrated approach to academic literacy teaching and learning (cf. 2.6.3).To some extent, some of the students also became aware of the interrelationship between different academic literacy abilities with Participant E1 mentioning that his limited knowledge regarding academic vocabulary influenced his reading and academic writing skills, especially summarising and paraphrasing.

One of the lecturers (Participant E4) also mentioned note-taking as a useful and relevant academic literacy ability. He stated that he "*find*[s] *classes that not only get that blank stare, but I don't often see them listening and writing, you know making shorthand notes, which is a skill that is extremely important is*". He added that it is essential that students "*take notes or try to record things and then make notes later on.*" Rost (2002) argues that students who

take proper notes that could be used for study purposes later, significantly enhance their chances for academic success.

The ability to participate in group discussions was also highlighted as a useful and relevant literacy ability that students make use of in the Faculty of Education. Participant E4 had the following to say about the usefulness of academic discussions:

> *With regard to their group discussions, there is something there, there is some value in those discussions, but I don't think it properly … It is amazing value how much they learn then. So I often wonder is there not something you can do just in terms of how they discuss and listen to each other, you know. Listen for learning.*

As was seen during the document analysis in Chapter 6 (cf. 6.3.2), much of the teaching methodology used in the contact sessions of the academic literacy course centres around class and group discussions, and aids in the development of listening- and speaking abilities (Harmer, 2006). The final comment made by the lecturers (Participants E1 and E2) regarding useful and relevant academic literacy abilities in terms of the Faculty of Education was that of the use of online workshops. The current online workshops that the Education students have to complete are not directly linked to the literacy programme, but linked to the second leg of the ULD; namely, the Write Site. The Write Site is a writing centre that focuses specifically on developing students' academic writing skills through tailor-made, discipline-specific writing initiatives. These workshops, which are 2 hours each, cover the basic principles of referencing, as well as reading for main ideas (Keyser, G. personal communication, 25 August 2019). These workshops are based on the content that students have to use to complete their summative EDUB1623 assignment, and are therefore directly linked to their Education modules. However, it might be possible to develop and design similar workshops for the Faculty of Education that could ultimately form part of the academic literacy course that Education students complete. This idea is discussed further in section 8.2.6.

Although the question of relevance and usefulness was included in the FGD with the facilitators, it was anticipated that they would have limited information on this topic, given their limited knowledge about their students' Education modules. However, the main focus was not to get information directly based on the facilitators' perspectives, but rather from feedback and questions that they received from the students regarding abilities they find useful in their Education modules. The first useful ability that was mentioned was with regard

to referencing conventions. Participant F1 stated that "[it] *is such a nitty-gritty thing*, [i]*t seems that they come back to me all the time with their assignments from other places and ask* [about referencing]." This not only confirms the comments made by the Faculty of Education's lecturers regarding the importance of referencing (cf. 3.3.6), but was also mentioned during the FGD with the students. Participant S2 mentioned that he "*knew absolutely nothing about referencing and this course actually helped me … to improve* [his] *knowledge on referencing and how to reference correctly, but is still no 100% sure about all that stuff*." These comments highlight the need to place a greater emphasis on the teaching thereof in the literacy programme. This importance was also emphasised during the document analysis of the selected Education modules where it, as part of the academic research skills category, ranked as the most important group of skills according to the Mann-Whitney u-test (cf. Table 6.2). The facilitators also referred to writing skills and said that students should know "*how to write, the whole process,* [because] *they actually try and apply that in other modules*" (Participant F5). It was further added that "*for them* [students], *it is useful to use, to know how to write academically*" (Participant F2). This is a very valid point, since students, especially Education students, are required to do the majority of their academic work in written format (cf. 6.2.1; 6.2.2). Furthermore, the importance of academic writing in HE is non-negotiable (cf. 3.3.4; 3.5) and highlighted by Van Dyk and Van der Poel (2013: 158), who argue that "[i]n an institutional context, academic mastery of the discourse resides in writing (the core of literacy)."

The students did not elaborate very much in their responses to this question during the FGD and only listed academic abilities that they find useful. The first ability that was mentioned was the acquisition of academic vocabulary. Participant S1 stated that "[t]*here are other words, many words that … I never come across before, so since I* [started] *study English academic literacy … I understand many words' meanings and how to write them.*" Other abilities that were briefly mentioned were academic writing, summarising, identifying the main idea, and referencing as key academic literacy skills that student seems to find useful in the other academic modules.

The responses from the different stakeholders received in both the FGD and the open-ended questions indicate the importance of the academic literacy programme and the literacy abilities taught in the course in terms of their usefulness in helping students to cope with the academic demands of the HE environment. Furthermore, these comments also highlighted their understanding of the interrelationship between academic literacy abilities, in the sense

that academic literacy skills do not function in isolation but are all interconnected (Richards, 2005) (cf. 2.6.3).

8.2.5 EFFECTIVE TRANSFER OF ACADEMIC LITERACY ABILITIES

As part of the FGD, I also wanted to investigate which academic literacy skills taught in EALH1508 are perceived to be transferred to other Education modules that the students are enrolled for. To explore this, the question of *which academic literacy abilities students transferred most effectively from their academic literacy course to their other subjects/modules during the course of the year was posed.* However, this question was not included in the facilitators' FGD, since they do not have direct contact with the Faculty of Education other than the students in their classes, nor do they have access to the students' course material from their Education modules.

Although this question was posed during the FGD held with the lecturers, they were not able to respond in much detail, since their knowledge was rather limited regarding the day-to-day happenings in the literacy course. Despite this, it was felt "*that there were small, little things that improved constantly, such as writing, grammar and engagement in reading activities*" (Participant E3). This participant was; however, not able to go into a great deal specifics as they were "*not completely sure what to specifically look at*". This lack of knowledge about the operations and content of the academic literacy programme emphasises the need for stronger and frequent collaboration between the ULD and the Faculty of Education. The Education lecturers should also be included in the development and design process of the literacy curriculum. This constant collaboration could aid the ULD in remaining up to date in terms of the academic literacy needs of the Faculty of Education, and, therefore, provide better support for Education students, which in turn would benefit the Faculty of Education. This collaboration could further also assist in the proper implementation of a CBI approach (cf. 7.1) by providing the ULD access to their study material, which would ultimately improve the acquisition of academic literacy abilities of the students in the Faculty of Education (Butler, 2013).

The student participants provided insightful feedback in terms of the transferability of the academic literacy abilities taught in the literacy programme. Participant S1 indicated that she was able to transfer the academic writing abilities to the modules in Education, and elaborated that

> [I]*n EDUB, we* [students] *are writing a summative essay, so the lessons that I* [were] *taught, learned from English was very helpful in EDUB … so I managed to write* [it] *because of the knowledge I got from English class.*

The Faculty of Education lecturers also indicated improvement in students' writing as the academic year progressed. Participant E4 argued that

> [i]*n their writing* [the] *improvement was small things, grammar and things like that improved a lot … but I just found that there was something, I think somethings improved* [for] *example their sentence formulation and also word usage.*

Participant S2 was more specific in terms of the academic literacy abilities that he was able to transfer most effectively from the EALH1508 classroom to his other modules. He had the following opinion:

> *I feel that that might have been summarising, because I use to summarise in parrot fashion. I wrote word for word down and this course taught me how to shorten it, to only* [select] *relevant facts and main ideas …* [It also] *helped shorten study time and it helps you … understand better, because … when you summarise, you put it in your own words.*

Participant S3 also mentioned summarising, but linked this to paraphrasing and referencing and said that "*paraphrasing information makes it easier to summarise*". She further added that referencing was another skill that she felt that she could transfer because, as she stated "i*t is needed in all my modules*" (Participant S3). This is a positive comment in the sense that it seems that students realise that the academic literacy abilities that they acquire in the literacy course are important in their other academic modules. The fact that the lecturers specifically mentioned referencing as a skill that students struggle with within their classes might suggest that students do not fully acquire certain skills during the EALH1508 course. This issue needs to be addressed by either placing more emphasis on these abilities or changing the teaching methods thereof.

Participant S4 mentioned paraphrasing, but interestingly also the ability to make use of diagrams as a note-taking system, "*because it makes it easier to visualise*", since she "*likes to study if she see*[s] *it in pictures and then remember it like that way*." This can directly be linked to taking notes with the help of graphic organisers (cf. 3.3.1), as well as with integrating visual illustration in written work (cf. 3.3.5). Although the document analysis of the selected Education modules did suggest that note-taking, in any form, is frequently

required (cf. 6.2.2.1), the use of visual illustration is much less frequent (cf. 6.2.2.5). These abilities were also not mentioned as overly important during the lecturer FGD or on their QuestBack questionnaire.

An important observation that can be made in terms of the students' ability to transfer the academic literacy skills to their Education modules is that there is a similar trend in terms of the abilities that they struggle with, such as academic research abilities, vocabulary usage and academic reading, since not one of the skills included in these categories (cf. Table 3.1) were mentioned as skills that they effectively transferred to the Faculty of Education modules. This is rather alarming, since these three categories are ranked as the three most important categories according to the document analysis of the selected Education modules (cf. Table 6.2). Furthermore, academic research skills (M = 2.24) and vocabulary usage (M = 2.52) were also listed as two of the three least successful developed categories according to the data received from the facilitators' questionnaire (cf. Table 7.2).

8.2.6 FURTHER SUGGESTIONS TO IMPROVE THE EALH1508 COURSE

The final question of the three FGD's was to elicit input from the stakeholders in terms of ways to improve the EALH1508 course to better cater to the needs of the students, as well as the needs of the Faculty of Education. To elicit this input from the respective participants, the following question was asked: *Do you have any further suggestions on how to improve the quality of support in facilitating the development of your (students') academic literacy abilities?*

The first suggestion from the lecturers was "*to streamline a course for us* [Faculty of Education]" (Participant E1) and "*align the courses with the content and skills we* [Faculty of Education] *need*" (Participant E3), therefore, "*a custom made course*" (Participant E1). This suggestion aligns with this study's third research objective (cf. 1.3.3) and the choice that has to be made in terms of either making alterations to the existing EALH1508 course or developing a separate course for Educations students. Another recommendation was to focus more on reading, and specifically how this relates to the reading of academic articles and not just general textbook texts (Participant E3). Participant E2 suggested that students should be taught "[h]o*w to read academically. And how to read not just a paragraph … but how to read the whole thing* [academic article]." This recommendation strongly links with the concept of CBI (cf. 2.6.1) and could be implemented by using discipline-related academic articles. As stated by Goldberg and Casenhiser (2008), the implementation of a CBI

approach is one of the most effective methods to develop students' academic literacy abilities (cf. 2.6.1).

The third suggestion of the lecturers was that the ULD add "*more online workshops … like those that Laura* [the head of the Write Site] *do for us* [Faculty of Education] *for referencing ... for instance, paraphrasing ones and research activities of sort.*" (Participant E1). This suggestion relates to the implementation of a blended learning approach. Blended learning can be defined as a rich, supportive learner-centred learning environment where there is a "right blend" of teaching methods, resources, approaches, and online components that allows for effective learning and teaching (Marsh, 2012). This online space facilitates learner/learner interaction and collaboration, as well as encourages incidental and exploratory learning (Chinnery, 2006). Although there are numerous definitions and descriptions of blended learning, they all share one common aspect: they all refer to a merger of two different learning environments, face-to-face and online, harmoniously to deliver a program of study that allows students to be supported both within the classroom, as well as outside of it (Walsh, 2016). In other words, blended learning refers to any curriculum that is presented by properly combining both face-to-face and online learning environments. This suggestion does have merit and the ULD might be compelled to implement a blended learning approach as a result of the massification of HE and the increase of student numbers at all tertiary education institutions, including the UFS (cf. 1.1) since the UFS's infrastructure cannot currently cater for this influx of students (Hornsby and Osman, 2014). The final suggestion by Participant E3 was to make the academic literacy course compulsory for all first-year students entering the UFS. Although this would be an ideal situation, the practical side will not be easily attainable, due to financial and logistical constraints. As was mentioned, the academic literacy programmes' student cohort has already increased with 238.5% between 2015 and 2018 (cf. Table 1.2), which have caused significant challenges regarding venues for contact sessions, appointing additional facilitators, and the increase in administrative duties (Otto, A. personal communication, November 26, 2019).

The EALH1508 facilitators were also asked to make recommendations toward improving the academic literacy course. Two recommendations made by the facilitators are associated with academic research abilities (cf. 3.3.6). The first of these suggestions was to teach students how and "*where to search for credible article*[s]" (Participant F2). She explained that the students could be shown to "*go onto Google Scholar* [with] t*he Open Educational*

resources are on the right-hand side." Participants F2 and F1 added that students should also be shown how to navigate the articles, because "*even though they know where to find it* [credible sources], t*o search in that source for relevant information is something* [else] … *and the whole process should be scaffolded.*" Participant F2 validated this recommendation by stating that "*exercises that relate to finding credible sources and, secondly, looking whether these credible sources are actually applicable to the essay topic that they* [the students] *are writing on is something that can improve their [the students] academic success*." This recommendation could address some of the problematic issues that were raised during the FGD with the lecturers (cf. 8.2.3), as well as during the document analysis (cf. 6.2.2.3; 6.3.2.6). Participant E1 also suggested that the academic literacy course could place emphasis on *"research activities of sorts … through online workshops*." It seems that this issue or academic research abilities, in general, needs to receive more consideration in the academic literacy course offered to the students of the Faculty of Education.

The second suggestion was more administrative and had to do with the design and organisation of the content in the textbook and study material. Participant F1 suggested that the "*theoretical things* [content] *that they have to study or know before the practice activities, be grouped together according to skills or categories … and that all the theory be placed in the front of the book, while the practical stuff* [activities or tasks] *at the back*." She felt that this would make it easier for students to refer back if they were not sure about a concept. The current EALH1508 textbook is structured in such a way that the applicable theory is included before each activity or task. This theory is, however, reiterated whenever another similar activity is included at a later stage in the textbook (Williams et al., 2012). Although this recommendation does make sense, it remains to be seen if it will be practical and effective in the teaching and learning environment and atmosphere. However, one possible solution for this issue might be to include a skills index at the end of each unit or section with page references to all the academic literacy abilities included in that particular unit or section. All these skills indexes could then be combined at the back of the textbook or study guide as a complete list.

The recommendations made by the students were more focused on the content of the course, rather than the abilities taught, as well as the logistics thereof. The first suggestion was aimed at the content used to teach the skills. Participant S1 stated that it would be "*very much helpful* [if] *the lecturer uses the lessons based on our reality. For example, if … the lecturer makes examples of our reality and what we study.*" This was also mentioned in the

open-ended questions by one of the students that stated that *"I get to read something I don't like and which sometimes is not about our country. Especially our academic encounters are not relevant to our country or even to what I study*", while another student added that "[I] *don't understand some of the content delivered in class because I don't study social work*". Since the academic literacy programme at the UFS prides itself on applying a CBI approach in the literacy course, these complaints do carry some weight and should be taken into consideration in light of this study's objectives.

Another student, Participant S2, felt that the literacy course "s*hould have more practical sessions like presenting,* [because] [w]*hen you present stuff, you are going out and you do research … about a specific case, specific topic and you are grasping knowledge even though you are not realising it*." The third recommendation that all the students agreed upon was the "*cutting down on our* [the students'] *two-hour classes.*" They suggested, "*a two-hour class once a week and the second class should be like an hour or so, just to like cover what we did in the week or a practical session*" (Participant S1). However, this suggestion needs to be considered in terms of the prescribed 320 notional hours of the course (cf. Table 11.2) of which 30% has to be in some form of face-to-face or online-facilitated contact (SAQA, 2000).

Although all three of these suggestions do have merit, the recommendation made about using more relevant content is especially pertinent. That suggestion links strongly with the principle of CBI (cf. 2.6.1), which has the potential to enhance the relevancy of the content and, in turn, the academic success rate of the students. Reducing class time could be possible if a blended learning approach is implemented in the academic literacy course (cf. 8.2.6). However, due to the stipulated 30% contact interaction, either face-to-face or online facilitated contact, per 320 notional hours, the online components will have to be increased to match the class time that has been reduced (SAQA, 2000).

8.3 CHAPTER 8 SUMMARY

This chapter's focus was on the analysis of the data obtained from the three FGDs held with the Faculty of Education lecturers, the EALH1508 facilitators, and the Education/EALH1508 students. This analysis was done in conjunction with the data received from the open-ended questions that formed part of the QuestBack questionnaires. The purpose of these FGDs, as well as the open-ended questions, were to elicit responses in terms of the various stakeholders' opinions regarding the relevance and usefulness of the academic literacy

abilities taught in the academic literacy programme. Furthermore, the FGD also aimed to explore the stakeholders' thoughts concerning the Education students' strongest and weakest academic abilities, as well as which literacy abilities are needed in the Faculty of Education for students to enhance their chance of academic success. In addition to the above, the questions were formulated in such a manner to establish which academic literacy abilities needed more attention during the contact sessions in the EALH1508 course. The analysis of the qualitative data from the open-ended questions and the FGDs seem to suggest that there was a perception that although the students did improve some of their academic literacy abilities, such as academic writing, reading and vocabulary, the different stakeholders felt that other academic literacy skills, especially academic research abilities and analytical and logical reasoning, did not improve sufficiently.

The following chapter deals primarily with the results of the pre- and post-ALDI-test results. The purpose of the evaluation test is to determine the potential impact of the Humanities academic literacy programme on the development of the academic literacy acquisition of the Faculty of Education students.

CHAPTER 9: RESULTS OF THE ALDI-TEST

9.1 INTRODUCTION

The previous chapter dealt with the analysis of the data gathered during the three focus group discussions with relevant stakeholders. Chapter 9 is the fourth and final chapter that is dedicated to the data analysis of this study. The ALDI-test is an academic language proficiency test that was administered to the entire academic literacy cohort during 2018. However, as part of this study, I only focused on the results of the Faculty of Education students' pre-and post-ALDI test. The test was developed and overseen by members of the ULD, of which I was a member, as well as other language practitioners.

Dr. Colleen Du Plessis, an expert in test design and development, as well as Dr. Michael Von Maltitz, an experienced statistician, performed the roles of outsider evaluators of the ALDI-test. The most relevant sections of the analyses were also performed by these two external experts and were considered in the analysis process. The paired t-test results of student performance in the ALDI-test were provided by Dr. Von Maltitz, while a comparative analysis of student performance in academic literacy ability tasks was reported by Dr. Du Plessis.

The subsequent section discusses the results, and comparisons, of the ALDI pre- and post-test in terms of the potential impact the EALH1508 literacy course has on the academic literacy development of Education students.

9.2 DISCUSSION OF PRE- AND POST- ALDI-TEST RESULTS

This section is dedicated to the analysis and discussion of the ALDI-test (pre- and post-test) that was administered to the entire academic literacy student cohort at the beginning and end of the 2018 academic year. The ALDI-test was developed as part of a greater study in the ULD, the main purpose of which was to determine the impact that the EAL courses had on the development of students' academic literacy abilities after exposure to the course (cf. 1.7.2.5), and was administered to the entire EAL cohort. However, only the results of the Education students were considered for this study. In terms of assessing cognitive academic language proficiency (CALP) (cf. 2.2), the ALDI-test is not faculty or discipline-specific, since it assesses general academic vocabulary, generic language, and academic literacy abilities that all students are supposed to possess before entering the HE sector. Therefore, the

ALDI post-test remains primarily a test of academic literacy in academic English and should not be regarded as an indication of the level of mastery in terms of faculty-specific content.

The comparative results of the ALDI pre- and post-test for the Faculty of Education students are reported in the sections that follow.

Table 9.1: ALDI pre- and post-test performance per campus in the Faculty of Education

Education		N	Items	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
QwaQwa	Pre	730	70	31.716	7.540	10	57	0.453	0.176
	Post	973	70	34.502	8.068	0	58	0.493	0.200
South	Pre	84	70	29.048	7.871	11	52	0.415	0.187
	Post	77	70	30.247	7.716	15	55	0.432	0.185
Bloemfontein	Pre	835	70	37.513	8.251	7	60	0.536	0.212
	Post	686	70	39.125	8.446	0	62	0.559	0.222

The means reported in Table 9.1 provide a preliminary indication of the academic literacy levels, before and after the prescribed intervention of the ULD's EALH1508 course at the UFS. This information is supplemented by the facility values that are also reported, with a mean p of > 0.5 indicating greater ease in fulfilling the specific task items, while a mean p of < 0.5 is an indication of increasing difficulty in executing the test tasks. From the data, it seems that the students from the Bloemfontein campus found the test easier (pre-test mean 0.536 and post-test mean 0.559), while students from the QwaQwa and South campuses found it more difficult. In addition, the mean Rpbis demonstrates the internal consistency of the ALDI-test intervention and shows that the different test items discriminated well in terms of varied abilities of the candidates that took part in the intervention. A difference of about 1 – 2.7 base points between the means of the pre- and post-test scores of the student cohort represents an average increase of roughly 1.7-2.8% for the Faculty of Education test population, with students from QwaQwa campus showing the most improvement of 2.8% and South campus students the smallest margin. Students from the Bloemfontein campus scored the highest between the three campuses with scores of 37.513 and 39.125 for the pre- and post-test respectively.

A significant observation that can be made is the 33.4% increase of Education students that wrote the post-test on the QwaQwa campus as compared to the pre-test. The student participation on both the Bloemfontein- and South campuses decreased between the pre-test and post-test. This difference could be attributed to the late registration process on the QwaQwa campus' Faculty of Education in 2018. The results of the paired t-tests (n.pair), which refers to students that wrote both the pre- and post-test, were considered in terms of the calculations.

Table 9.2: ALDI t-test report

Faculty/Campus Cohort												
Group	Count Details				Two independent samples t-test				Paired samples t-test			
	n.ttl	n.pre	n.post	n.pair	Dif	Tstat	Pval	Df	Dif	Tstat	Pval	Df
EDU BFN	1003	836	686	519	1.618	3.76	0.00	1448.8	1.726	6.74	0.00	518
EDU QQ	1081	730	973	622	2.785	7.32	0.00	1621.8	2.963	12.76	0.00	621
EDU SC	109	84	77	52	1.199	0.98	0.33	158.3	1.654	2.22	0.03	51
EDU TOTAL	2193	1650	1736	1193	1.625	5.53	0.00	3378.6	2.368	14.05	0.00	1193

The most important results that were considered in Table 9.2 were the paired-sample t-tests, since these results ensure that the characteristics of the participants who completed the pre-test are the same as those who wrote the post-test. In other words, the results as indicated by the paired t-tests (n.pair) only include the test results of students that wrote both the pre- and post-tests. In terms of the two independent sample t-tests, this cannot be assumed with any authority, and are therefore only included for comprehensiveness and additional information, if required.

From the results of the t-test analysis (cf. Table 9.2), the overall development of first-year Education students' academic literacy abilities, that was measured in the ALDI pre- and post-test, indicates a statistically significant, although a marginal, improvement of approximately 3% on average (2.114 out of 70 marks = the average improvement per test) in the paired t-test of students performances (n=1193). Minimal practical significance can also be observed. Although this increase was marginal, student performance (n=1193) did, however, show overall improvement. In addition, the calculation of the results' practical significance does correlate with this finding. The effect size (ε^2) calculation indicated a small practical significance (η=0.12). This finding corresponded with the small practical

significance found when the criteria of Cohen's (1988) effect size **d** were applied: a small practical significance (0.1=small) was indicated.

When the mean per subsection for the test population is compared, barely any substantial improvement in terms of the academic literacy abilities that were assessed in the corresponding ALDI tasks can be observed. Even though a minor measure of improvement is evident, the reasons why the ADLI post-test results do not show a greater significant improvement in terms of cognitive language proficiency requires more in-depth inquiry.

Table 9.3, below, provides an indication of the different tasks and the challenge level as experienced by students on the basis of the facility values of items (Mean P).

Table 9.3: ALDI pre- and post-test performance per faculty per sub-test

Education	ALDI	Mean	SD	Min Score	Max Score	Mean P	Mean Rpbis
Paraphrasing	Pre	1.653	1.253	0	6	0.275	0.172
	Post	1.842	1.235	0	6	0.307	0.172
Interpreting graphs	Pre	1.784	0.926	0	5	0.357	0.146
	Post	1.883	0.947	0	5	0.377	0.149
Communicative function and text type	Pre	1.522	1.191	0	4	0.381	0.175
	Post	1.744	1.251	0	4	0.436	0.207
Scrambled text	Pre	1.951	1.436	0	5	0.390	0.222
	Post	1.990	1.332	0	5	0.398	0.200
Understanding texts	Pre	12.747	3.830	3	23	0.510	0.216
	Post	13.137	3.907	0	24	0.525	0.233
Text editing	Pre	5.212	2.260	0	10	0.521	0.276
	Post	5.642	2.184	0	10	0.564	0.281
Vocabulary	Pre	9.645	2.394	0	15	0.643	0.221
	Post	9.902	2.314	0	15	0.660	0.218

From the data in Table 9.3, it appears that the paraphrasing test tasks in the ALDI were the most challenging for Education students to cope with, followed closely by graph interpretation. On the other hand, vocabulary use, text editing, and understanding text were the easiest to negotiate by this group of students. However, it should be considered that the

vocabulary usage test items are based on general academic vocabulary and do not include subject-specific vocabulary. Although Scramble text is situated in the middle in terms of difficulty level, hardly any improvement took place from the pre- to post-test. Table 9.4 shows the reliability coefficients for the ALDI-test as a whole for the Faculty of Education.

Table 9.4: ALDI pre-and post-test Cronbach's alpha per faculty

Faculty	ALDI	Alpha	SEM	Split-Half (Random)	Split-Half (First-Last)	Split-Half (Odd-Even)	S-B Random	S-B First-Last	S-B Odd-Even
Education	Pre	0.812	3.690	0.629	0.525	0.709	0.773	0.688	0.829
	Post	0.819	3.656	0.693	0.588	0.706	0.819	0.741	0.828

From the data presented in Table 9.4, the ALDI-test showed internal consistency in both instances, while, according to Cronbach's *alpha,* the reliability coefficients above 0.8 meet the benchmark requirements in respect of designated test purpose. As can be seen from Figure 9.1, a relative and acceptable distribution of scores is evident, which in turn enhances the reliability.

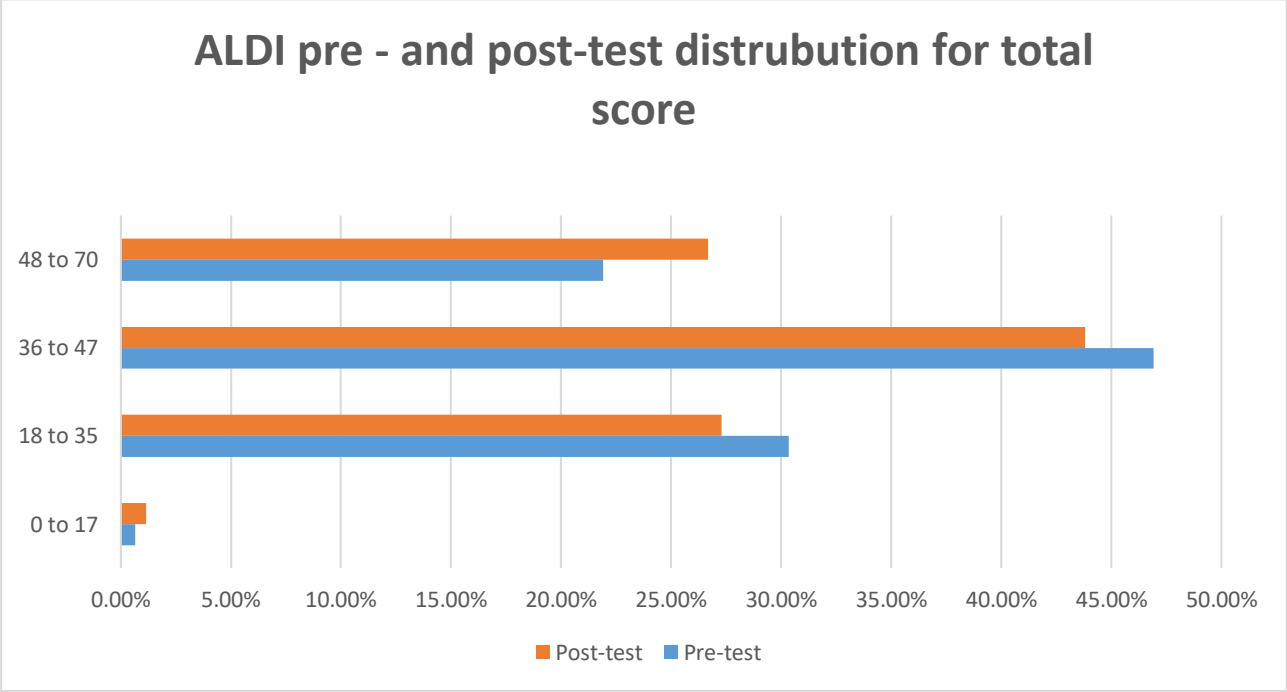


Figure 9.1: ALDI pre-and post-test frequency distribution for total score

If a pass mark of 70%[16], based on the NBT specifications, is considered as academic literacy proficient, only students who receive a score of higher than 48/70 possess the necessary academic literacy skills to meet the academic literacy demands of HE. This means that only 463 of the 1736 Education students that wrote the post-test can be considered proficient, which seems problematic. This implies that 73.74% (n = 1273) of the Education students were still not ready to fully cope with the academic demands of HE, although they did complete the required academic literacy course. One of the possible solutions for this could be the designing of a faculty-specific literacy module, by implementing a CBI approach (cf. 2.6.1) that could address this concern, since the development of the academic literacy abilities will be better contextualised in their particular field of study. This will allow students to develop the necessary academic literacy skills within their field of study by using relevant academic content that is associated with their specific faculty. Since the academic literacy abilities, content, and language used during the teaching in the literacy programme will be faculty-specific, it would also provide them access to the academic discourse community within the field of specialisation (Goodier and Parkinson, 2005) (cf. 2.3; 2.4).

Table 9.5: Pre- and post-test performance per ALDI subsection

	Pre-test Mean	Pre-test Average %	Post-test Mean	Post-test Average %
Vocabulary	10.488	70	10.697	71
Text editing	6.080	61	6.313	63
Understanding texts	14.311	57	14.578	58
Scrambled text	2.237	45	2.187	44
Interpreting graphs	2.095	42	2.158	43
Communicative function and text type	1.695	42	1.914	48
Paraphrasing	2.047	34	2.148	36

Table 9.5 shows the mean for both the pre- and post-test results (actual marks per literacy ability subsection), while the test averages are also indicated in percentage form. The data show that the students performed best in the vocabulary subsection (71%) of the ALDI, while the paraphrasing section showed the weakest results with a mere 36%. This might suggest that students possess a rather broad vocabulary that they can draw on, which enables them

[16] The ALDI-test was developed in such a manner that the results of the ALDI-test would coincide with the performance levels of the NBT test. This was intentionally done in order to be able to make relevant and reliable comparisons between the two tests.

to understand academic texts. It could also further imply that they have a reasonable amount of grammatical knowledge that allows them to identify language errors in texts, as well as to provide suitable corrections for these errors if choices are available. Nevertheless, it does not necessarily mean that they can apply this knowledge of vocabulary and grammar when they are required to produce written texts.

In terms of the students' poor performance in the paraphrasing component, the results draw a parallel with the observed trend that the complexity of academic discourse at tertiary education level develops at a slow gradual pace that requires continuous practice and rehearsal. This is particularly pertinent to paraphrasing relevant input from different academic texts to articulate a well-balanced argument (cf. 3.3.5, 3.3.6). This was also one of the aspects that are covered fleetingly during the academic literacy contact sessions (cf. 6.2.2.6), which could have had a definite impact on the specific component.

If the students' performance in the scramble text sub-section in the post-test (44%) is considered, it can be interpreted that students lack sufficient knowledge regarding transitional devices, as well as discourse markers. Furthermore, it also seems that students are unsure about the purpose and contribution of transitional devices and discourse markers in terms of providing meaning to ensure textual coherence. This result is, however, somewhat surprising, since the academic literacy course allocates a great deal of time to logical sequencing, cohesion, and coherence, in both theoretical and practical lessons (cf. 6.3). Additionally, the students also struggled in the sections on reading and interpreting visual data, such as graphs, which suggest that students' analytical and logical reasoning abilities need to be developed more as is the case currently in the EALH1508 course.

9.3 CHAPTER 9 SUMMARY

Although the ALDI-test did show a statistically significant, though marginal, improvement of about 3% in the cognitive academic language proficiency, a more in-depth inquiry is needed to establish the possible reasons for this. The reasons could, however, include factors like the lack of interest on the part of the students, or the absence of an incentive for writing the test, such as counting towards their final module mark. Irrespective of the possible reasons for this, the academic literacy programme should strive to further improve this 3% improvement to better equip students for the challenges of HE.

In the next chapter, I interpret, combine, and discuss the analyses of Chapters 6 to 9 to fulfil this study's third objective, which is to determine if it is necessary to make alterations to the

existing EALH1508 course, or to develop a separate course that better caters to the academic literacy needs of Education students.

CHAPTER 10: FINDINGS AND RECOMMENDED ACTIVITIES AND TASKS

10.1 INTRODUCTION

While the previous chapter focused on the discussion of the ALDI-test results with regard to the academic literacy ability improvement shown from the start of the 2018 academic year to the end thereof, this chapter is dedicated to the discussion of the results of all data collected for this research study. This is done to determine whether the existing EALH1508 module should be modified or, alternatively, a new course be developed for the students in the Faculty of Education to meet their academic literacy needs. This decision relates directly to this studies' fourth research objective; namely, to determine if it is necessary to make alterations to the existing Humanities literacy course, or develop a separate course that better caters to the academic literacy needs of these students (cf. 1.3.3). In discussing the results of the data analysis in relation to the six academic literacy categories of the constructed academic literacy framework (cf. Table 3.1), I suggest possible activities to address the current academic literacy shortcomings and needs based on the data analysis in the preceding four chapters. Thus, these activities and tasks are developed to enhance the alignment of the academic literacy course, and the literacy skills it offers, and the Faculty of Education's literacy needs. In other words, the suggested activities in this chapter are developed to ensure that the academic literacy course for the Faculty of Education students is subject-specific in terms of the faculty-specific academic literacy needs.

10.2 RECOMMENDED ACTIVITIES TO MEET THE ACADEMIC LITERACY NEEDS OF THE FACULTY OF EDUCATION

In the following section, the results of the various data sets are discussed in relation to each other and linked to suggestions made by the stakeholder groups concerning possible limitations of the EALH1508 course to serve Education students. Although these activities and tasks are classified and organised into specific categories, an Integrated approach (cf. 2.6.3), as suggested by Baba (2009; Brownwell, 2006; Richards, 2005), is used during the teaching of these skills, where the result of teaching a particular academic literacy ability also provides an opportunity for students to engage with multiple other academic literacy abilities that could enhance the acquisition of these literacy abilities. Furthermore, these activities are based on a task-based teaching and learning approach (cf. 2.6.2) as explained

by Bygate (2015; Van den Branden, 2016; Butler, 2011), whereby the activities and tasks are designed in such a manner that it becomes relevant to the students' everyday lives at university, and specifically relates to their academic programme in the Faculty of Education. This will also allow students to develop the necessary academic discourse that could provide them access to their desired discourse communities within the HE environment (Flowerdew and Ho Wang, 2015) (cf. 2.2; 2.4; 2.5). Ellis (2018) further states that a task-based teaching and learning approach in an academic literacy course that includes both L1 and L2 speakers, refers to an approach where learning revolves around the completion of activities and tasks that are meaningful to students, aligned with their (professional) interests while focussing on the authentic use of the language in question for communicative purposes. Weideman (2006: 6-7) also argues that a task-based approach to teaching and learning in an academic literacy course would provide a "closer alignment between assessment and learning", as well as allows for authenticity by "exposing students to the language of the real world". In turn, this will provide students with access to specific discourse communities in HE, specifically in the field of Education (Carstens, 2012) (cf. 2.2; 2.3; 2.4). These suggested activities are also aligned with the guidelines and stipulations suggested by Nation and Macalister (2010) as part of the TESOL curriculum design approach (cf. 4.2). Since it was argued that academic English can be considered an "additional language" (cf. 2.3) that the majority of students, whether L1 or L2 speakers, have to acquire to enhance their chance at academic success in the HE environment (cf. 2.4), the TESOL curriculum design is considered applicable for the development for an academic literacy course. The applicable principles for each suggested activity are discussed as part of the activity discussion below. One principle of the TESOL curriculum design that is relevant to every activity below is the *ongoing needs of the environment analysis.* This principle stipulates that the selection, ordering, presentation, and assessment of the material in an academic literacy course should be based on a continuing careful consideration of the students and their needs, the teaching conditions, and the time and resources available. It is further important to note that the recommended activities and tasks in the subsequent sections are examples of activities that could be used to enhance the academic literacy development of students in terms of the focused categories. It is further recommended that these activities be repeated regularly during the academic year. Furthermore, these activities should be integrated with the proposed academic reading texts as per the suggested course outline in Chapter 11 (cf. 11.2.4).

The data obtained from the three sets of QuestBack questionnaires and FGDs held with the three stakeholder groups, as well as the document analysis of the EALH1508 textbook and education modules and the results of the ALDI-test were carefully considered to inform the development of several academic literacy activities and tasks. This was done to ensure that the academic literacy course meets the specific academic literacy needs of students in the Faculty of Education, as well as address literacy gaps in the current EALH1508 course.

10.2.1 LISTENING AND NOTE-TAKING ABILITIES

The first academic literacy category, constituting listening and note-taking abilities, is under-represented in the EALH1508 textbook with only eight activities included (cf. Table 6.3). This category was ranked as the least important of the academic literacy categories in EALH1508 (cf. Table 6.2) based on the document analysis. Although the document analysis of the selected Education modules' study material indicated that these academic literacy abilities are the least important in terms of rank, the study material of the selected Faculty of Education modules still had a combined number of 172 activities or tasks that required some form of listening and note-taking abilities (cf. Table 6.3). Furthermore, the lecturers in the Faculty of Education also emphasised the importance thereof during both the online questionnaire and the focus group discussion in terms of students' ability to engage with the learning material in the Faculty of Education (cf. Table 6.2; Table 7.1). The lecturers highlighted the importance for students to acquire effective note-taking abilities, not only for their respective modules, but also for their further studies in the Faculty of Education. This importance was further emphasised by the students in the Faculty of Education during the QuestBack questionnaire, with 71% of students indicating that they use these skills *Often* to *Always* in their Education studies (cf. Table 7.1; Appendix E). However, both the students and EALH1508 facilitators voiced their concern in the open-ended questions of the questionnaire with regard to the students' inability to take sufficient and well-organised notes during class based on either listening or reading material (cf. Table 7.2; 8.2). Unfortunately, due to the nature of listening and note-taking abilities, the ALDI-test did not assess the students' possible improvement of listening and note-taking abilities. The perceived under-development and unimportance of the listening and note-taking skills can arguably be attributed to the fact that the current EALH1508 course does not sufficiently cater for the development of these skills (cf. Table 6.2; 6.4) and as such, this has to be considered in deciding about whether to make adjustments to the current EALH1508 course or possibly develop a new course for Education students.

Owing to the indicated importance of these skills, as well as the lack of development of listening and note-taking abilities from a Faculty of Education perspective, the following types of activities could be used to further develop these target skills and should be practiced regularly throughout the academic year to facilitate the students' acquisition thereof. The first task is focused on the basics of note-taking, while the second task focuses primarily on taking notes from listening to lecturers or audio material. The final activity concentrates on the ability to take notes while reading an academic text or article. These activities are scaffolded in such a manner to enhance students' ability to acquire the skills more effectively (Bygate, 2015) (cf. 2.3.1). An example activity is provided followed by a discussion of the task in terms of its importance, as well as its link with other academic literacy abilities.

Activity 1: Note-taking symbols

When taking notes, especially during a lecture or while watching a video lesson, it is important to realise that there is rarely enough time to record every single word that is said. Therefore, one should concentrate only on the main ideas of what is being said and write them down. It is, thus, more effective to make use of abbreviated words and symbols when taking notes.

1. Study the following commonly used words and phrases and create abbreviations or symbols for each of them.
   a. Approximately _____
   b. Increase and decrease _____
   c. Introduction _____
   d. And _____
   e. Because _____
   f. At _____
   g. Example _____
   h. Therefore _____
   i. As a result of _____
   j. For example _____

The rationale behind this activity is to familiarise students with the basics of note-taking. This ability, to create personalised abbreviations and symbols for commonly-used words and phrases, form the foundations of any note-taking system (Williams et al., 2012). Williams et

al. (2012) further elaborate by stating that it is almost impossible to copy down everything said during a lecture. It is therefore essential that students be taught, or at least shown, through the principles of Krashen's CI Hypothesis (cf. 2.3.1), how to find or create shortened words or symbols for what is being said before moving on to specialised note-taking systems. Facilitators should also emphasised the importance of note-taking for students' future studies.

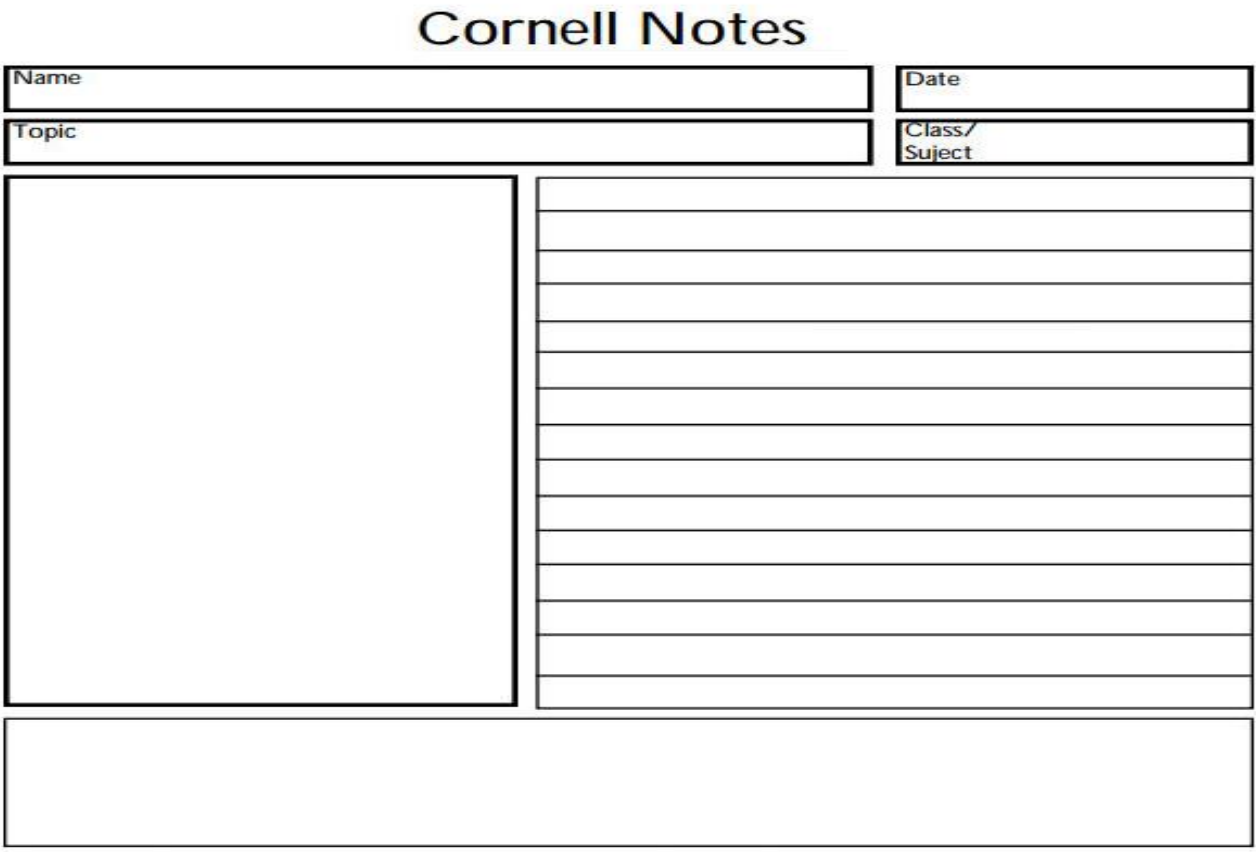
This activity adheres to the TESOL curriculum design principles of *strategies and autonomy*, *motivation* and *comprehensible input* (Nation and Macalister, 2010) (cf. Table 4.1). In terms of *strategies and autonomy*, the concept refers to the student's ability to adapt, monitor, and be aware of their learning, since students can adapt their note-taking to suit their specific needs and preferences. With regard to *motivation*, students will be encouraged to realise the importance and value of this academic literacy ability for their future studies, while the principle of *comprehensible input* will ultimately enhance their understanding of the skill taught, due to the scaffolded nature of the approach.

Although this activity focuses on note-taking, either from reading material or from listening, the ability to create personalised abbreviations and symbols can also be associated with analytical and logical thinking abilities. The reason for this is that students have to think creatively, but still logically, to find an appropriate abbreviation or symbol for what is written in an academic text or said during a lecture.

Activity 2: The Cornell note-taking system

The Cornell note-taking system makes use of three columns spaced on a piece of paper. The first of these, on the right side of the example below, is called the note-taking area and forms the biggest block on the page. This block is used to write down notes during the lecture. The second column, situated on the left side of the template, is called the cue column and is only completed at the end of the lecture. The idea behind this column is to write down cue words and phrases for the notes in the note-taking area. This will help during the reviewing process or when studying for tests or exams. The final column, at the bottom of the page, is known as the summary area and is situated at the bottom of the page. This section is also completed at the end of the lecture and serves as a short summary of the entire lecture.

Example of Cornell note-taking template



Task 1: Take notes of a video

1. Please watch the 7-minute video called *"Problematic issues in the South African education system"*[17]. While watching the video, take short notes of the most important issues mentioned by making use of the Cornell note-taking system template in your books.
2. Swap your notes with the person sitting next to you, and compare the two sets of notes. Are there any differences? Did you miss any important details?
3. . After you have added any information that you might have missed, complete the rest of the template.

The Cornell note-taking system was developed by Walter Pauk, professor at Cornell University in the 1940s, but the value of this specific note-taking system has only recently come to light (Pauk and Owens, 2010). A Wichita State University study that was published in 2008 found that the Cornell note-taking system is not only the most effective note-taking

[17] This video is directly linked to the content of the Education module, EDUB1613. However, the video material could, and should, be changed if the content material of the Education module changes.

system for listening activities, but also enhances students' ability to synthesise information more effectively, and apply learned knowledge more consistently (Jacobs, 2008). Further studies have shown that the Cornell note-taking system's guided note-taking method also improves students' ability to recall information, as well as their absorption rate of facts and data (Wong, 2014). Furthermore, if applied correctly, the Cornell note-taking system also improves study and listening skills (Mulder, 2012).

Similar to the previous activity on note-taking symbols, this activity also links strongly to the TESOL curriculum design principles of *strategies and autonomy*, *motivation* and *comprehensible input* (cf. Table 4.1). With regard to *strategies and autonomy*, which refers to the student's ability to adapt, monitor, and be aware of their learning, students are now provided with the opportunity to apply their note-taking skills during this activity and, if needed, adapt their note-taking format to better suit their needs. In terms of *motivation*, students would be able to observe the relevance and benefits of note-taking in their everyday lives in the HE environment. Since the facilitator will demonstrate the application of the note-taking process while listening to a lecture, the principle of *comprehensible input* is also applicable in this specific situation. In addition to the above-mentioned three TESOL curriculum principles, this activity also touches on the principle of *learning styles* (cf. Table 4.1) given that it encourages students to make use of different colours, "academic doodling"[18] and creative note-taking.

Although this activity is suggested to develop students' listening and note-taking abilities, it also fosters the development of a host of other academic literacy abilities and, therefore, is aligned with an integrated skills development approach (cf. 2.6.3). Firstly, as stated by Mulder (2012), this activity could develop students' active listening abilities, which is currently a common concern for amongst the Faculty of Education lecturers and EALH1508 facilitators (cf. Table 7.2; 8.2.3). Cornell note-taking may also assist in the development of identifying main ideas, since students will have to distinguish between the key ideas and supportive information in the lecture or video. Given that the ability to identify main ideas forms the basis of summarising, it suffices to assume that their summarising skills could also be enhanced (Clair-Thompson et al. 2018). Finally, the Cornell note-taking system could have a favourable effect on students' analytical and logical thinking abilities, as their written

[18] Academic doodling refers to simple drawings or scribbles that have a concrete representational meaning in an academic context (Andrade, 2010).

notes, if correctly done, should be constructed in such a manner that it will be meaningful at a later stage.

Activity 3: Using the SQ3R technique[19]

The SQ3R technique promotes active reading. It stands for Survey (S), Question (Q), Read, Recite, and Review (3R). It is a useful strategy for academic reading, as it promotes and develops active reading skills, which supports comprehension and helps one to better remember what one has read.

Task 1: Pre-reading

1. Before you read the assigned text, complete the first two steps of the SQ3R technique.

Step 1: Survey

- Scan the text before you start reading it, in terms of headings, sub-headings, graphs, and pictures.
- Skim through the text by reading the introduction, the first sentence of each paragraph, and the conclusion.

Step 2: Question

- After you have skimmed the text, think about possible questions that this text might answer or questions that you might have regarding the topic.
- Write your questions down on a piece of paper.

Task 2: Read the assigned academic reading

1. Carefully read through the assigned text.

Step 3: Read

- As you read the text, actively look for possible answers to the questions you raised and write them down.

Task 3: Post-reading

1. Complete the final two steps of the SQ3R note-taking technique.

[19] The SQR3 was introduced by Francis Robinson in 1946 (Robinson, 1978).

Step 4: Recite

- Work in groups of four and divide the text between the members of the group.
- Each member should re-read their section of the text and give an oral summary of their specific section to the rest of the group. You can use your first language to do so, as long as everyone in the group can understand you.

Step 5: Review

- Return to the text and skim the entire text again. Place a tick (✓) next to sections that you understand or are sure about and a question mark (?) next to the sections that are still unclear.
- In the 'unsure' sections, underline any difficult words and try to figure out the meaning of these words or look them up in a dictionary.
- Discuss anything that is still unclear with the other members of your group.

In contrast to the focus of the previous activity on taking notes from listening, the SQ3R note-taking technique is primarily focused on taking notes while reading academic articles or textbooks to test reading comprehension (Williams et al., 2012). Furthermore, this method also differs from the Cornell note-taking method in that it is applied before reading, while reading, and after reading an academic text. The academic articles and texts used during this activity will also adhere to the principles of a CBI approach (cf. 2.6.1); thus, only texts that form part of students' Education modules should be used for note-taking activities in the literacy classes. Furthermore, the texts used should also correspond with the time the texts are used and discussed in the various Education modules to further enhance the relevance of the academic literacy lessons.

The five steps of this note-taking technique focus on different, but very specific academic literacy skills. The first step requires students to apply a specific reading strategy; namely, skimming. Skimming refers to the creation of a mental framework in terms of the information contained in the text (Clair-Thompson et al. 2018). It involves the reading of the introductory paragraph, the first sentence of all subsequent paragraphs, as well as any heading, graphs, and pictures in the text (Clair-Thompson et al. 2018). Skimming is a very helpful reading strategy that students, especially students enrolled in an academic literacy course, could use to improve the reading comprehension of academic texts (Mikulecky and Jeffries, 2004). The second step involves analytical and logical thinking abilities, where the students should

ask themselves critical questions that followed from the first step concerning the content and relevance of the text. The third step requires the students to critically read the given text to find possible answers to the questions raised in the previous step. The final two steps take place after the text has been read. Step four requires the students to recite as many important details of the text in their own words, thus, a paraphrased version of the main ideas of the reading. This process helps students to formulate and conceptualise information more effectively. Lastly, the final step involves reviewing the information and, if necessary, repeating steps three to five.

The following TESOL curriculum principles are relevant to this specific note-taking activity (cf. Table 4.1). Firstly, the principle of *language system* that stipulates that the ability to focus should be generalisable to other aspects of the students' studies. The SQ3R note-taking method can be applied to all academic readings or texts in their (the students) other Faculty of Education modules. The transferability of this skill, therefore, speaks to the principle of *motivation*, since students will realise the value of acquiring this note-taking ability in the HE environment, which, in turn, will promote the principle of *depth of processing*, where students internalise the ability taught due to its value. This activity also promotes the principle of *keep moving forward* as this activity represents an additional note-taking method to what students have already been exposed to in this course and is, in some cases, more intricate. It can also be argued that this note-taking activity links with the principle of *learning style* as it allows for some creativity and leeway from the student's perspective when formulating questions during the second step of the SQ3R technique.

According to Gunning (2002), one of the main benefits of the SQ3R note-taking method is the improvement of text comprehension. This was also confirmed in a study conducted by Hutasuhut and Gintings (2012) in Indonesia, where it was found that the SQ3R method significantly improved the reading comprehension of first-year academic literacy students. This was especially applicable regarding descriptive texts, where they considered the main aspects of text comprehension; namely, identifying the main idea(s), understanding supporting details, vocabulary usage in the context of a particular text, and the ability to inference and derive logical conclusions from premises supplied (Hutasuhut and Gintings, 2012). It is thus important to ensure that students develop their text comprehension skills effectively, which can be facilitated through the improvement of their academic reading abilities.

10.2.2 ACADEMIC READING ABILITIES

Academic reading abilities (cf. Table 3.1) consists of four essential literacy skills; namely, having an appropriate reading speed, being able to apply appropriate reading strategies, understand assigned academic readings, and summarise the main ideas of a text (cf. Table 3.1), that students should acquire to enhance academic success in a tertiary education environment (Van Dyk and Van der Poel, 2013) (cf. 3.5). However, the perceived importance of these skills, according to the document analysis of the academic literacy course and the selected Education modules, ranked 5th out of the six categories in the Education modules, while it was ranked the 2nd most addressed category in the EALH1508 textbook (cf. Table 6.2). Therefore, the document analysis found that the EALH1508 textbook had more than sufficient activities or tasks (n = 110) related to this specific skill grouping. This was also confirmed during the online questionnaire with only 7% of the students (n = 31) of the opinion that there was too little focus on developing academic reading abilities during the EALH1508 contact session (cf. Table 7.1), while 10% of the EALH1508 facilitators (n = 2) had a similar opinion (cf. Table 7.1). Several facilitators mentioned in the open-ended questions (cf. 8.2.3) that they noticed that students did not sufficiently develop the necessary academic reading skills. Several students also listed academic reading abilities as their weakest skill, with reading speed, identifying main ideas, and summarising specifically mentioned (cf. 8.2.3). This is disconcerting since the lectures in the Faculty of Education emphasised the importance of well-developed reading abilities in their respective modules (cf. 8.2.2). All the participating lecturers ranked summarising, applying appropriate reading strategies, and understanding assigned reading as *Important* or *Very important*, while all but one Faculty of Education lecturer rated reading speed as *Important* (cf. Table 6.3). In terms of the student questionnaire, only 2% (n = 9) of the students indicated that they did not find any use for academic reading abilities in their Faculty of Education modules that they were taught in EALH1508, which further highlights the importance that skills should be transferable for EALH1508 to students' Education modules these skills. (cf. Figure 6.14). This further emphasises the responsibility of the academic literacy programme to ensure that students develop academic reading abilities effectively. Although one of the better results of the ALDI-test (cf. Table 9.5), the average of the post-test for text comprehension was 58% (57% for the pre-test), which falls far below the required 70%, which is considered as proficient according to the NBT test academic literacy section (cf. Figure 1.1).

Based on the aforementioned discussion, additional reading activities are suggested as a possible means to address the shortcomings identified. The first of these relates to reading

speed, while the second and third activities address main idea identification and summarising a text. Although activities two and three are listed as separate activities below, they are interconnected, since a person cannot summarise an academic text without first being able to identify the main ideas in the text (Hacker, 2008). However, it is important to note that it is recommended that a scaffolding approach be used as part of any academic literacy course, and even more so if it is presented in a predominantly L2 environment (cf. 2.3.1). This scaffolding process is to ensure that there is sufficient support in terms of students' language development, as well as to provide students with support structures to reach the next stage or level (Raymond, 2000). This further emphasises Krashen's Input Hypothesis, which states that the only way that effective and successful L2 acquisition can be achieved is by receiving Comprehensible Input (CI) during the L2 acquisition process (Krashen, 1989). Therefore, all three of the following activities are considered important to ensure students' academic success at university.

Activity 1: Timed reading

University lecturers sometimes assign very long reading assignments. One might not have sufficient time to read these assignments thoroughly due to other commitments. Thus, one must develop a reading technique to increase one's reading speed. Here are some ways to improve one's reading rate:

- Do not say the words of the passage under your breath while you are reading (your eyes and brain can process information much faster than your mouth can move).
- Try not to move your lips while reading, i.e. sub-vocalisation.
- Focus on groups of words rather than individual words.
- Do not backtrack (go over the text again and again).
- Try and guess the general meaning of an unfamiliar word if you are unsure about it.
- Slow down slightly for key information, such as definitions and main ideas.
- Speed up for less important information, such as examples, statistics and details.

Task 1: Read the assigned academic text

1. Work in pairs; you have one minute to read the provided text, "*Defining Racism: Can we Talk?"* (Tatum, 2010), while your partner counts the number of words read correctly.
2. Repeat the process, but with your partner reading, while you count.
3. Repeat steps 1 and 2 another two times. Thus, at the end of the activity, you should have three values.
4. Plot this on a line graph for future use; you can add to the graph weekly.
5. Once this has been completed, write down at least three sentences that contain the main ideas of the text.
6. Turn to the person next to you and try to explain what you have read without going back to the text.

This type of activity; namely, 'Timed-reading', is focused on increasing students' general reading speed when it comes to reading academic articles or textbooks (Chang and Millett, 2013). Chang and Millett (2013: 128) describe timed reading "as calculating reading time or reading within a specific time limit". The repeated application of this activity does not only lead to increased reading speed, but also improves text comprehension, as well as vocabulary expansion (Chung and Nation, 2006). Since a CBI approach will be used (cf. 2.6.1) and students will have to engage with Education content in the majority of their academic literacy classes (cf. Table 11.3), this activity can be used regularly. Furthermore, the texts that students will engage with in the academic literacy course will be coordinated in such a manner that they coincide with the time the students discuss them in their Education modules. This will inevitably increase the relevance of these activities in the literacy course.

At university level, students should be able to read approximately 250-300 words/minute, since they are expected to read increasingly more and more texts to keep up to date with the ever-expanding body of knowledge in a specific field of study (Chang and Millett, 2013; Ghent University, 2019). Taylor and Wright (2012) argue that there are several benefits associated with the continuous practicing and improvement of reading speed. They are of the opinion that reading speed activities also develop general text comprehension, logical reasoning abilities, vocabulary expansion, and identifying text structure, but only if administered at regular intervals and not as a once-off (Taylor and Wright, 2012). It is, therefore, suggested that this type of activity be repeated at least once a week, with the only

difference being the marginally decreased time limit to complete the assigned reading (Horgan, 2019).

This activity also aligns with several principles of the TESOL curriculum design (cf. Table 4.1), especially the principles of *frequency*, *spaced retrieval*, *keep moving forward,* and *fluency*. *Frequency* refers to the continuous repetition of activities in the curriculum to provide students the best possible opportunity to acquire the skills included, while *spaced retrieval* denotes that these activities should be spaced in even intervals throughout the course (Nation and Macalister, 2010). The principle of *keep moving forward* suggests that the course should progressively cover relevant language skills. Fluency, on the other hand, proposes that the course should provide activities aimed to improve the *fluency* of the target skill(s) (Nation and Macalister, 2010).

The following activity relates to identifying the main idea of a specific paragraph. This activity also serves as a scaffolded task for activity 3, where the content and students' answers in activity 2 are needed to complete activity 3.

Activity 2: Identifying the main idea(s)

Identifying the main ideas of an academic text is very important when it comes to reading academic articles or textbooks. This academic literacy ability refers to being able to quickly identify the topic of any paragraph, which is also known as the main idea. Academic texts are **often** structured in such a way that the first sentence of the paragraph contains the main idea of that specific paragraph; however, the main idea could also be situated towards the middle of the paragraph. Remember, each paragraph usually only contains one main idea.

Task 1: Reading for the main ideas

1. Look at the text, "*The cycle of socialization"* (Harro, 2010), which forms part of your EDUB1613 module, and highlight all the main ideas in the text.
2. Make use of your note-taking abilities and write abbreviated notes in the margin of the text of the highlighted main ideas.
3. Compare the ideas that you identified as main ideas with the person sitting next to you. Did you identify different ideas to those of your partner? Why?
4. Copy the ideas that you and your partner discussed on a piece of paper. This will be used in Activity 3.

Activity 2[20], identifying main ideas, is the first scaffolded activity in terms of writing an academic summary and is considered as a vital academic literacy ability that students should acquire to ensure academic success (Clair-Thompson et al., 2018) (cf. 3.3.2). This activity requires students to read through an academic article and highlight the main idea in each paragraph and should be included in the curriculum throughout the entire year based on the different texts that they have to engage with. Thereafter, students are encouraged to discuss their choices with a peer. This arguably promotes collaboration and also increases understanding of the task at hand, especially in an L2 teaching environment (Byrnes, 2006). According to Boushey and Moser (2012), the ability to recognise the main ideas of a text forms the basis of reading comprehension. Furthermore, it also promotes the development of differentiating between relevant and irrelevant information (Boushey and Moser, 2012). Boushey and Moser (2012; Clair-Thompson et al., 2018) also state that the ability to identify the main ideas of an academic article is a prerequisite skill to summarising, which is the primary purpose of this activity.

Reading for main ideas is relevant to a host of other academic literacy skills. Firstly, it enhances a student's paraphrasing ability, as it is generally expected that the main ideas of the text should be stated in their own words. This, in turn, aids in the expansion of students' vocabulary base due to the use of synonyms and alternative words or phrases, as well as using academic words in an appropriate context (Dube, 2016). Moreover, this activity could potentially develop students' reading ability, and specifically their use of different reading strategies. In addition, students' note-taking abilities could also be valuable during this type of activity, as discussed in the previous section (cf. 10.2.1). Lastly, students will also extend their knowledge of text structure, since they need to understand the specific intent of the author to recognise the main ideas of a text (Williams, 2018).

Similar to the activity on timed reading, this activity also links to the principles of the TESOL curriculum design (cf. Table 4.1) of *frequency* and *spaced retrieval* and should be repeated regularly throughout the year. It is also aligned with the principle of *fluency*, as the activity promotes the continuous improvement of this academic literacy skill during the year. Since

[20] It has to be noted that this is just one example of an activity that students could use to identify the main idea of an academic text. Another example of such an activity is the "Retell the text in 1 min" (Benson and Cummins, 2000).

these tasks, as well as future tasks of this nature, are based on content relevant to students' mainstream studies, as well as their daily lives, the TESOL curriculum principle of *comprehensible input* is also applicable (cf. Table 4.1; 2.3.1).

Activity 3 is an extension of activity 2, in which students will make use of the identified main ideas to complete an academic summary. It would, thus, be important that facilitators monitor and provide constructive feedback on activity 2 before letting students attempt activity 3.

Activity 3: Summary writing

Summarising is an important study skill that students should acquire to enhance their success at university, especially with the vast amounts of study material that they need to read. The main idea behind a summary is to reduce an entire text to only a few sentences that contain the main ideas of a text. It is important to remember that when you summarise to write the ideas down in your own words. Try and use every day, spoken vocabulary, because the familiar language will help you study.

A summary is characterised by the following:

- It provides an overview of the text.
- It only contains the main ideas and important information from the text.
- The author of the text's ideas is expressed in your own words.
- Only technical terms are kept as is, otherwise, all the other ideas should be summarised by using different sentence structures and vocabulary.

IMPORTANT! Remember to always include a reference to the source text.

Task 2: Writing a summary

1. Go back to the main ideas that you copied onto a piece of paper during activity 2, "Identifying the main ideas".
2. Think-Pair-Share[21]
   2.1. On your own, rewrite the main ideas in note form using your own words and symbols in the space provided.
   2.2. Discuss your notes with the person sitting next to you.
   2.3. Share the note with the rest of the class.

[21] Li, Wu and Lin, 2019.

3. Now, use your notes to create your final summary in approximately 70 words (15% of the original text[22]).

_____

_____

_____

_____

_____

Acquiring the ability to write a summary is very important, since students will use it throughout their academic careers. Summarising improves students' critical reading ability, since they have to select the main ideas of the text to write the summary (Levy, 2016). However, it is not only their reading abilities that could improve, but also their analytical and logical thinking abilities, as students will have to decide on the ideas that constitute main ideas and which serve as support, thus, distinguishing between relevant and irrelevant information (Clair-Thompson et al., 2018). Furthermore, summarising also assists in developing vocabulary knowledge, since students are expected to paraphrase the selected main ideas by altering the vocabulary, grammar and sentence construction, while students draft and edit the summary. Since paraphrasing is considered a research skill, summarising exercises will aid in the development thereof as well (Levy, 2016). This clearly indicates the importance of acquiring and practicing summarising abilities, as emphasised by Clair-Thompson et al. (2018) (cf. 3.3.2).

The most relevant and applicable TESOL curriculum design principles that are addressed through the inclusion of this activity are *output, deliberate learning, motivation, learning burden* and *language system* (cf. Table 4.1). Since students are pushed and encouraged to produce the target language, academic English, in the form of a written mode, the principle of *output* is adhered to. Furthermore, *deliberate learning* is also touched on given that language-focused learning is applied in terms of a sound system, spelling, vocabulary usage, grammar and sentence construction and formulation. There is also an aspect of *motivation*, since the transferability and generalisability (principle of *language system*) of this skill to other subject matter in the HE environment highlights the value of the ability taught.

[22] Strzalkowskil, Stein, Wang and Wise, 2001.

In addition to the previous TESOL curriculum design principles, the principle of *learning burden* is also applicable, since students are provided the opportunity to apply the previous knowledge they gained during the module to complete this task, such as identifying main ideas, making use of synonyms, among others. The next category relates to vocabulary usage, which forms a key component of academic reading abilities, as well as academic writing skills.

10.2.3 VOCABULARY USAGE

The third category, vocabulary usage, encompasses two distinct sections; namely, general academic vocabulary and subject-specific terminology (cf. 3.3.3). These two sections can be further subdivided into the comprehension of and the ability to use an academic word(s) in the correct context. This is an important academic literacy category, since academic vocabulary forms the basis of most, if not all, other academic literacy abilities, such as academic reading, writing, paraphrasing, summarising, and academic discussion (Van Dyk and Van de Poel, 2013), which, in turn, supports the integrated nature of academic literacy abilities (cf. 2.6.3). Therefore, it is of utmost importance that any academic literacy course develops these skills to a satisfactory level to enhance students' chances of academic success (Peterlicean, 2015) (cf. 3.3.3).

Although the document analysis of the EALH1508 textbook showed that the Humanities academic literacy course contained sufficient activities and tasks dedicated to the development of general academic vocabulary, it yielded minimal focus on the comprehension and use of subject-specific terminology related to the Faculty of Education (cf. 6.3.2.3). Disconcertingly, a comparison with the results of the analysis of the Education modules revealed a significant gap, as these modules require students to engage with subject-specific terminology (n = 175) considerably more frequently than the current literacy course (n = 13) offers per year (cf. 6.2.2.3; Table 6.3). This is, in particular, the case in terms of making use of subject-specific vocabulary, where this particular skill is ranked 6th most important in the selected Education modules according to the Mann-Whitney u-test, but only 20th in the EALH1508 textbook (cf. Table 6.3).

The QuestBack questionnaire results seem to mirror the data received from the respective document analysis with 16 (80%) of the EALH1508 facilitators (n = 20) suggesting that *Too little* or *Far too* little time was spent on teaching subject-specific vocabulary (cf. 7.2.1), whilst 397 (89%) of the student participants (n = 446) agreed with this sentiment (cf. 7.2.1). This

could be significant, since all the Education lecturers (n = 9) indicated that the ability to understand and use subject-specific vocabulary is an essential requirement to achieve success in their modules (cf. Table 7.1). The results of the student questionnaire also indicated that 73% of students either *Often* or *Always* make use of subject-specific vocabulary during their day-to-day studies, while a further 26% said that they use it at least some of the time (cf. 7.2.3).

The open-ended questions also revealed some issues with regard to the development of students' vocabulary usage in terms of subject-specific terminology. Several lecturers stated that they observed problems with students' basic knowledge regarding Education-specific vocabulary and their ability to use this type of vocabulary in the correct context (cf. 8.2.3). Although there were fewer comments regarding academic vocabulary in the open-ended questions from the facilitators and students, there were some very specific concerns listed. These concerns included that the Humanities academic literacy course does not cater to faculty-specific vocabulary and that students struggling to use most of the technical terms in their Education modules (cf. 8.2.3).

Although the vocabulary section in the ALDI-test received the highest average, 71%, it has to be taken into consideration that the ALDI-test only assessed general academic vocabulary as per the Coxhead academic word list (Coxhead, 2000), and not subject-specific terminology. Furthermore, it is also important to mention that the ALDI-test contained minimal questions that assessed students' knowledge regarding discourse markers (cf. 9.2; Appendix G), which was an issue mentioned during the FGD of both the lecturers and the facilitators in terms of the influence this aspect has on students' ability to write cohesively (Hyland, 2006) (cf. 6.3.3).

Therefore, the following four activities are suggested to address the shortcomings in the current EALH1508 academic literacy course in terms of academic vocabulary, especially subject-specific terminology. The first two activities, 1.1 and 1.2, focus on the development of discourse markers, while the final two activities aim to develop students' comprehension and use of subject-specific terminology.

Activity 1.1: Discourse markers

Discourse markers are more commonly referred to as *linking words*, *sentence connectors*, or *transitional devices*. Just like these terms suggest, these words or phrases link or connect different parts of a text and create a bridge or transition from one part of the text to the next. The main purpose of these words or phrases is to help the reader to follow the logic in the text as they link ideas within and across paragraphs. When a text has little or no discourse markers, it may cause the sentences and ideas to seem disconnected, and therefore, incoherent. Thus, it of utmost importance that any writer makes use of discourse markers, to ensure cohesion and a logical flow within the content of an academic text.

Task 1: Discourse markers

1. Look at the table provided. Write down at least another 3 examples of discourse markers in the spaces provided.

Types of discourse marker that:	**Examples**
add something	moreover,
create contrast between two separate things/people/ideas	
conclude	in conclusion,
indicated cause and effect	
show sequence	

Activity 1.2: Discourse markers: Part 2

As discussed before, discourse markers or transitional devices, are like bridges between parts of academic writing. They are cues that help the reader to understand and follow the ideas in your writing. Furthermore, discourse markers also help you carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with specific words or phrases. Therefore, discourse markers link your sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.

Task 1: Building vocabulary

1. In groups of 4[23], discuss what you can remember about discourse markers from the previous discussion about them.
2. Look at the extract of the reading *"Managing classroom discipline"* from your GPED1623 module and highlight all the discourse markers that indicate a sequence or list.
3. Next, do the same for all the discourse markers that indicate emphasis.
4. In pairs, create a list of other discourse markers that you can think of that indicate sequence and emphasis and write them down.

The first two activities focus on the teaching and practicing of academic discourse markers and are designed in such a manner that the first task scaffolds into the second one. In her influential work on discourse markers, Schiffrin (1987: 31) defines discourse markers as "sequentially dependant elements which bracket units of talk" that are used in academic discourse, since it provides "contextual coordinates for utterances". This means that discourse markers contribute to the building of coherence in terms of structure, context, and meaning, and are therefore an integral part of any students' academic literacy knowledge. Proper knowledge regarding discourse markers is important for any kind of communication, especially written communication, as it allows the reader to follow the train of thought of the communicator (Darn, 2006). Furthermore, it also allows for a logical flow of ideas within the written piece of text (Brazda, 2005). According to Darn (2006), discourse markers do this by showing turns, linking different or similar ideas, showing attitude, and generally controlling the communication.

Due to the high importance of academic vocabulary, general and subject-specific, in achieving academic literacy acquisition, especially academic reading and writing (cf. 3.3.3; 3.5), it is understandable that at least six of the TESOL curriculum design principles (cf. Table 4.1) are encompassed in this activity. The principle of *frequency* is applicable since these types of activities involving discourse markers are included regularly in the new proposed academic literacy course, which, in turn, addresses the principle of *spaced retrieval* that stipulates that students should be provided repeated opportunities to apply taught skills in various contexts. Furthermore, the use of discourse markers is also

[23] It is suggested that all small group work consist of 4 students, as part of cooperative learning to maximize effective learning (Brame and Biel, 2015).

transferable to most, if not all, academic situations including academic reading and speaking (principle of *language system*). Through the constant repetition of these academic literacy abilities, *deliberate learning* is also adhered to, as well as the principle of *strategies and autonomy*, as students could monitor the acquisition effectiveness of the use of transitional devices and discourse markers. Lastly, it can also be argued that the principle of *interference* applies, since the use of discourse markers is sequenced in such a manner that the difficulty level increases throughout the module to ensure the acquisition of this academic literacy ability.

The importance of sufficient knowledge regarding discourse markers, in terms of comprehension and use thereof, can further be emphasised by its relevance in terms of signposting conventions in academic writing. Sun (2013) states that the use of discourse markers is not only essential in paragraphs, but also ensures cohesion and coherence from one paragraph to the next and is decisive in establishing the relevance and relationship between sequential paragraphs and sections in an academic essay or article. This ability to establish relevance and inter-relationship between the various sections of a written academic text is of vital importance for the Faculty of Education students, since both EDUB1613 (2500 – 3000 words) and EDUB1623 (1500 – 2000 words) require students to submit summative essay assessments over 1000 words at the end of the respective module. In addition to the development of vocabulary knowledge, the ability to use transitional devices will also improve students' ability to construct a logical and well-organised argument during an academic discussion, as well as improve their analytical and logical thinking abilities (Harmer, 2006) (cf. 3.3.5). Activity 2 below is focused on vocabulary building, more specifically subject-specific terminology; a highly valued literacy ability in the Faculty of Education.

Activity 2: Vocabulary quilt (Frayer model[24])

When coming across a new word or a word that you do not understand, it is very important that you figure out what it means and that you make sure that you can use it in a sentence. The Fryer model, also known as the Vocabulary quilt, is a useful way to learn and understand new or difficult words. This is also a great way to build a personalised dictionary that is relevant to your studies in the Faculty of Education.

[24] Frayer, D., Frederick, W. C. and Klausmeier, H. J. 1969. *A Schema for testing the level of cognitive mastery*. Madison: Wisconsin Center for Education Research.

Task 1: Building vocabulary: Subject-specific terminology

pedagogy	**environment**	**aims**
anti-oppression	**deep learning**	**equity**
curriculum	**objectives**	**personhood**

1. Choose any five words from the box and write them in the middle of the following vocabulary quilt.
2. Now, find a synonym for this word and add it to the centre box.
3. Next, write down the definition of the word in the block surrounding it (this definition has to be relevant to the context in which it is used in the text and your studies). You can use an Internet search engine, such as Google for this.
4. Then, in the outermost block use the word in a sentence so that the meaning becomes clear.

Example of a Vocabulary Quilt

Own sentence:

Definition:

environment (para 1)

Synonym:

This activity mostly focuses on expanding students' knowledge of subject-specific terminology and phrases. The words chosen are primarily words and terminology used in the teaching-and-learning context of the Faculty of Education. Furthermore, in order to enhance the relevance of this activity, the words chosen for these tasks could be selected from the texts and academic articles that the students are busy discussing in their Education modules at the same time. The first step, after the students have selected a word from the options given, is to find a synonym for the chosen word. This exercise will not only enhance the understanding of the specific word, but also improves paraphrasing abilities in terms of knowledge of alternative words and phrases. The second step involves students providing

an academic definition for the specific word. Since the subject-specific terminology is selected from the academic articles that they are busy within their Education modules, the students could refer back to these relevant readings in their Education modules. This will develop their research abilities, as they need to find the definition by searching for relevant sources provided for them in class. The final step asks of students to create their own sentences with the particular word to clarify its meaning within the context of their studies. In completing this task, students will, thus, also be practicing their academic writing abilities, since they have to formulate well-constructed sentences that illustrate their understanding of the chosen word. Students can apply this activity regularly, not only in their academic literacy course during the prescribed text they have to read as part of the curriculum, but also their mainstream course in the Faculty of Education when they encounter a word that is not familiar to them. This practice would not only develop their academic vocabulary knowledge and faculty-specific knowledge (cf. 3.3.3), but also increase their overall proficiency level in terms of the specific academic discourse required in their field of study (Flowerdew and Ho Wang, 2015) (cf. 2.2; 2.4; 2.5).

Similar to the previous academic vocabulary activity, these tasks also include multiple principles mentioned in the TESOL curriculum design (cf. Table 4.1). The first of these principles are *deliberate learning* and *depth of processing*. With regard to *deliberate learning*, one of the primary focusses of this activity is to develop students' vocabulary in terms of grammar and usage, while it also aims to ensure that the process of meaning-making of the unfamiliar words is internalised through the use of the Frayer model (*depth of processing*). Furthermore, this activity provides students with the opportunity to *monitor* and be aware of their learning by allowing students to not only find the meaning of unknown vocabulary, but also to make use of the words in a well-constructed sentence to highlight the meaning of the word. This specific activity also links with the principle of *language system*, since the activity itself and the academic vocabulary ability are generalisable and transferable to the students' other academic modules, which, in turn, can increase their *motivation* due to the perceived value of this particular ability. Lastly, the activity further promotes *fluency* through the increase of students' academic vocabulary knowledge.

10.2.4 ACADEMIC WRITING ABILITIES

The fourth academic literacy ability category of this study's academic literacy framework (cf. Table, 3.1); namely, academic writing abilities, forms one of the major components of any academic literacy course (cf. 3.5). Although this academic literacy category, as a whole, did

rank in a similar position according to the Mann-Whitey u-test, 2nd in the Education modules, and 1st in the EALH1508 course (cf. Table 6.2), some concerns were raised. The biggest concerns were identified during the comparative document analysis (cf. Table 6.3). During this individual comparison, it showed that there existed an absence of longer pieces of coherent academic writing (>1000 words) activities, tasks that require students to create and produce visual data to support their arguments, activities that ask students to unpack assignment instructions, as well as to allow students to submit assignments digitally in the correct format in the current academic literacy course. (cf. Table 6.3). Lecturers in the Faculty of Education (n = 20) emphasised the importance of these four mentioned abilities that are not sufficiently represented in the EALH1508 course material, amongst others, in achieving academic success in their respective modules (cf. 7.2.1). Furthermore, 80.9% of EALH1508/Education students (n = 361) confirmed the opinions of the lecturers by stating that they were required to write longer pieces of writing (>1000 words), create visual data, unpack assignment instructions, and submit their assignments digitally on a regular basis in their Education modules (cf. Table 7.3). The students also ranked their writing abilities as some of their least developed academic literacy skills (cf. Table 7.1). On the other hand, facilitators did feel that students' writing abilities did improve during the year, although it was still perceived not to be up to the standard expected of first-year university students (cf. Table 7.2). During the FGD, lectures in the Faculty of Education indicated that students need to develop their ability to write more cohesively and keep paragraphs to one or two ideas, since students seem to try and 'cram' too much detail into each paragraph (cf. 8.2). The ALDI-test echoed this sentiment of the lecturers, as students only scored an average of 44% in terms of paragraph structure (cf. Table 9.5) in the post-test. However, it is not just this score that is concerning, it is also the fact that students' scores decreased from the pre-test to the post-test (45% to 44%). Possible reasons for this slight decrease could be the result of students' limited knowledge regarding discourse markers or the format of academic argumentation. It is clear that these issues need to be addressed given the importance of writing in the HE environment (Beekman et al., 2016).

Since one of the main components of the assessment plan of the academic literacy programme (cf. Table 11.3) is the writing of academic essays, the academic literacy curriculum should ensure that sufficient contact time is allocated toward the teaching of this particular literacy ability. These sessions could be approached as a series of "*writing workshops"*, where the facilitators work with students on the entire writing process, from the conceptualisation phase (mind map and essay outline), followed by the drafting process until

the final product. This would, thus, involve students completing their mind maps during a contact session, followed by facilitators providing constructive feedback on the mind map before students write their essay outlines. Facilitators will then provide guidance and feedback on the outlines that students drafted, followed by students writing their first essay draft, and so on. This assistance and guidance from the facilitators could potentially also address the concern raised by the lecturers during the FGD in terms of students not having the ability to properly plan their writing assignments (cf. 8.2.2). Since a CBI approach is recommended for the academic literacy course (cf. 2.6.1), the content of the essay should preferably be aligned with the content of the Education modules in such a manner that it complements these modules' assessments and assignments. This will ensure relevance to students' studies and could enhance motivation to participate during the workshops (Villalobos, 2014). The "*writing workshops"* could also be used to instruct students on how to make use of technology to submit their essays, which was one of the academic research skills identified during the questionnaire that was not sufficiently developed during the course of the EALH1508 module. These types of workshops could thus possibly aid in helping students to acquire the necessary skills and knowledge to write longer academic essays that they will be assigned in their Educational studies, as well as provide them (the students) with more confidence to use technology when writing and submitting assignments (cf. Table 6.3).

To provide students the opportunity to develop their academic writing abilities, the following academic writing activities are suggested. The activities suggested below are more theoretical, although interaction between students and the facilitator and students themselves is still advocated to ensure that students understand the various principles of academic writing, as well as permit facilitators to identify the areas regarding academic writing that students do not fully comprehend. The proposed activities focus on paragraph structure and cohesion, as well as strategies to avoid straying off-topic and creating visual representations of data provided.

Activity 1: Paragraph structure and supporting sentence

A paragraph is usually about one main idea. The *topic sentence* tells the reader the main idea and is normally the first sentence of the paragraph. All the other sentences in the paragraph are about the topic sentence and should, therefore, be relevant to the main idea. These sentences are called *supporting ideas.* These sentences help the reader understand the main idea by providing more information about it.

Task 1: Supporting sentences

When writing an academic paragraph, it is important to remember that each paragraph should contain only one main idea.

1. Look at the topic sentences (TS) below. Write 3 supporting sentences (SS) for each of the topic sentences. Also, remember to make use of transitional devices.
   a) Becoming a teacher is a great responsibility.
   b) Graduating from high school is important for many different reasons.
   c) One important resource that all high school learners should utilise for success is tutorial services.

Task 2: Paragraph structure

A good paragraph **usually** (not always) begins with a topic sentence (containing the main/controlling idea), followed by supporting sentences. **Often**, the first sentence of a paragraph indicates to the reader what the paragraph will be about. The rest of the information in the paragraph supports and elaborates on this main/controlling idea through the use of:

- Examples;
- Explanations; and/or
- Elaboration, descriptions, and/or facts.

The final sentence of the paragraph is the concluding sentence and should 'summarise' the paragraph. It is; however, important to remember that no new information should be provided in the concluding sentence.

1. Look at the following sentences in the table below. These sentences are from a paragraph about the ecosystemic model from your LLST1513 module. Read the sentences carefully and then unscramble the paragraph.

As you unscramble the paragraph, please indicate the following in the final column: topic sentence (TS), supporting sentences (SS), and concluding sentence (CS). One of the sentences given below does not belong in this paragraph, indicate this with a cross (X).

Scrambled text

He studies human development in terms of transactions "between an active growing human being … and the settings in which the developing person lives" (1979:21).	
The more humanistic-social systems approach was advocated by Ludwig von Bertalanffy as early as the late thirties (Smit 1993), while Keeny (1983) in his work, "Aesthetics of change", really integrates cybernetics with systemic thinking.	
For our purpose, it suffices to address the model in more general terms since we simply employ it as a tool as indicated in the introductory paragraph.	
Uri Bronfenbrenner in his book on the "Ecology of human development" translated the ecological model of the natural sciences into the Social Sciences, particularly psychology.	
Like all relatively new fields, the terminology and fundamental concepts are not always the same, since it was adapted from the natural sciences to the Social Sciences (Plas 1986:54–55).	
The ecosystemic perspective has taken some decades in evolving.	
Many others have contributed significantly to this theory.	

2. Look at all the sentences you indicated as supporting sentences (SS) in the previous section. In groups of 4, discuss the order of these supporting ideas.
3. Now write the complete paragraph in the correct order on a piece of paper. Add the necessary discourse markers. How did you decide on the order of the sentences?

The previous two tasks are mainly focused on paragraph structure and organising the supporting ideas of a paragraph logically and effectively. The first task requires students to write three supporting sentences for each of the given topic sentences, while the second task asks that students rearrange the given sentences correctly to form a proper paragraph. Both these tasks also call for the inclusion of discourse markers to ensure cohesion.

The ability to produce a well-formulated paragraph is a vital skill to acquire in terms of academic writing. The ability to write a good paragraph ensures that the reader can follow

and understand the logic behind a person's writing (Byrnes, 2006). Byrnes (2006) further argues that a good idea is not sufficient to write a good piece of academic text, as the organisation of the writing is essential for it to make sense. Broad, Shahabudin, Taylor and Turner (2006) state that any paragraph should contain a well-constructed topic sentence with several relevant supporting ideas and ending with a concluding sentence. However, Broad et al. (2006) emphasise that it is not enough that students just add these paragraph components, especially the supporting ideas, but that they are written in a logical order with the one idea flowing into the next. Van der Walt and Nienaber (2012) state that the most effective manner to accomplish organisational cohesion within an academic paragraph is to make use of discourse markers. Therefore, students should have extensive knowledge and comprehension of this category of academic vocabulary.

Several of the principles outlined in the TESOL curriculum design model (cf. Table 4.1) are relevant to these specific tasks. Since discourse markers form a crucial part of both these activities and will feature in numerous activities and tasks before these two, the principles of *frequency, space retrieval* and *strategies* and *autonomy* are relevant. Other applicable principles are *teachability, learning burden* and *interference.* With regard to *teachability* and *interference*, the sequence of the tasks, including previous tasks, will be structured in such a manner that it would be favourable for students to make use of previous knowledge gained (*learning burden*) to complete the tasks suggested in these activities. These tasks also address the principle of *time on task(s)* due to the repetition and integration of several skills in various tasks and will, in turn, promote the principle of *depth of processing*, which stipulates that students should be encouraged to internalise these academic literacy abilities. Furthermore, the fact that students will be able to see the relevance and value of previously taught academic literacy abilities and knowledge, could also increase their *motivation* for acquiring the academic literacy needed to prosper in HE.

It can be assumed that the ability to appropriately structure an academic paragraph within a larger piece of academic writing is also dependant on students' analytical and logical reasoning abilities, as well as their knowledge regarding text structure. Bashin (2014) confirms this assumption and states that students need to be able to think analytically with regard to the information that they are planning to include in their paragraphs. This is to ensure that their paragraph does not consist of random facts about the specific topic, but formulates a proper academic argument (Bashin, 2014).

Since students will be required to include well-supported arguments in their academic paragraph, it is also fair to suggest that repeated writing of well-formulated paragraphs will ultimately develop students' research skills. Firstly, students will have to find relevant, as well as reliable sources through research to include in their writing, Secondly, they will also have to apply the ability to synthesise the gathered information logically and appropriately to construct their academic paragraphs. Furthermore, this information also has to be paraphrased to avoid plagiarism. Lastly, in addition to paraphrasing the information, students also need to properly reference the sources used.

The second activity in the academic writing category involves the visual representation of data. This activity focuses on students' ability to interpret data in a written format, as well as create a graph to represent the interpreted data.

Activity 2: Represent data in a visual format

Data visualisation is a general term that describes any effort to help people understand the significance of data by placing it in a visual context. Patterns, trends and correlations that might go undetected in text-based data can be exposed and recognised easier with data visualisation software, such as Microsoft Excel.

Task 1: Draw a graph

1. Study the following data carefully and calculate the total students enrolled in the Faculty of Education for each year, as well as the number of students that deregistered per year.

In 2016, the Faculty of Education had 650 enrolled students at the UFS. The number of student enrolment increased by 24% in the following year, with 10% of the students from the previous year (2016) deregistering. Over the following two years, the number of enrolled students increased by an average of 15% per year with no student deregistrations. In 2019, 7% of the students deregistered, while there was a 9% increase in student numbers in the Faculty of Education. The year 2020, saw the biggest increase in enrolment of students, which was calculated at 29% more than in 2019. However, 18% of the previous year's students decided to put their studies on hold.

- **Remember to round your calculated values to the nearest whole value.**

- Make use of the provided space to do your calculation

_____
_____
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2. Complete the table below to indicate the total enrolled students, as well as the deregistered students in the Faculty of Education from 2016-2020.

Table X.X: Faculty of Education student numbers

	2015	**2017**	**2018**	**2019**	**2020**
Total enrolled students					
Total of students that deregistered					

3. By making use of the information in the table above, create a line graph that illustrates the total number of Faculty of Education student numbers per year. Also, show the number of students that deregistered their Educational studies for each year.
4. After completing your line graph, write a paragraph in which you discuss the growth in student numbers in the Faculty of Education from 2016 to 2020. You can make use of some vocabulary to discuss your line graph included in Table YY.

Table YY: Vocabulary to describe trends

Verbs		Adjectives		Adverbs	
rise	increase	sharp	rapid	dramatically	rapidly
steady	stay constant	huge	dramatic	hugely	massive
peak	plummet	substantial	considerable	sharply	steeply
fall	decline	significant	slight	considerably	slightly
reduce	collapse	small	minimal	substantially	significantly

The second activity in this academic writing ability category focusses on the creation, interpretation, and integration of visual data in academic writing. These are important skills to develop in the HE environment (Kvale and Brinkmann, 2015) (cf. 3.3.4, 3.3.5). This includes the creation of graphs, figures, and charts to represent data collected through research. The specific "*writing workshops",* as suggested earlier, could be held in the computer labs to provide students the opportunity to make use of spreadsheet programmes, such as Microsoft Excel to create graphs and other visual data representation. This would allow the students hands-on experience to enhance the acquisition of this literacy ability. Aparicio and Costa (2014) state that the use of visual data representation can be an effective tool, if used appropriately, to present data that would otherwise be difficult to understand in only a written format. According to Friendly (2008: 7), the "main goal of data visualisation is to communicate information clearly and effectively through graphical means and providing insights into a rather sparse and complex data set by communicating its key-aspects in a more intuitive way". He further argues that in order for students to create and incorporate visual data within their academic writing, they need to be able to apply several academic literacy abilities, such as comprehension of academic vocabulary, applying analytical and logical reasoning abilities, and also making use of certain academic research skills (cf. Table 6.2) (Friendly, 2008).

The first relevant principle of the TESOL curriculum design that is applicable is that of *output*. After students have organised the provided data, they are encouraged to produce a well-structured academic paragraph in a written mode in the target language or second discourse (CALP). This activity also addresses the principle of *language system*, since the interpretation of data and the representation of the interpreted data in a written format are generalisable to their (students) other academic modules in HE. Since a significant portion of this activity also includes the writing of an academic paragraph, the principle *depth of*

learning is also relevant to this specific activity. Lastly, the interpretation and representation of the data in a written mode allow for students to use their own thought processes, thus, the principle of *learning style* could also be argued for.

In terms of understanding academic texts, students need the ability to understand the data in written format. Then again, with regard to analytical and reasoning abilities, students will have to be able to identify the most relevant and appropriate information to be included in the visual representation. Furthermore, students' academic research skills also become vital during this activity, since they will need to interpret the collected data and decide how to best represent it visually. Lastly, because this activity also includes a writing component, where they have to discuss the information included in the graph, it also develops students' academic writing skills and their ability to write succinctly.

The next academic literacy category, analytical and logical reasoning abilities, refers mostly to critical thinking abilities and is crucial to students' academic success in an HE environment.

10.2.5 ANALYTICAL AND LOGICAL REASONING ABILITIES

The second last academic literacy skills category is analytical and logical reasoning abilities (cf. Table 3.1) and includes skills, such as actively and constructively participating in academic discussions by way of developing an academic argument, distinguishing between facts and opinions and interpreting visual data. Except for the ability to integrate visual data with written work, all nine Faculty of Education lecturers (n = 9) rated the skills included in this category as highly important with a mean of 3.42 (cf. Table 7.1) in the QuestBack questionnaire. These academic literacy skills include the ability to actively participate in academic discussions, interpret visual data, apply relevant processes in academic argumentation, and develop a valid thesis statement (cf. Table 7.1; Table 7.2). The importance of these analytical and logical reasoning abilities was also confirmed by the responses from the online questionnaires of the EALH1508/Education students (n = 446), with only 21 of the student participants indicating that they found no use for these analytical and logical reasoning abilities (cf. Table 7.3). The analysis of the EALH1508 textbook, as well as the study material of the selected Education modules, indicated that applying relevant processes during academic argumentation and developing a main argument are not sufficiently covered during the course of the EALH1508 module (cf. Table 6.2). Although it seems that there are adequate activities that require students to interpret visual data in

the EALH1508 course, it may be misleading, since the focus is mainly on pictures, photos, and images, and not on graphs and figures (Williams et al., 2012: 3; 40-41; 82; 83; 171).

The information received from the open-ended questions raised some concerns in terms of the development of students' analytical and logical reasoning abilities. Several students (n = 117) mentioned that they still struggle to apply skills associated with this category, such as interpreting graphs, developing a convincing thesis statement, and distinguishing between relevant and irrelevant information (cf. 8.2.3). This was corroborated by the facilitators' questionnaire responses, with the most emphasis placed on students' lack of skills to formulate convincing academic arguments with proper support (cf. 8.2.3). Moreover, during the FGD, both the Faculty of Education lecturers and EALH1508 facilitators felt that students struggle to articulate and support an academic argument, as well as interpret given graphs and figures (cf. 8.2.2; 8.2.3). Lastly, the items in the ALDI-test that assessed students' analytical and logical reasoning abilities were some of the lowest in terms of final scores with a 43% average. There was also very little improvement from the pre-test to the post-test, with only a 1% increase (cf. Table 9.5). This shows that there is a need to enhance the development of students' critical thinking abilities.

In an effort to address this shortcoming in terms of the current Humanities academic literacy course, as well as the concerns raised by all three the participant groups, the following are examples of the types of activities that could be incorporated to foster these skills.

Activity 1: Text structure

Text structure refers to how information is organised within a specific text. This structure depends on the information the writer wants to convey. Thus, it depends on the goal the writer has in mind (for instance, whether it is to describe something or to shed some light on a pressing issue) that determines the structure of the argument presented in the text. Some of these text structures include:

- **Problem and solution: states one or more problem(s) and provides one or more solution(s) to the problem(s).**
- **Description: explains a topic, idea, concept, person, place, event, or object by providing characteristics, features, or giving examples.**
- **Compare and contrast: describes what is similar and/or different about two or more subjects.**

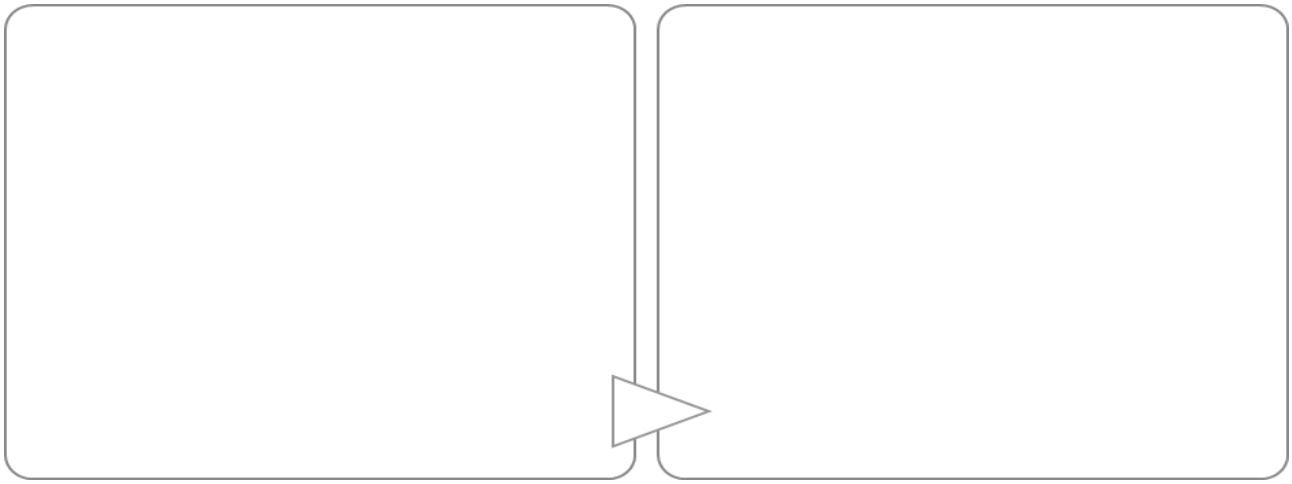
- **Chronological/sequencing: provides information in the order in which events, actions, or steps occur.**
- **Cause and effect: explains how something happened and the effects that the occurrence has.**

Task 1: Text structure

1. Read the following passage. On your own decide what type of text structure (discussed above) is used by the author.
2. Highlight any words or phrases that give you clues as to the text structure
3. Make notes of the important information included in the text.
4. Finally, use the notes you made of the texts and complete the graphic organiser provided below the text.

- (Remember, the graphic organiser should only contain the key ideas of the text and should reflect the main idea that the author is presenting).

"Similar to Freire's (1970/1993) notion of banking, some teacher education programmes can be depositors of information and the teacher education students are the depositees. The challenge of teachers becoming transformative intellectuals resides in this resistance of teachers being technicians who are simply transmitters of knowledge. In contrast, transformative intellectuals critically examine the world and its processes, including the political and educational institutions that maintain social inequalities, and subsequently, transform it." [25]



Graphic organiser for Task 1.

[25] Freire, P. 1993. Pedagogy of the oppressed. New York: Continuum Books.

Task 2: Cause and Effect

1. Read the following text.

> "One of the most important developments in contemporary special education is the inclusive education movement. Although inclusion has had a significant influence on policy, research, and practice, it has multiple meanings that range from mere placement of students with disabilities in a general education classroom to the transformation of the philosophy, values, the practices of entire educational systems. Most experts agree that if inclusive education focuses on the transformation of the educational systems then…"[26]

2. After reading the text decide what you think the possible effects of this scenario could be. Try to identify at least three possible effects.
3. Use the information in the scenario, as well as the effects that you decided on, and draw and complete a graphic organiser to illustrate your answer.
4. Use your completed graphic organiser and write the three ideas in full sentences, adhering to academic writing conventions, such as the use of transitional devices.

As mentioned in the instructions of this activity, text structure refers to the type of argument an author is trying to convey in a specific academic text. These texts could be a descriptive, cause and effect- or compare and contrast text (Fresch, 2016). However, it is not necessarily the case that a complete academic article is dedicated to just one type of text structure, as it can include several structures. The importance of exposing students to all these types of text structures is a vital component in the development process of students' ability to formulate and interpret academic arguments (Fresch, 2016). This is, thus, directly linked to analytical and logical reasoning abilities.

The two activities included in this section relate to several of the suggested principles of the TESOL curriculum design. Firstly, the principle of *output* is applicable, since students are required to produce well-formulated academic writing adhering to academic conventions in the target language. Since the skills taught during these activities are transferable and generalisable to the students' other academic modules, the principles of *motivation* and

[26] Artiles, A. J., Kozleski, E. B., Dorn, S. and Christensen, S. 2006. Learning in Inclusive Education Research: Re-Mediating Theory and Methods with a Transformative Agenda. *Review of Research in Education,* 30: 65-108.

language system are also relevant. Furthermore, several aspects of this activity require students to apply previous skills and knowledge taught in the course, which lends itself to the principles of *frequency, spaced retrieval*, *fluency, learning burden*, as well as *depth of processing* (cf. Table 4.1; 4.2.3). As mentioned, this activity aims to bring together several aspects that were taught in previous lessons, such as discourse markers, identifying main idea(s) and academic writing conventions, the principle of *interference* is also adhered to.

Tasks 1 and 2 can also be associated with academic reading abilities, as well as academic vocabulary comprehension. Saunders-Smith (2009) argues that in order for a student to identify the text structure of any academic reading, they first have to have the competency to read and understand academic writing. However, she further argues that all text structures make use of different discourse markers to indicate the specific structure being used, such as *instead o*f, *nevertheless*, *due to, hence,* and *until* (Saunders-Smith, 2009). Therefore, students need to understand the meaning of the discourse markers to assist them to identify the particular text structure and argument that is being conveyed in a particular academic text.

Lastly, in addition to identifying the text structure of the paragraph used in the activity above, it also requires students to produce a graphic organiser for the extract given. One of the prerequisites of producing a graphic organiser is that it has to contain only the key information, words or phrases, of the text that is provided (Fitzgerald, McCullagh and Wright, 2010). Hence, students need to apply a reading comprehension note-taking technique, such as the SQ3R system (cf. 10.2.1), to successfully complete this activity, which further strengthens the suggested Integrated approach (cf. 2.6.3).

Activity 2 relates to the articulation of an academic argument in a verbal format.

Activity 2: Academic Discussions

An academic discussion is an organised, and civil conversation about a specific topic between two or more people that the participants have been studying.

Here are some guidelines to consider during an academic discussion:

- Allow everyone a chance to speak
- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.

- Listen carefully and actively to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- Be courteous. Do not interrupt or engage in private conversations while others are speaking. Use attentive, courteous body language.
- Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- Recognise that we are all still learning. Be willing to change your perspective, and make space for others to do the same.
- Commit to learning, not debating.
- Avoid blame, speculation, inflammatory language.
- Avoid assumptions about others, especially based on their perceived social group.

Task 1: Academic discussion

Topic: Should postgraduate educational qualifications be made compulsory for all teachers?

1. Get into groups of 4 and discuss this issue amongst yourselves and prepare a valid and well-organised argument as per the guidelines provided by your facilitator in the previous class (15 minutes).
2. This argument should also be written down, making use of academic writing conventions, as explained in the previous lesson. (i.e. formulating a well-formulated main argument; supporting the main argument through credible academic support, and countering opposing points of view).
3. Now, discuss your argument with the rest of the class.

The reason for the inclusion of this specific activity is not necessarily the focus on the discussion part, but rather on the articulation of academic arguments, as well as countering opposing points of view. The purpose of an academic discussion is three-fold according to Annesley (2010). Firstly, it involves the formulation of a well-formulated main argument. Secondly, supporting the main argument through credible academic support, and, thirdly, countering opposing points of view. Harmer (2006) emphasises the importance of being able

to take part in academic discussions, especially in the HE environment, by stating that it is only through academic discussions that possible solutions can be formulated for the questions of the 21st century.

The second activity included in the Analytical and logical reasoning abilities can directly be linked to the principle of *output* as stipulated in the TESOL curriculum design (cf. Table 4.1). Students do not only have to produce their academic arguments in an oral mode but also in a well-structured academic written format. The formulation of academically supported arguments is also relevant to most spheres in the HE environment and can, therefore, also be associated with the principles of *language system* and *motivation*. The components of this activity also address several previously taught skills, such as formulating well-supported academic arguments, which is one of the requirements of *keep moving forward*. This, the inclusion of skills already acquired in a more complex manner, ensures that students internalise the abilities and knowledge more effectively (*depth of processing*).

Zwiers and Crawford (2011) are of the opinion that for a student, and specifically students that are not yet sufficiently proficient in academic discourse, to effectively and actively participate in an academic discussion, they should make use of several academic literacy abilities. The most important academic literacy ability that forms part of academic discussion is analytical and logical reasoning (Zwiers and Crawford, 2011; 2007). However, they argue that it does not only form part of the discussion process, but also develops continuously while a student participates in regular academic discussions (Zwiers and Crawford, 2011). Mercer and Littleton (2007: 49) agree with this statement, but also add that an added benefit of academic discussions is the improvement of students' academic vocabulary, and as they call it, "their field of interest terminology". They argue for students to be able to prepare for any academic discussion, they need to research the topic thoroughly, which involves the extensive reading of academic articles and texts (Mercer and Littleton, 2007). Zwiers and Crawford (2011) further emphasise that students need to able to identify and follow the author's line of argumentation, especially being aware of the signposting used in academic texts with regard to argumentation. From these arguments, it becomes clear that including academic discussion activities in the academic literacy curriculum, will potentially have the added benefit of developing students' academic reading abilities and research skills. Lastly, academic discussion also promotes the development of active listening abilities. Zwiers and Crawford (2011) claim that it is only through active listening that students will be able to engage in academic discussion. They state that in order for students to respond during a

discussion, they first have to analyse the argument of the opponent before they can provide a counter-argument.

The final suggested activity associated with analytical and logical reasoning abilities focusses on the interpretation of visual data.

Activity 3: Visual data interpretation

A lot of data are often contained in a graph or chart that accompanies a text. It is usually the case that only some of the information is referred to in the reading. It is, thus, up to you to examine the chart or graph in detail. Therefore, it is always a good habit to examine the graphics in a text before you start reading. Importantly, there is a typical way to examine or write about a graph or chart. The steps to follow are:

- Look at the title of the graph or chart;
- What is represented by the X- and Y-axis?;
- How may categories are contained in the chart or graph?;
- Is there something unique?

Task 1: Interpret visual data

1. Examine the graph below and make notes on what the graph represents.

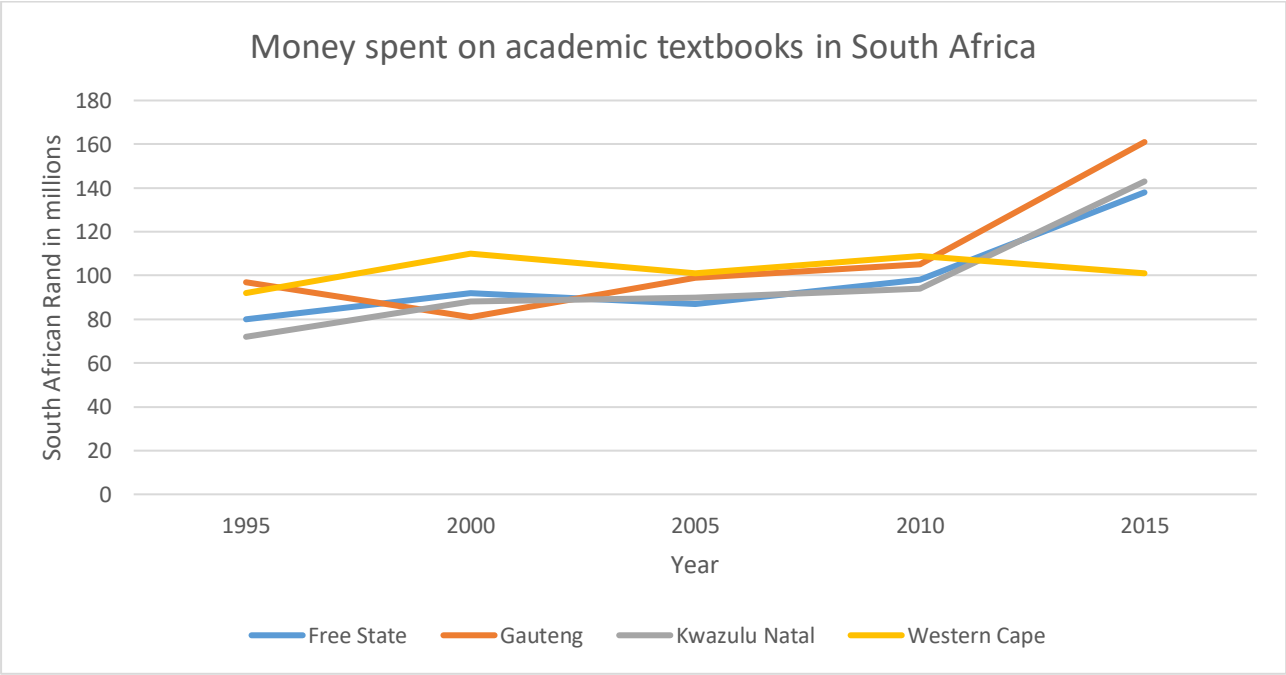


Figure z: Money spend on academic textbooks

Task 2: Paragraph writing

1. After you have interpreted the graph, write a well-structured six-sentence comparison paragraph detailing the trends of the different provinces in South Africa in terms of academic textbooks sold. Please make use of all the academic writing conventions taught in class.

With the ever-growing prominence placed on the development of scientific inquiry skills, corroborated by the Faculty of Education lecturers (cf. Table 7.1; 8.2.2), the interpretation of visual data has become increasingly important, particularly in the world of academics (Glazer, 2011). The importance of this literacy ability is further emphasised by the document analysis since it falls within the 2nd highest-ranking academic literacy category (cf. Table 6.2), and the perceived usefulness to students' academic studies (cf. Table 7.3). Despite its apparent importance, Glazer (2011) argues that because of the complex and challenging nature of visual data interpretation, it is one of the most underdeveloped skills of graduating students. According to Vanson (2011), one of the foremost reasons that students struggle to interpret visual data is students' lack of adequate academic vocabulary and subject-specific terminology knowledge. Vanson (2011) further states that insufficiently developed academic vocabulary could lead to misinterpretation or misconceptions about specific terms.

Another possible reason that can be attributed to students' poor visual data interpretation skills is their insufficient knowledge regarding basic empirical research procedures and components (Makar and Rubin, 2009). This, in turn, can cause that students may lose track of the bigger picture, such as the research questions and aims of the research, which may result in students not understanding the purpose and relationship of the visual data representation and the research topic (Makar and Rubin, 2009). This clearly demonstrates the strong relationship between analytical and logical reasoning abilities and academic research skills. The proposed activity also has a writing component, as students have to write a well-structured paragraph based on their interpretation of the data contained in the graph. This type of activity will not only provide opportunities for practicing and the development of the students' writing abilities but also their vocabulary knowledge in terms of using comparative transitional devices to effectively describe the visual data.

Similar to the previous activity in this academic literacy category, the principle of *output* is the most relevant principle of the TESOL curriculum design (cf. Table 4.1) that is being adhered to in this task, since students are required to produce a well-constructed academic

paragraph written according to academic writing conventions. The skill to interpret and represent data included in a graph is also generalisable and transferable from their (the students) academic literacy course to their other academic modules, thus linking to the TESOL curriculum principle of *language system*. This would, therefore, increase students' *motivation* to acquire the skill more effectively, which links strongly with the suggested principle of *depth of processing*.

10.2.6 RESEARCH SKILLS

Of the six academic literacy categories that form part of this study's academic literacy construct, it was found that academic research skills are the most under-represented and least developed (cf. 6.2.2). The comparison between the two sets of data received from the document analysis showed that all 11 research abilities in this category are insufficiently covered in the literacy textbook (cf. Figure 6.12, Table 6.3). Furthermore, from the document analysis, a significant gap in terms of the perceived importance of academic research skills was found, since it was ranked as the most important group of academic literacy abilities in Education modules, but the 2nd least represented in the EALH1508 course (cf. Table 6.2). This notion is further supported by the opinions of both the students (n = 446), as well as the EALH1508 facilitators (n = 20). An average of 12 (60%) of the facilitators indicated that *Too little* or *Far too little* time was spent on developing students' research skills, while 312 (70%) of students' voiced the same opinion (cf. Table 7.1). With the high value placed on academic research in the HE environment (cf. 3.3.6), it is imperative that adequate developmental opportunities are provided for students to develop these literacy abilities.

All three stakeholder groups indicated that the students' academic research skills were the least developed in the open-ended questions of the questionnaires (cf. 8.2.3), with the lecturers particularly concerned about this fact. During the lecturer FGD, the issue was raised again, specifically referring to referencing, paraphrasing, making use of relevant and reliable sources, and supporting an argument with reliable literature as needing further development (cf. 8.2.3). However, it was also suggested that the lack of students' critical thinking abilities might be the root cause of their inadequate research skills (Paul and Elder, 2008). Furthermore, students were also critical regarding their research abilities, with several listing this as their worst literacy ability (cf. 8.2.3).

Due to the nature of the ALDI-test, as well as the conditions under which it is written, only students' ability to paraphrase was tested. That specific section of the test; however, yielded the worst results, with an average of 36%, with a 2% increase from pre- to post-test (cf. Table 9.5). This meagre improvement could be attributed to the lack of opportunities for students to practice this vital skill with only one activity dedicated to this component (Williams et al. 2012: 132) in the current EALH1508 course.

Below are four suggested activities to potentially address the concerns listed with regard to paraphrasing, referencing, and synthesising information from different sources.

Activity 1: Paraphrasing

When you paraphrase, you take someone else's ideas and put it into your own words. When paraphrasing you should focus on the meaning of the text rather than the words themselves. The following strategies can be used when you paraphrase:

- change the word form;
- use synonyms or alternative words and phrases;
- change active voice to passive voice and vice versa;
- use reversals and negatives without changing the meaning;
- move phrases and modifiers;
- do not change concept words, special terms or proper nouns; and
- make abstract ideas concrete.

However, it is important to remember that you need to use these strategies simultaneously. If you, for example, just make use of synonyms and nothing else, then it still constitutes plagiarism.

Task 1: Paraphrase the paraphrase

1. Find a partner. Each one chooses one of the texts below to paraphrase.
2. Next, exchange your paraphrased text with your partner.
3. Now, paraphrase your partner's paraphrased text.

Text A: Marginalization is perhaps the most dangerous form of oppression. A whole category of people is expelled from useful participation in social life and thus potentially subjected to severe material deprivation and even extermination. The material deprivation

marginalization often causes is certainly unjust, especially in a society where others have plenty.[27]

Text B: Cultural imperialism involves the universalization of a dominant group's experience and culture and its establishment as the norm. Often without noticing they do so, dominant groups project their own experience as representative of humanity as such. Cultural products also express the dominant group's perspective on and interpretation of events and elements in the society, including other groups in the society, insofar as they attain cultural status at all.[28]

A vital skill that should be taught in an academic literacy classroom is academic writing using various sources. This entails reading an academic text and transferring some of the content from the reading to writing in the form of paraphrasing (Hirvela, 2013). In addition to avoiding plagiarism, the ability to paraphrase also helps students to monitor their comprehension of a specific text, as well as incorporate newly-gained knowledge with that which they already know regarding a particular topic (Kletzien, 2011). However, paraphrasing is also one of the more difficult academic literacy abilities to fully master, and need ample time and practice to reach an acceptable level of efficiency (Pecorari, 2003). Pecorari (2003) elaborates on the difficulty to acquire paraphrasing abilities, especially for L2 students, by stating that the reason for this is because paraphrasing is dependent on several other academic literacy abilities, such as academic reading, extensive vocabulary comprehension, knowledge of academic English language structures, understanding of the text being paraphrased, the ability to synthesise, the aptitude to identify relevant information, as well as the students' writing abilities.

Alexander et al. (2008) explain that before students can paraphrase a particular text, they first have to read the text with comprehension and find possible links with the topic under investigation. Furthermore, they also need to be able to link similar arguments and support from different academic sources, thus, synthesising information (Pecorari, 2003). Since paraphrasing involves strategies, such as changing sentence constructions and making use

[27] Young, M. 2010. Five faces of oppression. In: Adams, M. and Bluenfeld, W.J. (Eds.). Readings for diversity and social justice. New York: Routledge. pp. 35.
[28] Ibid., p. 45

of synonyms, alternative words and phrases; students need to gain access to a vast vocabulary bank to utilise (Chase, 2011; Pecorari, 2003). Furthermore, when paraphrasing, only specific and relevant information should be selected for inclusion in their own academic writing, thus, requiring the student to identify relevant information form the specific text (Pecorari, 2003). Seeing that paraphrasing involves the writing of other authors' ideas in the students' own words, this activity will also aid in the development of their academic writing ability. Hagaman, Casey and Reid (2016) argue that, in addition to the above-mentioned abilities, paraphrasing also necessitates note-taking and summarising abilities. Hagaman et al. (2016) further explain that due to the substantial amount of reading that is required during the process of academic writing, students need good note-taking and summarising abilities to ensure that the essential information from all academic sources consulted can be used during the paraphrasing phase.

The first principle of the TESOL curriculum design (cf. Table 4.1) that is of particular relevance is *output*. Students are required to produce written paraphrased paragraphs as a result of this activity. This activity is also strongly linked to the Frayer model activity, suggested as part of the academic vocabulary category, and therefore, address the principles of *deliberate learning* and *learning burden*, due to the aspect of building on previously gained knowledge regarding vocabulary, grammar, and academic writing conventions. This activity also provides students the opportunity to monitor and beware of their own learning, as well as apply the knowledge and skills that they have gained during the course of this module (principles of *strategies and autonomy* and *keep moving forward*). Furthermore, paraphrasing is also an essential academic literacy ability that could be used in any, and all, academic modules and programs, thus, adhering to the principles of *language system*. In turn, this transferability and value of this specific ability in the HE environment should increase their *motivation* to acquire the skills of paraphrasing.

Paraphrasing is an excellent example of the integrated nature of academic literacy abilities. It also shows the interdependence of academic literacy abilities, in the sense that a person cannot successfully apply one of these skills, without proper knowledge regarding other literacy abilities (Baba, 2009). The second group of activities is an example of scaffolded referencing tasks, where the tasks get increasingly more complex from the first to the last task.

Activity 2: Referencing

Writers need to acknowledge the sources that they use, whether the information comes from a journal, a book, or a website. This is an extremely important convention within the academic world. As a university student, you are part of this world and it is always expected of you to provide references to the sources you use in your writing. These sources can range from academic books and academic journal articles to the Internet. Within the Faculty of Education, you are expected to make use of the Harvard referencing technique.

Within this context, a bibliography entry for a journal article should look like this:

> Surname, Initials. Date. Title of article. *Name of journal in italics*, Volume number (Issue number): page numbers of article.

Task 1: Referencing (Part 1)

1. Use the following information to write a bibliography entry:

- Author: Kevin Kumashiro.
- Year: 2000.
- Title of article: Towards a Theory of Anti-Oppressive Education.
- Journal: *Review of Educational Research.*
- Volume: 70.
- Issue: 1.
- Page numbers: pp. 25-53.

Task 2: Referencing (Part 2)

1. Look at the following information from a journal that was used in an assignment. Write a bibliography entry for your assignment.

An article entitled "*English-medium education in a multilingual setting: A case in South Africa*" was published in "*International Review of Applied Linguistics in Language Teaching*" in 2014. It appeared on pages 205-220 in the second issue of the 52nd volume.

Task 3: Referencing (Part 3)

1. This is an article used in one of your Education modules. You are required to make use of the information in this article for your summative assessment. Create a bibliography entry for this journal article.

Review of Educational Research
Spring 2000, Vol. 70, No. 1, pp. 25-53

Toward a Theory of Anti-Oppressive Education

Kevin K. Kumashiro
Swarthmore College

This article reviews the developing literature on anti-oppressive education (i.e., education that works against various forms of oppression) by summarizing and critiquing the four primary approaches that educational researchers have taken in conceptualizing (1) the nature of oppression and (2) the curricula, pedagogies, and policies needed to bring about change. These four approaches to anti-oppressive educa-

Referencing can be defined as “recording or citing all the information sources used in both academic and technical writing relative to applicable referencing conventions” (Birrell, Taylor and Ward, 2010: 49). This is one of the academic literacy abilities that can strongly be linked to Schumann’s Acculturation Model (cf. 2.3.2), since academic referencing is one of the most important academic conventions required in HE. Plagiarism is one of the most prominent problematic issues in an academic research process, as well as one of the main causes of compromising the academic integrity of the researcher, and referencing, in addition to paraphrasing, is one of the most effective ways to avoid committing it (Birrell et al., 2010). However, referencing is far more than avoiding plagiarism. According to Bryson (2012), referencing also allows the reader to see how rigorous and meticulous the writer’s research process was. Furthermore, it also provides the reader with clear information where the writer’s arguments start and end, thus, providing a distinct separation between the writer’s ideas and those taken from another author (Bryson, 2012). Birrell et al. (2010) further emphasise that it is not just written work that has to reference, but also drawings, statistics, figures, tables, pictures, or any other information that is not considered as original ideas of the writer.

Another important aspect of referencing all consulted sources is that it allows other researchers who are conducting their own researchers on the same, or similar, topic to refer to the primary sources to gain additional information (Rizvi, 2005). Rizvi (2005) further argues that the ability to properly reference academic sources strengthens a student's academic integrity, as well as academic competency. Fry, Ketteridge, and Marshall (2009) are of opinion that the ability to reference informs several other aspects of academic studying in a HE environment, such as enabling students to appreciate the fact that not all academic ideas that are presented in academic texts are original and that it is necessary to use information from several different sources to write coherent pieces of academic writing, whilst still upholding academic integrity. Lastly, several studies have shown that through referencing, students can develop their own meta-cognitive and self-efficacy abilities regarding what they already know, as well as what they can do in terms of academic writing (Fry et al*.,* 2009).

The suggested activity is designed in such a manner that it scaffolds from an undemanding activity, where all the different components of the referencing formula are provided, to far more complex tasks where students have to select the relevant information from an article by themselves. This scaffolded process allows students to gradually acquire the technique, which allows for better internalisation of the academic literacy ability (Krashen, 1981) (cf. 2.3.1). This scaffolded format could be adapted for all other academic sources; namely, academic books, internet sources, conference proceedings, and newspaper articles. Bryson (2012) suggests that these types of activities be repeated regularly for students' to internalise the correct format of a chosen referencing style. Although one might argue that the referencing activities included here are not a true reflection of the complexity of referencing as a skill, the intention was to provide students with a basic knowledge of academic referencing that could be further developed in the years to follow.

As already discussed, referencing is a requirement in any academic environment and are generalisable and transferable to all spheres of tertiary education. It can, therefore, be argued that this activity addresses the principle of *language system*. This importance in HE will also increase the *motivation* of students, as they will recognise the value of this particular skill for their future studies. Lastly, these tasks can also be linked to the principle of *comprehensible input*, due to the scaffolded nature of the activities.

Activity 3: Synthesising

A synthesis is a written discussion that draws on more than one source. Your ability to write a proper synthesis depends, thus, on your ability to infer relationships among different sources, such as essays, articles, fiction, and also non-written sources, such as lectures, interviews, observations.

Furthermore, it is expected of you to go beyond the critique of individual sources to determine the relationship between them. Is the information in source B, for example, an extended illustration of the generalizations in source A? Would it be useful to compare and contrast source C with source B? Having read and considered sources A, B, and C, can you infer something else - D (not a source, but your own idea)?

Since a synthesis is based on two or more sources, you will need to be selective when choosing information from each. What you as a writer must do is select the ideas and information from each source that best allow you to achieve your purpose."

Task 1: Read the following sections

1. Carefully study the following paragraphs regarding school bullying from different authors.

Paragraph 1: "Bullying is any behaviour that is initiated by one or more students against a victim or victims that causes physical or psychological intimidation. Bullying behaviours can be classified as either direct (such as teasing, threatening, hitting, or stealing) or indirect (such as rumour spreading or social isolation). Boys typically employed direct methods of bullying, while girls tend to use indirect methods. Either way, behaviours must occur repeatedly overtime to be classified as bullying."

Whitney, I., and Smith, P. K. (1993). A survey of the nature and extent of bullying in junior/middle and secondary schools. ***Educational Researcher***, 35(1): 3-25.

Paragraph 2: "Bullying in schools is a worldwide problem that can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear. Bullying can also have negative lifelong consequences? Both for students who bully and for their victims. Although much of the formal research on bullying has taken place in the Scandinavian countries, Great Britain, and Japan, the problems associated with bullying have been noted and discussed wherever formal schooling environments exist."

Ahmad, Y., and Smith, P. K. (1994). Bullying in schools and the issue of sex differences. In Archer, J. (Ed.), *Male Violence*. London: Routledge.

Paragraph 3: "Bullying is comprised of direct behaviours, such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. In addition to direct attacks, bullying may also be more indirect by causing a student to be socially isolated through intentional exclusion. While boys typically engage in direct bullying methods, girls who bully are more apt to utilize these more subtle indirect strategies, such as spreading rumours and enforcing social isolation. Whether the bullying is direct or indirect, the key component of bullying is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse."

Smith, P. K., and Sharp, S. (1994). *School Bullying: Insights And Perspectives*. London: Routledge.

Task 2: Synthesising

1. Make use of the synthesis matrix below by selecting and inserting the most relevant and essential information from the above three paragraphs written by different authors.

	Paragraph 1	**Paragraph 2**	**Paragraph 3**
Main idea 1			
Main idea 2			
Main idea 3			

Synthesis matrix for Question 1

2. Make abbreviated notes of the identified information.
3. Make use of your note and a paragraph in your own word, thus, you have to paraphrase the selected information.
4. Also, provide in-text references in your paragraph.

According to Eaton (2012; Meyer, 2006) synthesising is one of the more complex and intricate academic skills to acquire, as it is a combination of several other academic literacy abilities. Meyer (2006; Eaton, 2012) elaborates that the ability to successfully write a synthesis depends largely on a student's mastery of academic reading, summarising abilities, proficiency of academic writing skills, knowledge of academic vocabulary and

terminology, note-taking abilities, analytical and logical reasoning competency, and also the student's ability to identify reliable and relevant academic sources. Daniel (2014) agrees with the previous statements and adds that a person cannot synthesise academic information if they have not previously acquired the above mentioned academic literacy abilities. Daniel (2014) argues that a student first has to be able to identify reliable and relevant sources with regard to the topic under investigation. However, these two abilities, to identify relevant, as well as reliable information, are dependent on the student's ability to critically read academic text, which, in turn, is reliant on their extensive knowledge of academic vocabulary and subject-specific terminology (Daniel, 2014; Meyer, 2006). Furthermore, to successfully synthesise information from several academic sources, a student should also be equipped with excellent note-taking and summarising skills, due to a large amount of reading that forms part of academic research (Eaton, 2012). Daniel (2014) elaborates that while students are reading academic texts, they should take extensive notes and summarise the relevant information, before attempting to put everything together, i.e. synthesise. However, Yagelski (2015) stresses the fact that it is important to understand that summarising and synthesising is not the same thing and that there are some distinct differences between the two concepts. She explains that although both these processes involve paraphrasing, a summary only considers the main ideas of a single text, while a synthesised paragraph takes several academic sources into consideration and focusses on both the main ideas and supporting detail (Yagelski, 2015).

The last academic ability that is needed to write a good synthesis is academic writing. Students need to have the ability to formulate well-constructed sentences and paragraphs to convey the different arguments of the sources consulted, whether to support or contradict the viewpoints contained in each paragraph, in such a way that the written text still shows cohesion on sentence- and paragraph level (Meyer, 2006). Eaton (2012) is adamant that this can only be achieved through the effective use of discourse markers throughout the entire piece of writing.

Similar to the suggested paraphrasing activity discussed earlier in this section, the most important principle of the TESOL curriculum design (cf. Table 4.1) is that of *output*, which refers to students being required to produce the secondary discourse (CALP) in a written format, in this case, a well-formulated synthesis of provided academic texts. The principles of *keep moving forward* and *learning burden* are also applicable, since this activity includes academic writing conventions that were covered throughout the course of the academic

literacy module, such as the use of synonyms, discourse markers, paraphrasing, among others. This activity also provides students with the opportunity to monitor and assess their own learning concerning the academic literacy abilities that have already learned, which forms part of the *strategies and autonomy* principle. Synthesising is also a very transferable skill that students could apply to all their other academic modules (*language system* principle). Due to the value and importance of this specific academic literacy ability, students should also be more *motivated* to acquire this skill in a more effective manner (principle of *deliberate learning*).

10.3 CHAPTER 10 SUMMARY

As stated in the introduction, this chapter was dedicated to the discussion of the combined findings of the data analysis of the QuestBack online questionnaires, the focus group discussions, as well as the document analysis of the EALH1508 textbook and the four Education modules' study material. This was done to identify possible shortcomings in terms of the academic literacy abilities offered in the current academic literacy course Education students enrol for, compared to the academic literacy needs of the Faculty of Education. Although it was found that the current Humanities literacy course does meet some of the needs, as advocated by the data, it was also clear that there were several shortcomings in the academic literacy course in terms of insufficient representation of certain academic literacy abilities. Most notably the lack of activities or tasks that aid in the development of academic research skills. Several activities and tasks were suggested to address the identified shortcomings in the current academic literacy course offered, with reasons and support provided for the particular suggestions made.

Taking into consideration the significant difference between the academic literacy abilities needed to successfully engage with the selected Education modules and the academic literacy skills covered in the EALH1508 textbook (cf. Table 6.2; Table 6.3), it seems that adapting the current literacy course to meet the specific literacy needs of Education students is not feasible. The most pertinent additions needed relate to academic research skills, listening and note-taking abilities, subject-specific terminology, and academic writing.

Adding to this, the fact that the current academic literacy curriculum for EALH1508 makes use of content that is mostly irrelevant to the South African context, and unrelated to the students' chosen field of study (cf. 6.3.1), is problematic. A strong argument can be made that the content should be replaced with authentic readings related to their field of study.

According to Butler (2013; Grabe and Stroller, 2002), the use of content that is not relevant to the students' interest, or their field of study, could have a negative effect on the acquisition of their target language (cf. 2.6.1). Butler (2002) emphasises the use of a CBI approach to allow students to realise the value of the content, which could, in turn, enhance the acquisition process. This sentiment is also echoed by Nation and Macalister (2010) as part of the TESOL curriculum design model (cf. Table 4.1). Furthermore, the implementation of a CBI approach will also allow students to develop there faculty-specific content and language knowledge, which would eventually provide them access to their particular discourse community (Carstens, 2012) (cf. 2.4; 2.5).

Another issue concerning the current EALH1508 course is the fact that the assessment plan is not aligned with the specific assessments of the Faculty of Education. The most prominent difference is the academic writing that students are required to complete in their Education modules and the academic writing taught in the literacy course (cf. 6.2.1; 6.3.1). This issue was highlighted during the FGD with both the Faculty of Education lecturers, as well as the EALH1508/Education students (8.2.3) raising this issue. Currently, the EALH1508 course requires students to write paragraphs in the 1st semester and academic essays (with only two body paragraphs) during the 2nd semester. However, these same students are expected to submit summative essay assignments exceeding 1000 words at the end of both the 1st and 2nd semesters as part of their Education modules (cf. 6.2.1). Cliff, Ramaboa and Pearce (2007) argue that an academic literacy curriculum should aim to design its assessment plan to mirror the target audience's assessments in their field of study. For these reasons, it is suggested that the academic literacy course for the Faculty of Education adapt its assessment plan to include academic writing tasks that are closely related to that of the selected Education modules.

Based on the discussion above, it is recommended that a separate course should be developed to better meet the specific academic literacy needs of the Faculty of Education. Thus, in the next chapter, I provide a basic outline of an academic literacy course that could be offered exclusively to the students of the Faculty of Education. I suggest a course structure, the scope and learning outcomes of such a course, as well as a recommended assessment plan that would better meet the academic literacy needs of the Education students. This is done to fulfil the fourth research objective of this study; namely, to develop a separate course that better caters to the academic literacy needs of these students (cf. 1.3.4)

CHAPTER 11: OUTLINE AND MAPPING OF RECOMMENDED ENGLISH ACADEMIC LITERACY COURSE FOR THE FACULTY OF EDUCATION

11.1 INTRODUCTION

Chapter 10 discussed the findings from all the data sets and provided possible activities and tasks to address the shortcomings of the current EALH1508 course regarding the literacy needs of Education students. Keeping these findings in mind, this chapter provides an outline of a proposed academic literacy course for the Faculty of Education first-year students.

Based on the data analysed (cf. Chapters 6, 7, 8 and 9), it is clear that the current EALH1508 course does not sufficiently address the academic literacy needs of the Faculty of Education. This is particularly true in terms of academic research abilities, subject-specific terminology, and academic writing (cf. Table 6, 1; Table 6.3; Table 7.1; Table 7.2). Furthermore, it is also evident that the content does not adhere to a CBI approach (cf. 2.6.1.) as suggested by Butler (2013; Culwin and Lancaster, 2001; Dube, 2016; Roig, 2011; Alexander et al., 2008; Beekman et al., 2016). The importance of implementing a CBI approach is to expose students to the relevant content associated with their field of study (Butler, 2013; Cummins, 2008). This will allow students the opportunity to acquire the relevant academic literacy abilities needed to develop their academic discourse, which would provide them access to the academic discourse community situated within the HE environment (Goodier and Parkinson, 2005). The content in the current course is of little relevance to the Faculty of Education students. In addition, some of the assessment items currently used in EALH1508, such as writing academic paragraphs during the 1st semester and short two body paragraphs during the 2nd semester, are also not aligned with the assessment expectations of the generic Education modules (cf. 6.2.1). Therefore, it becomes apparent that in an effort to answer the fourth research question of this study (cf. 1.2.4), a separate, tailor-made academic literacy course should be designed and developed to meet the specific academic literacy needs of the Faculty of Education more effectively. However, it is still important to note that the new course, which I tentatively name the English Academic Literacy for Teachers (EALT), would still form part of the larger academic literacy programme located in

the ULD, and should therefore still conform to certain criteria. These criteria include the 32 academic credit value of the course, the 320 notional hours, the number of face-to-face contact sessions per week, as well as the duration of the course per semester.

In this chapter, I suggest programme, course and learning outcomes (cf. 11.2.1) for the new literacy course that are based, firstly, on the constructed academic literacy framework (cf. Table 3.1), secondly, on the academic literacy needs of the Faculty of Education and, lastly, the academic literacy- and SLA theories and approaches discussed in Chapter 2. This will be followed by a detailed discussion of the proposed allocation of the allotted notional hours of the course (cf. 11.2.2). A discussion of the recommended course requirements (cf. 11.2.3), as well as the course structure (cf. 11.2.4), which precedes the final section of this chapter; namely, the suggested assessment plan (cf. 11.2.5) for the Faculty of Education academic literacy course.

11.2 SUGGESTED COURSE OUTLINE FOR THE ENGLISH ACADEMIC LITERACY COURSE FOR THE FACULTY OF EDUCATION

In the following sections, suggestions are made regarding the possible outline of a new academic literacy course specifically for students enrolled in the Faculty of Education. This was informed by the TESOL curriculum design model (cf. Chapter 4). As has been argued, the relevance of the TESOL curriculum design can be attributed to the fact that academic English, the discourse required in the HE environment, can be considered an “additional language” (cf. 2.3) that the majority of students that enter tertiary education, whether L1 or L2 speakers, have to acquire to gain access to their specific discourse communities (cf. 2.4). The last four components of this model (cf. 4.2.3; 4.2.4; 4.2.5; 4.2.6); namely, the environment analysis, needs analysis, principles, goals and content sequence, format and presentation, and monitoring and assessment are relevant to this chapter. Firstly, the suggested programme and learning outcomes are discussed, followed by the notional learning hours and course requirements. Furthermore, the module structure is also briefly described in terms of the suggested content as per the constructed academic literacy framework (cf. Table 3.1). I conclude the section by providing an assessment plan for the proposed course (cf. 11.2.5).

11.2.1 PROGRAMME, COURSE AND LEARNING OUTCOMES

Since the English Academic Literacy for Teachers (EALT) course will only be one part of the academic literacy programmes at the UFS, together with the academic literacy courses for Natural Science (EALN), Law (EALL), Economic and Management Sciences (EALE), Health Sciences (EALM), and Humanities (EALH), the programme outcome will be the same as the rest of these courses. As such, the programme outcome will be "*To provide students sufficient and quality interventions to support their development of academic literacy abilities to enhance their chance at academic success".* In terms of the course outcomes for the proposed EALT course, I argue that these should be based on the academic literacy framework (cf. 3.1), due to the importance of these academic literacy skills in the HE environment (cf. 3.3). However, the proposed learning outcomes, which is an elaboration of the course outcomes (Willis and Willis, 2007), are formulated in such a way to mirror the needs of the Faculty of Education as identified during the analysis phase of this study (cf. Table 6.2; Table 7.1; 8.2.2 and 8.2.3) and emphasise the required faculty-specific academic literacy abilities.

Course outcomes can be defined as the broader statements that identify the learning parameters, thus, what students should learn and understand as a result of the course. On the other hand, learning outcomes refer to the concrete terms of what the course outcomes represent, thus, what the students should be able to demonstrate after the completion of the course (Nation and Macalister, 2010; Willis and Willis, 2007). According to the TESOL curriculum design (cf. 4.2.4), it is of vital importance that when developing a curriculum, especially an academic literacy curriculum, it is good practice to break goals down into smaller, well-specified performance objectives (Nation and Macalister, 2010), which will make achieving the goals easier, as well as allow the facilitator to monitor and assess students' progress. Nation and Macalister (2010) further also emphasise that the TESOL language principles (cf. Table 4.1) be considered, as it allows for realistic course goals, and ensures that the content is relevant and useful (cf. 4.2.3). The EALT course outcomes I propose are derived from the comparison of the required academic literacy abilities that were identified during the needs analysis and the constructed academic literacy framework (cf. Table 3.1). In addition, the guidelines suggested in the TESOL curriculum design approach (cf. Table 4.2) were also carefully considered in terms of the proposed outcomes. I, however, suggest one addition, which was highlighted during the various data collection

instruments (cf. 5.4.2.1.1). Since the ability to participate in academic discussions is the only academic literacy ability included in the academic literacy framework of this study that involves the verbal communication of ideas and arguments, it is suggested that it be included as a separate course outcome. The perceived importance of academic discussions in the selected Education modules (cf. Table 6.3; Table 7.1) further supports the inclusion of oral skills as a separate course outcome. Below I propose the course and learning outcomes for the EALT course (Table 11.1)

Table 11.1: Course and learning outcomes for EALT course

#	Course Outcomes	Learning Outcomes
1	Active Listening	demonstrate the ability to listen effectively during lectures, as well as listening to an argument during an academic discussion
2	Critical reading abilities	demonstrate the ability to understand and extract the main ideas and key details of an academic text, as well as develop an appropriate reading speed
3	Academic vocabulary usage	demonstrate the ability to understand and use general academic, as well as subject-specific vocabulary in the correct context
4	Academic writing skills	demonstrate the ability to express information and opinions clearly and with the appropriate organisation in the written mode, according to academic writing conventions, in both short and long coherent pieces of text
5	Critical thinking	demonstrate the ability to apply, analyse, and/or evaluate information without being clouded by one's own emotions and preconceptions, as well as being able to distinguish between fact and opinion; and also between relevant and irrelevant information
6	Research abilities	demonstrate the ability to search for credible and applicable sources and to be able to identify relevant information in these sources. Furthermore, this outcome also refers to the ability to combine information from various sources in an effort to challenge or support an academic argument and finally, to avoid plagiarism through applying an appropriate referencing technique and by paraphrasing the gathered information
7	Oral skills	demonstrate the ability to express opinions about a variety of issues fluently, critically, as well as creatively in the mode of oral discussion

11.2.2 NOTIONAL LEARNING HOURS AND CREDITS

According to Maphosa, Mudzielwana and Netshifhefhe (2014: 360), notional hours refers to the

> workload from the student's perspective, i.e. not looking at how much content one would like to teach but at how much time it takes the average student to achieve deep learning of the knowledge, skills, attitudes and values that are embodied in a particular module/course.

In the case of the proposed EALT course, the notional hours would include any activity linked to the course, such as completing assigned readings, attending contact sessions, preparing for and writing M-reader quizzes (cf. 11.2.5.1), drafting essays, self-study, and writing tests. Since the proposed EALT course will have a credit value of 32, which is the same as the other courses in the academic literacy programme hosted by the ULD at the UFS, it means that students need to spend at least 320 hours throughout the 28-week academic year engaging in activities related to this course (SAQA, 2000). Table 11.2 illustrates the suggested notional hours allocated to the various components of the academic literacy course.

Table 11.2: Proposed notional learning hours for the EALT course

Notional hours for 32 credits = 320 notional hours	
Lectures and in-class related activities	112 hours
Online assessment activities (includes M-reader and essay writing and submission)	48 hours
Independent academic reading and self-study	56 hours
Online academic research activities and workshops	72 hours
Assessments (Summative and Formative)	12 hours
Write Site workshops and individual consultations	20 hours
TOTAL	320 hours

Lectures and other in-class activities are allocated the largest number of notional hours (112 notional hours). This allocation is based on the 2 x 100-minute lectures per week over the course of the 28-week academic year. This adheres to the prerequisite 30% allocation of notional hours of the module to face-to-face contact (SAQA, 2000). The allocated lectures will be dedicated to developing the necessary academic literacy abilities as per the academic literacy framework (cf. Table 3.1). Central to this would be the use of selected texts derived

from the content of the generic first-year Education modules (cf. Table 11.3) together with the proposed activities and tasks I discussed in Chapter 10 (cf. 10.2). By relying on the selected texts, a CBI approach (cf. 2.6.1) will be followed. In turn, the suggested activities would help to ensure that a task-based approach (cf. 2.6.2) informs the proposed course. Furthermore, if the activities are developed in such a manner that students are made aware of the integrated nature of academic literacy abilities (cf. 2.6.3), it could potentially encourage them to engage with various academic literacy abilities simultaneously.

In terms of online assessment activities, it is proposed that 48 notional hours be assigned to this component. This will include the typing, editing, and submission of students' essay drafts. Furthermore, the M-reader programme is also considered to be an online learning activity. This programme includes the reading of student selected graded readers, followed by a 20-minute online quiz on the specific graded reader (cf. 11.2.5.4). As per the current M-reader programme, students enrolled in the EALT would have to complete a minimum of eight online quizzes per semester (translating into sixteen quizzes during the academic year).

The following two components, independent academic reading and self-studying (56 notional hours), and online academic research activities (72 notional hours) are to some extent linked. Firstly, independent academic reading and self-study would involve that students read academic articles to complete their essay assessments (cf. 11.2.5.2) in the proposed course, as well as for preparing for a face-to-face class. While some of these articles will be prescribed, it will be expected that students locate additional relevant texts and articles. Academic research, in this context, refers to activities, such as paraphrasing, summarising, referencing, identifying reliable and relevant information, and supporting or challenging academic ideas (cf. 3.3.6). Due to the perceived importance of the academic research category (cf. Table 3.1; Table 6.2; 6.2.2.6; 8.2.2; 8.2.3), as indicated during the needs analysis (Nation and Macalister, 2010) (cf. 4.2.2), 72 notional hours are allotted to the development of the academic research abilities, for instance, through online facilitated workshops. The needs analysis was conducted through various data collection instruments; namely, a document analysis of the selected Education modules and the EALH1508 textbook (cf. Table 6.2), three online questionnaires (cf. Table 7.1), as well as three FGD (cf. 8.2), with each of these data collection processes indicating the importance of academic research abilities for the Faculty of Education students, as well as revealing the under-preparedness of students to apply these abilities effectively.

The second last component, assessments, refers to all the assessment tasks that students will have to complete during the course of the academic literacy programme. These include the two semester tests, a reading level test, and any other relevant assessments, such as the ALDI-test. The final component included in Table 11.2 is dedicated to Write Site workshops (an 8-hour workshop per semester) and individual consultations (2 x one hour sessions per semester). As already mentioned, the Write Site is a writing centre, hosted by the ULD, which focuses specifically on developing students' academic writing skills by means of tailor-made, discipline-specific writing initiatives. This will provide students the opportunity to engage with experts in the field of academic research and writing, and receive useful and relevant advice and guidance in terms of their academic essays.

11.2.3 COURSE REQUIREMENTS

For a student to pass the proposed EALT course, they have to receive an average of 50% as a final mark at the end of the academic year. This is a common requirement for, not only an academic literacy course, but most academic modules at the UFS, as well as in the HE environment (UFS, 2019a). Since this course aims to prepare students to transfer and apply the academic literacy skills and abilities in their other academic modules in the Faculty of Education, their progress should be monitored continuously to ensure that the students are continuously improving and acquiring the necessary abilities at a satisfactory rate (Nation and Macalister, 2010) (cf. Table 4.4). It is, therefore, imperative that an academic literacy course, such as the proposed EALT course, make use of a continuous assessment approach to monitor progress throughout the year. Continuous assessment is also relevant given the fact that this is a year module (Shohamy, 2000) for which no final examination will take place. It is proposed that all formal assessment tasks count towards the students' final mark. It is also expected that students have to complete all assessment tasks, either online or during their contact sessions. As per the stipulations provided in the guidelines of the UFS' assessment policy (UFS, 2019a), no second assessment opportunities will be allowed except if a valid reason can be provided accompanied by official and relevant documentation. It is proposed that all written assignments (cf.11.2.5.2.) be submitted online through Turnitin. This will align the assessment expectations of the proposed EALT course with that of three of the general Faculty of Education modules; namely, EDUB1613, EDUB1623, and GPED1623 (cf. Table 6.3). Furthermore, no late submissions will be accepted, unless prior arrangements were made with the EALT facilitator. This arrangement is to establish the equal treatment of all students enrolled in the proposed academic literacy

course and also to abide by the set assessment guidelines of the UFS (UFS, 2018b: Section A28.7). Although it is expected that students complete all their assessment tasks, it is compulsory that they complete a minimum of 80% of all assessment or otherwise an incomplete result will be obtained, and students will have to repeat the module in the following year. This is in line with the UFS' *General Rules for Undergraduate Qualifications* policy (UFS, 2018b: Section A28.7).

As part of the assessment plan (cf. Table 11.4), two semester tests will be written at the end of each semester. This will allow facilitators to measure the progress that the students, individually and as a collective, have made in terms of their academic literacy development during the preceding semester (Combrink and Hatch, 2017). Since students receive continuous constructive feedback during the semester, which they are expected to engage with, the summative test also provides an opportunity to monitor the effectiveness of the feedback that was provided during the learning phase. This will allow facilitators to alter their teaching and learning methods if necessary (Fink, 2013). Another reason for including semester tests is that the proposed EALT course will still be part of the EAL programme at the UFS, and still has to conform to specific institutional programme guidelines, one of which is administering summative tests at the end of each semester. However, the structure and content of the EALT tests will be aligned with the academic literacy needs of the Faculty of Education. Although to some extent, conforming to the rest of the academic literacy courses on the programme is important, the main rationale of including these tests in the proposed assessment plan is to measure the progress students have made in terms of acquiring the academic literacy abilities taught, and their ability to apply them with minimal outside support (Fink, 2013).

A final requirement of the proposed course is that students have to attend four 50-minute lectures per week over the 28-week academic year. This requirement is in line with the 32 credits assigned to the course. The total lecturing time of 112 hours will enable the stipulated 30% contact time, either face-to-face or facilitated online, of the module's notional hours to be met as per the qualifications framework expectations (SAQA, 2000).

The next section is dedicated to discussing the recommended course structure for the new academic literacy course, focusing primarily on the suggested content for the course.

11.2.4 COURSE STRUCTURE

The design and development of the module structure, especially the scope and sequence of the content, will be based on the principles and guidelines suggested by the TESOL curriculum design model discussed in Chapter 4 (cf. 4.2.4; Table 4.2). The TESOL curriculum design model suggests that during the content and sequence stage of the curriculum design process, an account has to be taken of the environment in which the curriculum will be used, the stakeholders' needs (cf. Table 6.2; Table 7.1; 8.2), as well as the principles of L2 teaching and learning (cf. Table 4.1) (Nation and Macalister, 2010).

The proposed course's study material will be structured within four units, with each unit divided into 5 interrelated sections. Each section will have its own prescribed text (Table 11.3). Therefore, the content of the Faculty of Education academic literacy course will consist of 20 sections that will run over the 28-week academic year. Thus, one section per week, consisting of two 100-minute contact sessions, will be allocated to every section, which will then account for 20 weeks of the 28 weeks per academic year. The remaining 8 weeks per semester will be earmarked for orientation, revision, writing tests, and other unforeseen events. The four units of the course will be based on the content and themes included in the four selected first-year Faculty of Education generic modules and as such will be strongly informed by a CBI approach (Butler, 2013; Cummins, 2008; Goodier and Parkinson, 2005). Furthermore, the sequence in which the content will be introduced in the literacy course will mirror the content that is being discussed in the relevant first-year Education module. This approach is proposed as it is argued that academic literacy teaching should strive to mirror the students' mainstream field of study, as well as be relevant to their everyday lives (Butler, 2013). In the table below (Table 11.3), the suggested themes for the four units, as well as the topics for the five sections (and prescribed texts) derived from the content of the selected Education modules are provided. The first two units of the proposed EALT course will make use of content from EDUB1613, while Unit 3 will include content from EDUB1623 and Unit 4 content from GPED1623. Each of the five texts for Unit 1 is extracts from an article by Harro (2010), *Who am I? The Circle of Socialization,* whereas Unit 2 includes extracts from Young's (2010), *Five faces of oppression.* The five texts that will be included in Unit 3 are derived from Kumashiro's (2000) article *Toward a Theory for Anti-oppressive Education,* which is also used in EDUB1623. The final unit of the EALT course, Unit 4, will be based on content from GPED1623, and as such extracts from the

document *Classroom management* (Louw and Du Toit, 2010) will be included. One of the recommendations that would accompany this academic literacy course, is that continuous collaboration is established between the EALT course coordinator and the lectures of the Faculty of Education to ensure that the content of the literacy course remains aligned to the content of the Education modules.

Table 11.3: Scope and Sequence of EALT study material

SCOPE AND SEQUENCE OF SUGGESTED EALT COURSE	
Unit 1: Who am I?: The Circle of Socialization (Harro, 2010)[29]	
Text 1.1	First Socialization
Text 1.2	Institutional and Cultural Socialization
Text 1.3	Enforcements
Text 1.4	Results
Text 1.5	Agents of change
Unit 2: Five faces of oppression (Young, 2010)[30]	
Text 2.1	Exploitation
Text 2.2	Marginalisation
Text 2.3	Powerlessness
Text 2.4	Cultural Imperialism
Text 2.5	Violence
Unit 3: Toward a Theory for Anti-oppressive Education (Kumashiro, 2000)[31]	
Text 3.1	Premise of Anti-oppressive Education
Text 3.2	Education for the Others
Text 3.3	Education about the Others
Text 3.4	Education that is Critical of Privilege and Othering
Text 3.5	Education that changes Students and Society
Unit 4: Classroom management (Louw and Du Toit, 2010)[32]	
Text 4.1	Ecology of the classroom
Text 4.2	Different roles of the teacher as a classroom manager
Text 4.3	Classroom rules
Text 4.4	Managing discipline
Text 4.5	Approaches to classroom management

[29] Taken from the EDUB1613 course material.
[30] Taken from the EDUB1613 course material.
[31] Taken from the EDUB1623 course material.
[32] Taken from the GPED1623 course material.

As already mentioned, students have to attend two 100-minute lectures per week. It is proposed that the first of these 100-minute lectures (2 x 50-minute contact sessions) in the week be based on content and task-based instruction approach (cf. 2.6.2), which will allow students to meaningfully engage with relevant and authentic texts (cf. 11.3). During these contact sessions, it is proposed that students complete several activities and tasks based on the prescribed texts that focus on one or two specific academic literacy abilities, such as academic vocabulary building or note-taking (cf. 10.2). However, this is not to say that these sessions will be limited to addressing only these specific skills, since it is proposed that any EALT course design should be informed by an Integrated approach (cf. 2.6.3). For example, although the main focus of a specific contact session may be on vocabulary usage, the activities and tasks that students would be required to complete, such as a vocabulary quilt (cf. 10.2.3), could potentially aid in the development of their paraphrasing skills, as well as their academic reading abilities. Another example is that note-taking activities could implicitly contribute to their academic reading abilities and summarising skills development (Van Dyk and Van de Poel, 2013). However, it should also be mentioned that the successful acquisition of academic literacy abilities does not only depend on the tasks and activities, but also the teaching expertise and teaching methods of the specific facilitators.

It is proposed that in the second contact session students engage with activities related to their semester essay. Ideally, it would have been preferable to link this directly to one of the Education modules and make it a collaborative essay; however, since not all Education students are enrolled in the academic literacy course, it could be argued that those that are enrolled would benefit unfairly, compared to those not enrolled. Based on this it is proposed that this session be conceptualised as a “writing workshop” in which students will be expected to engage in research and writing activities that will enable them to successfully complete their essay writing assessment (cf. 10.2.5). Guided activities could be used to practice aspects, such as reading and summarising academic articles, compiling and updating reference lists or engaging with the feedback received from their facilitator on their essay drafts.

Table 11.4 illustrates an outline of the different academic literacy abilities that will be addressed during each unit of the EALT course. With the exception of listening and note-taking and note-taking abilities, which students are expected to apply in every lesson, other

Table 11.4: Academic literacy abilities addressed per Unit

Academic literacy abilities addressed per Unit				
Unit 1: Who am I?: The Circle of Socialization	**Listening and note-taking**	Listen effectively in class	Take effective notes during class	Take notes from reading materials
	Academic reading	Appropriate reading speed	Apply appropriate reading strategies	
	Vocabulary usage	Understand academic vocabulary	Use academic vocabulary	
	Academic writing	Analyse and comprehend assignments and exam questions	Strategies for writing tasks and Structure writing	Write short pieces of coherent text
	Analytical and logical reasoning	Participate in academic discussions	Develop a main argument or thesis statement	
	Research skills	Use appropriate research strategies	Identify relevant information	Identify reliable information
Unit 2: Five faces of oppression	**Listening and note-taking**	Listen effectively in class	Take effective notes during class	Take notes from reading materials
	Academic reading	Apply appropriate reading strategies	Understand assigned readings	Summarise main ideas
	Vocabulary usage	Understand academic vocabulary	Use academic vocabulary	
	Academic writing	Structure writing	Use academic writing conventions	Use subject-specific writing conventions
		Write long coherent pieces of text		
	Analytical and logical reasoning	Participate in academic discussions	Develop a main argument or thesis statement	Interpret visual data
	Research skills	Identify relevant information	Identify reliable information	Paraphrase information
Unit 3: Toward a Theory for Anti-oppressive Education	**Listening and note-taking**	Listen effectively in class	Take effective notes during class	Take notes from reading materials
	Academic reading	Apply appropriate reading strategies	Understand assigned readings	Summarise main ideas
	Vocabulary usage	Use academic vocabulary	Understand subject-specific terminology	Use subject-specific terminology
	Academic writing	Structure writing	Use academic writing conventions	Use subject-specific writing conventions
		Write long coherent pieces of text		
	Analytical and logical reasoning	Develop a main argument or thesis statement	Apply relevant processes in academic argumentation	Integrate visual data with written work
	Research skills	Identify relevant information	Identify reliable information	Paraphrase information
		Synthesise information from various sources	Use different sources during the research process	Reference a variety of sources
Unit 4: Classroom management	**Listening and note-taking**	Listen effectively in class	Take effective notes during class	Take notes from reading materials
	Academic reading	Apply appropriate reading strategies	Understand assigned readings	Summarise main ideas
	Vocabulary usage	Use academic vocabulary	Understand subject-specific terminology	Use subject-specific terminology
	Academic writing	Structure writing	Use academic writing conventions	Use subject-specific writing conventions
		Write long coherent pieces of text		
	Analytical and logical reasoning	Participate in academic discussions	Develop a main argument or thesis statement	Apply relevant processes in academic argumentation
	Research skills	Use evidence from sources to support ideas	Use evidence from sources to challenge ideas	Refer to different points of view
		Synthesise information from various sources	Paraphrase information	Reference a variety of sources

academic literacy categories are scaffolded across the academic year. Furthermore, due to the integrated and interdependent nature of academic literacy abilities, the skills in each grouping are also arranged in such a manner to complement one another. For example, two of the main vocabulary focus areas in Unit 1 involve *understanding academic vocabulary*, as well as the use thereof. These skills complement the academic writing abilities included for Unit 1; namely, *analysing and comprehending assignments and exam questions*, and *writing short pieces of coherent text*. Similarly, *applying appropriate reading strategies*, such as skimming and scanning, relates to the research skills included in Unit 1; namely, *identifying relevant and reliable information*.

The various abilities of each category were also arranged to ensure that the concept of scaffolding applies. For instance, students are only expected to learn how to summarise in Unit 2, after they have acquired the ability to identify relevant information through reading for main ideas during Unit 1. Another example of scaffolding is that students are first required to identify relevant and reliable information in Unit 1 before they learn to paraphrase such information in Unit 2 and synthesise information from different sources in Units 3 and 4. Another important detail reflected in the tabulated activities for each unit is the application of certain skills across units. For example, although some skills are only explicitly taught in an earlier unit, such as *developing a main argument or thesis statement* in Unit 1, students are expected to apply this skill in Unit 4 when they are required to support or challenge ideas with the help of credible sources. The same principle applies in terms of *understanding and using academic vocabulary*, and *using writing conventions* in Unit 1, which students are required to apply as part of longer writing assignments (>1000 words) in Unit 4

One of the major differences regarding the previous course and the new proposed academic literacy course for the Faculty of Education is the inclusion of several more activities and tasks dedicated to addressing students' academic research, reading, and writing abilities. Another significant difference is the implementation of a CBI approach (cf. 2.7.1), which, several authorities in the field recommend (Butler, 2013; Cummins, 2008; Goodier and Parkinson, 2005) will enhance the relevance and effectiveness of the academic literacy course and, in turn, the academic literacy acquisition process.

The final section of the recommended course outline discusses the proposed assessment plan for the new EALT academic literacy course. This section considers the various components of the assessment plan, as well as the reasons for their inclusion.

11.2.5 ASSESSMENT PLAN

The process of designing and developing an assessment plan for the proposed academic literacy course is based on the suggested principles of the TESOL curriculum design's sixth step; namely, monitoring and assessment (cf. 4.2.6). This is the second step after the needs analysis stage (cf. 4.2). Nation and Macalister (2010), argue that one of the most important stages of curriculum design designing, especially a curriculum intended for academic literacy students, is the assessment plan. The purpose of the assessment plan is not only to determine whether learning has taken place and to what extent, but also serves the purpose of ensuring that students receive the maximum benefit from the programme (cf. Table 4.4). Since EALT will be presented as a year course, it will make use of continuous assessment. Continuous assessment can be described as all the assessments that are completed during the duration of the course and can also be referred to as curriculum integrated assessment or embedded assessment (Combrink and Hatch, 2017; Ahmed, 2016). Furthermore, continuous assessment is an approach that usually includes multiple forms of both formative and summative assessments during the course of the programme (Borale, 2012). The main purpose of formative assessment is to improve students' learning, while summative assessments are used to make informed decisions concerning students' learning and also to measure the extent of their achievement of the instructional programme's learning outcomes (Popham, 2009). Ahmed (2016) argues that continuous assessment is an effective assessment approach as it allows for the constant tracking of students' development, which then allows for support interventions, guidance and, in the case of formative assessment, further opportunities to improve during the course of the module. Furthermore, the choice of a continuous assessment strategy is also preferred and encouraged in the field of academic literacy acquisition (Saville-Troike, 2006).

As mentioned, continuous assessment usually also include some form of formative assessment, which contains a series of informal diagnostic tests that a facilitator can use to promote the learning process of the students. This might include tasks, such as regular in-class activities, preparative assignments, or writing tasks. These tasks are always prescriptive but do require ungraded feedback that will enable students to reflect on the

feedback and incorporate the comments to correct indicated errors or problem areas (Combrink and Hatch, 2017). Therefore, the rationale behind formative- and continuous assessment is to improve the performances of the students to ensure the successful achievement of the course- and learning outcomes, which will be assessed during a summative assessment (cf. 11.1). Table 11.5 is a suggested assessment plan for the EALT course. Each of these assessment types is subsequently discussed in more detail.

Table 11.5: Proposed assessment plan for EALT

Assessment plan for EALT	
Semester 1	
Assessment type	*Mark allocation*
M-reader quizzes	8 x 10 = 80 marks
Essay mind map	1 x 20 = 20 marks
Essay outline	1 x 20 = 20 marks
Essay drafts	1 x 120 = 120 marks
Class activities	6 x 10 = 60 marks
Semester test	1 x 100 = 100 marks
Total marks for Semester 1	400 marks
Semester 2	
Assessment type	*Mark allocation*
M-reader quizzes	8 x 10 = 80 marks
Essay mind map	1 x 20 = 20 marks
Essay outline	1 x 20 = 20 marks
Essay drafts	1 x 120 = 120 marks
Class activities	6 x 10 = 60 marks
Semester test	1 x 100 = 100 marks
Total marks for Semester 2	400 marks
Total year mark	800 marks

Table 11.6 below illustrates the literacy skills associated with each assessment type, which are aligned with the learning outcomes stipulated at the beginning of the chapter. However, due to the integrated nature of academic literacy abilities, several abilities will be assessed simultaneously during these assessment opportunities.

Table 11.6 Skills focus per assessment type

Literacy skills targeted by assessment type	
M-reader quizzes	Critical reading abilities
	Vocabulary usage
Essay mind map	Academic vocabulary usage
	Critical thinking
	Research abilities
Essay outline	Academic vocabulary usage
	Academic writing skills
	Critical thinking
	Research abilities
Essay drafts	Critical reading abilities
	Academic vocabulary usage
	Academic writing skills
	Critical thinking
	Research abilities
Class activities	Active Listening
	Academic vocabulary usage
	Academic writing skills
	Critical thinking
	Oral skills
Semester test	Critical reading abilities
	Academic vocabulary usage
	Academic writing skills
	Critical thinking

The subsequent sub-sections are used to discuss the different components of the assessment plan in more detail, in terms of their function and importance.

11.2.5.1 M-reader

M-reader is an international software programme that allows for an extensive reading approach to be implemented in any academic literacy course (Todey, 2017). It is an online extensive reading programme that contains over 4000 multiple choice quizzes based on simplified versions of fiction, as well as non-fiction books and novels known as graded readers (Waring, 2003). Although it might be argued that the use of this programme is not

in line with the suggested context and content-specific approach advocated by this study, Waring (2013) emphasises that the main purpose of an extensive reading programme is to build and expand the vocabulary knowledge of students 'pleasurable' reading and not reading of academic texts. Waring (2003) further argues that in order for any student to understand an academic text, students need to have extensive vocabulary knowledge in the language the text has been published. Nizonkiza and Van Dyk (2015) elaborate and state that vocabulary knowledge is not only applicable to academic reading but is also relevant in terms of following and understanding lectures within a HE environment. In terms of the context of the graded readers, the ULD at the UFS is; however, in the process of developing a South African based extensive reading programme, iCAN[33] (Initiative for Creative African Narratives), to supplement M-reader. The iCAN project is currently in its third year of piloting and is part of the process to decolonise curricula at the UFS. This reading programme will, however, only be ready for implementation in a further two to three years.

M-reader's main purpose is to "develop reading abilities, build up knowledge of vocabulary and structure, and test reading comprehension" (Richards and Schmidt, 2002: 193-194). M-reader falls under the category of continuous assessment, since students have the opportunity to complete more than the required eight quizzes per semester, with their eight highest marks throughout the semester contributing to their final mark. The programme requires students to read a graded reader and then answer a 10-item quiz, with the specific items drawn from a larger item bank of approximately 30 items for each book. This is to ensure that different students do not complete the same quiz. Currently, there are more than 4000 book titles available to choose from, with genres ranging from romance to thrillers and from biographies to factual themes (Todey, 2017).

Since it is widely accepted that vocabulary size has a definite effect on students' success at universities (Gardner and Davies, 2013; Beglar, 2010), the M-reader programme has the potential to attend to several of the issues raised by the participants during the FGD, as well as the open-ended questions of the questionnaires. Several facilitators and Faculty of

[33] Under the mentorship of Dr Peet van Aardt, project coordinator, iCAN is an initiative by the Unit for Language Development (ULD) at the University of the Free State (UFS) to mentor students in creative and narrative writing. The overall aim of the iCAN project is to have the content that materialised from it to be included in the curriculum of first-year students at UFS.

Education lecturers raised their concerns about students reading skills and paraphrasing abilities (cf. 8.2.2; 8.23). Since the benefits of M-reader include the development of reading and vocabulary skills, this assessment tool can alleviate these problems since the improvement of students' reading skills could potentially increase their ability to better understand the context of the text they are reading and, therefore, enhance their ability to paraphrase the specific text (Potgieter and Van Wyk, 2017). Further pedagogical benefits that the M-reader programme offers is the development of vocabulary knowledge that is an essential aspect that needs to be addressed in the HE environment (Waring, 2003). Laufer and Ravenhorst-Kalovski (2010) argue that for a student to be able to effectively participate and engage in the academic activities in HE, they need to know at least between 4500 and 5000 word-families. M-reader, in addition to several other reasons, is used in particular for this purpose.

It is proposed that each student's reading level be determined at the beginning of the academic year by way of a reading level test. The English Language Proficiency test, also referred to as the reading-level test, has been used in the UFS academic literacy program for numerous years as a tool to assess reading proficiency. The reading-level test is a 40-minute test, based on the International English Language Testing System (IELTS) model. It consists of 27 multiple-choice questions that are divided into 3 sections; namely, a text comprehension section of 13 questions, a cloze section of 7 questions, and a sentence-cloze section of 7 questions. The reliability coefficient for the reading-level test is 0.74, which is slightly above the international benchmark minimum of 0.70 (Yeld, 2007). The results that are obtained from the test will enable one to allocate a specific reading level to each student, (between levels 1 and 5), according to their individual reading proficiency. These distinctions allow for the effective development of the students' reading ability as they progress to higher levels during the year. The reading level assigned to a student will determine which level graded reader they must read during the semester.

Students are required to read a minimum of eight graded readers during each semester, followed by completing an M-reader quiz on the book that was read. Graded readers are "easy reading" books that have been adapted from literary classics, films and biographies or original works written in a less demanding language level (Waring, 2003). After the students have successfully completed eight quizzes on their specific reading level, their level

is increased by one, in order to aid in the further development of their reading abilities as per Krashen's Comprehensible Input Hypothesis (cf. 2.3.1). However, the students' results should be continuously monitored after any reading level increases, as it could be lowered to its original status if students are not coping at their new assigned level.

Arguably the M-reader programme holds two benefits. Firstly, in terms of workload and monitoring students' progress, the programme does not put extra strain on the duties of the facilitators since the programme automatically assesses the quizzes and provide feedback to the students. Furthermore, the system sends out weekly progressions reports to facilitators that make them aware of any struggling students in need of additional support. Secondly, the M-reader programme allows students to complete the quizzes at their own time and pace during the course of the semester without the added pressure of meeting daily or weekly deadlines.

11.2.5.2 Essay writing

The most effective approach to academic writing, especially for L2 students, is that of process writing (Cloud, Genesee and Hamayan, 2009; Freeman and Freeman, 2001). Process writing can be described as the breaking down of the academic writing task into smaller components (Williams 2009; Cloud et al., 2009). Williams further states that when students complete each step in the writing process sequentially, writing becomes a less intimidating task. By implementing a process writing approach students realise that writing does not just happen but is rather a development that involves planning and time (Myles, 2002; Trimbur, 2009). This specific component of the curriculum is highlighted by the TESOL curriculum design where it emphasises the importance that students should be encouraged to produce the target language, in this case, the academic discourse required in HE, in written modes (cf. Table 4.1). Furthermore, the tasks should also be scaffolded to help students make the most effective use of previous knowledge (cf. Table 4.1). This would inevitably also aid the students to academically acculturate in their respective academic disciplines (cf. 2.3.2).

Process writing can be divided into two main phases; namely, a pre-writing phase, as well as a writing phase. These phases are interdependent on one another. Both steps are necessary for the writing process to produce a quality academic text. Pre-writing serves the purpose of organising, sequencing, and elaborating on the main ideas of the planned

academic text, while the writing phase turns these organised ideas into a coherent piece of text (Freeman and Freeman, 2001; Williams, 2009). Process writing aligns strongly with the concept of task-based instruction and the scaffolding of academic literacy abilities (cf. 2.6.2), as it allows students multiple opportunities to revisit and engage with the academic text that they are writing.

The pre-writing phase of process writing is essential to aid students in generating and organising their ideas and thoughts in terms of the prescribed topic. This phase serves as a 'road-map' and guides the students' writing. There are two steps that students should follow during the pre-writing phase. Firstly, students should brainstorm and map out ideas that are relevant to the specific topic that they should write about, and secondly, they should organise these ideas into main categories with applicable support (Myles, 2002; Williams, 2009). On the other hand, during the writing phase, the students should take these main ideas and formulate proper sentences as part of academic paragraphs to write a well-structured essay. The writing phase can also be divided into three main steps. The first step entails the writing of a rough draft, followed by an editing process. This second step, editing, can and should be repeated several times. The final step involves the writing of the final draft that is ready for submission and assessment (Williams, 2009; Trimbur, 2009). It is suggested that a process writing approach be taken in the proposed EALT course during both the 1st and 2nd semester. Figure 11.1 is a simplified illustration of the writing process.

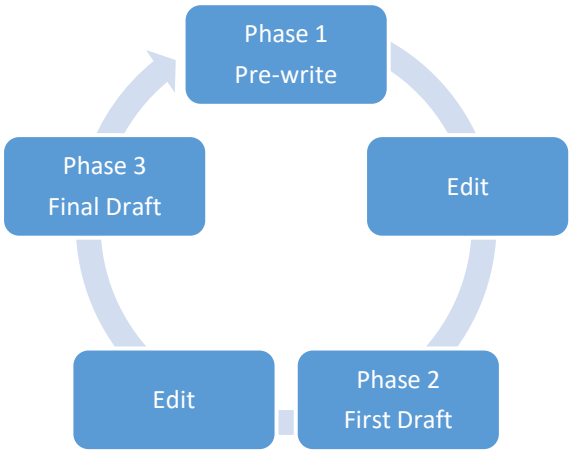


Figure 11.1 The writing process

A possible essay topic that students can write about during the 1st semester could be as follows:

> *In a five-body paragraph critical reflective essay, discuss and apply the cycle of socialisation (Harro, 2010) to your own lived experiences.*

The genre of this essay writing task sets out to meet the academic writing demands that were identified during the document analysis of the four generic Education modules. Specifically, in EDUB1613 students are required to write a critical reflective essay as their final assessment. The final assessment of LLST1513 is similarly reflective (cf. 6.2.1). To promote a CBI approach (cf. 2.6.1) in the academic literacy course, the focus of the suggested essay could be based on selected content from EDUB1613, which the students would be familiar with.

As part of the pre-writing phases, as suggested by Williams (2009; Freeman and Freeman, 2001), it is proposed that students are required to conduct research on the topic beforehand. During one of the contact sessions, students could be required to make use of a spider-gram to brainstorm and organise their main ideas in terms of the topic. However, this would be preceded by a class discussion to unpack the prescribed topic, under the guidance of the facilitator, to enhance students' comprehension. The spider-gram will be submitted to the facilitator, who would assess it and provide feedback during the following session. During a second session, the students will transfer the information in their spider-gram to an essay outline template. Again, this will be submitted to the student's facilitator, who will assess the outline in terms of the relevance and the organisation of ideas, and to provide constructive feedback that should be used to write the first draft. This is the end of the pre-writing phase, and it is proposed that a mark be allocated to the student's work.

During the writing phase, it is proposed that students write a structured five-body paragraph critical reflective essay based on the outlines they completed during the pre-writing phase and submit it electronically as a first draft. The reason behind the selection of a five-body paragraph essay, as opposed to the two-body paragraph essay currently used in the EALH1508 course, is to better meet the need of the Faculty of Education for students to write longer assignments (<1000 words) (cf. 6.2.2.4). Furthermore, the fact that it would be expected of students to submit their essays electronically would also allow students the opportunity to learn the proper procedure for doing so, which is another requirement of the Faculty of Education. During this submission, the facilitator will evaluate the introduction and topic sentences of the body paragraphs according to organisation, structure, content, and logical flow of ideas (cf. Appendix F). However, the facilitator will not allocate marks, in line with task-based instruction (cf. 2.6.2), but provide constructive feedback and comments on

the evaluated parts that encourage improvement (Omer and Abdularhim, 2017). Students will get an opportunity to incorporate the feedback and resubmit their work for a second time. At this stage, it is proposed that facilitators re-evaluate the introduction and topic sentences and also consider the supporting sentences to assess the development of the main argument of each paragraph. They should again provide constructive feedback. Again, students will receive an opportunity to edit their essays, before the process will be repeated for a third time. Then, facilitators will assess the complete essay and add comments where relevant, but still not assign any marks to the essay. Students will then have a final opportunity to make the necessary adjustment to their essays before it is submitted for a final time. It is proposed that facilitators should at this stage critically assess the essay and assign a mark according to the analytical score rubric[34] (cf. Appendix F). The rationale behind this specific approach allows students to realise the process of academic writing, as well as provide them the opportunity to correct their own writing with guidance from the facilitator. Therefore, the continuous feedback provided regarding students' academic writing allows for greater learning to take place and enhances the opportunity that the skill, in this case, academic writing, is more effectively transferred to other modules (Omer and Abdularhim, 2017; Van de Ridder, Stokking, McGaghie and Ten Cate, 2008).

During the second semester, it is proposed that the process described above should be repeated. However, instead of writing a critical reflective essay, students will be required to write an academic argumentative essay. A possible topic could be:

> *In a well-structured essay, apply Kumashiro's (2000) four principles of anti-oppressive education to the South African education context in order to promote just education.*

Similar to the reasoning behind the proposed topic and focus of the first-semester essay writing task, the suggested topic above relates to the selected content of EDUB1623, while the choice of an argumentative essay is in line with the summative assignment of the same module (cf. 6.2.1). This assessment format allows for the academic literacy course to meet several academic literacy needs of the Faculty of Education. Firstly, it addresses concerns raised by the lecturers in the FGD (cf. 8.2.2; 8.2.3), in particular, the planning of the students'

[34] The analytic scoring rubric is a Unit for Language Development created rubric, to cater to the specific needs of the academic literacy programme.

academic writing, as well as producing written work exceeding 1000 words. Furthermore, it also attempts to meet the important standards in terms of academic research abilities as indicated by the document analysis. This includes research skills, such as referencing, identifying relevant and reliable sources and information, paraphrasing, supporting and challenging academic arguments, and the synthesis of information, which was not sufficiently represented in the EALH1508 course (cf. Table 6.3). These skills were also identified by students and facilitators as some of their weakest developed academic literacy abilities in the questionnaire (cf. Table 7.2; 8.2.2; 8.2.3). In proposing this assessment item for the EALT course, I argue that these tasks could strengthen the development thereof.

11.2.5.3 Class activities

Class activities are a form of formative assessment, as it allows the facilitator the opportunity to gauge the progression of students (Spratt, 2001). Class activities can be described as any activity or task that students complete to demonstrate their acquired knowledge or learned skill as part of the learning process (Brown University, 2019). Spratt (2001) also defines class activities as tasks or exercises that are completed by the student as part of applying what they have learned during a theoretical part of the lesson. This might include informal quizzes, impromptu writings, interactive demonstrations, and entry or exit slips. These classroom activities are assessed by the facilitator to determine any gaps or shortcomings in students' knowledge or abilities, as well as to measure the progress that students are making. This links strongly with the assessment principles suggested by the TESOL curriculum design, which states that students should continuously be aware of the improvement, or not, that they are making (cf. Table 4.4).

I propose that in an academic literacy course for the students in the Faculty of Education, facilitators should be expected to administer at least 6 class activities of 10 marks each during each semester. It is further recommended that these activities be purposefully identified and developed by the course coordinator for control purposes to ensure the quality and integrity of the course. Furthermore, it is also important that these activities should be designed in such a way to complement students' various learning styles as suggested by the TESOL curriculum design's *learning style* principle. (Table 4.1), as well as being context-sensitive as recommended by the Acculturation Model (cf. 2.3.2). This will amount to one class activity every two weeks, excluding the first week of either semester (due to

orientation), and the last week of each semester when the semester test is written. It is further proposed that these class activities should relate to the relevant identified academic literacy abilities included in the constructed Academic literacy construct (cf. 3.1), as well as the work that was completed during the preceding week of class. These activities were informed by the *necessities* principle of the TESOL curriculum design, which states that students should be assessed continuously, to determine the progress of the students, as well as identifying students that might need additional help (cf. 4.4). The activities should further be informed by the results of the ALDI-test (cf. Chapter 9) and the concerns raised by the stakeholders in this study. An example of such an activity could be that students have to write an informal quiz about discourse markers (cf. Table 11.5). Such an activity would concentrate on issues raised by the stakeholders, such as reading for a specific purpose (cf. 8.2.2; 8.2.3), academic vocabulary usage (cf. 8.2.3), and reading academic articles (cf. 8.2.2). Furthermore, the document analysis also identified academic reading as the second most important academic literacy ability category (cf. Table 6.2). Although the lecturers rated academic reading abilities as very important (M = 3.69), the EALH1508 facilitators stated that these skills were only partially acquired by the students. Therefore, it is imperative that the development of the academic literacy abilities included in this category be enhanced.

11.2.5.4 Semester tests

The final assessment tool that will be used in the suggested assessment plan for the proposed EALT course is that of two semester tests written at the end of each semester. Although the first-semester test will be considered a summative assessment, it will also serve as a formative purpose, since students will receive feedback on the test at the beginning of the second semester that they can use to correct and learn from their mistakes (Popham, 2009). The second-semester test will be a summative assessment, as facilitators will not be able to give any feedback to students that they could use to make future improvements in the proposed academic literacy course (Combrink and Hatch, 2017). Despite the nature of the tests in terms of being either formative or summative, the items included in the test should align with the content and skills taught in the course (Ghaicha, 2016; James, 2006). Furthermore, academic literacy tests should be developed in such a way that it not just discriminates well in terms of the varied abilities and level of CALP (cf. 2.2) of students, but also allow all students the opportunity to achieve success (Ghaicha, 2016). Therefore, it should include relatively easy questions, but also some challenging ones

to stimulate stronger students. This distribution of test questions can be achieved by applying the 6 levels of Blooms' revised taxonomy (cf. Figure 11.2). Furthermore, it is also of vital importance that the test items included in the test be based on the content and skills that were addressed in the course (Combrink and Hatch, 2017). In addition to the test items being relevant to the course, it should also require students to apply the skills and knowledge that they have acquired, especially as part of an academic literacy programme (James, 2006; Combrink and Hatch, 2017). These tests would allow the facilitators, as well as the subject coordinators, to determine if "deliberate learning" took place, which is one of the fundamental principles specified in the TESOL curriculum design (cf. 4.1). This principle should ensure that the course includes language-focused learning on the sound system, spelling, vocabulary, grammar and discourse areas.

Below I present an example of a possible semester test for the proposed academic literacy course. A discussion follows at the end of the example in terms of academic literacy abilities targeted in each question and the relationship thereof to the identified needs of the Faculty of Education. Lastly, the test should also be evaluated according to Blooms' revised taxonomy (cf. Figure 11.2) to ensure that the difficulty level is appropriate for first-year university students.

Example of Semester Test

Question 1: Vocabulary — 2 Marks each = 12 Marks

Choose any six words from the vocabulary in the text box below and formulate a sentence with each selected word. Your sentences should demonstrate that you understand the words you chose **in the context of the content you have dealt with in sections 1 - 3**. *Do not give a definition.* You may change the form of the word if you wish (e.g. meticulous → meticulously).

Pedagogy	Assessment	Privilege
Transformation	Plagiarism	Redress
Anti-oppressive	Reflective	Equity
Curriculum	Identity	Conscientisation

Question 2: Referencing — 24 Marks

2.1. Look at the following descriptions of an article, a book, and a website. Create a bibliography entry for each one in the space provided: **(6 mark each)**

a. An article appeared in Insights on Education and Society in 2011 named The Verdict in Schools, written by Kimberlianne Podlas in issue 1 of volume 12 on pages 16-25 of the journal.
b. The first edition of the book entitled: What the Best Teachers Do was published by Harvard University Press in 2013 in Massachusetts. Michael Hunter Schwartz and Gerald F. Hess wrote this book.
c. A page called South African Government is hosted at the following web address: http://www.gov.za/. The copyright year on the website is 2017 and it was last viewed on the 29th of March 2017.

2.2. Please indicate in which order these entries would appear in a final bibliography by writing down the corresponding letter (A, B, C) in the correct order: **(6 marks)**

Question 3: Paraphrasing — 10 Marks

3.1. Carefully read through the given excerpt below and paraphrase it. Remember that if five consecutive words are copied from the text you will receive a zero for plagiarism. You will be awarded five marks for including all the main ideas of the text and five marks for paragraph structure, cohesion and coherence.

The notion of ubuntu/botho, understood as personhood and morality, is at the heart of my argument in this article. It is my view that personhood is linked to humane conduct, and that humane conduct is synonymous with good moral conduct. Concomitantly, good moral conduct implies treating others at all times with fairness, dignity and justice. Good moral conduct is predicated on individuals' reasoning about their intended actions and making rational choices to act in a particular way, and to avoid acting in other ways that might be deemed to be an affront to good moral conduct.

Question 4: Summarising 15 Marks

3.1. Carefully read through the text below.

a. In each paragraph highlight the one sentence that best captures the main idea of each paragraph. **(5 marks)**

b. Make use of the identified main ideas and write a summary of the text in not more than 60 words. **(10 marks)**

Learning from the peer group

Peer groups develop among all age groups, but they are particularly important for adolescents' development. The adolescent peer group teaches its members several important things. First, it teaches social skills – how to get along with other people. Second, the peer group teaches its members the values of friendship among equals. Third, and perhaps most important, it teaches them to be independent of adult authorities. Sometimes this means that a peer group encourages its members to go against authorities and adults – to ignore home and school rules and even break the law. Most teenagers, though, rebel only by making fun of older people in a harmless way.

These traits are typical of adolescents in modern, Western societies, but it is important to remember that this kind of behaviour is partly cultural and it is not universal. Adolescence is actually a relatively new concept. One hundred years ago, teenagers were expected to work and help their families. In other words, they had to act like adults; there was no time for adolescence. In addition, the role that the peer group plays in helping adolescents break away from adult authority is based on fundamental Western values of individualism and independence. There may be differences across cultures in how adolescents behave. They may depend less on their peer group and they may not seek independence from their families.

Peer groups often develop subcultures with their own distinct values, language, music, dress, and heroes. Members of these groups often believe in the same things, talk the same way, and like and dislike the same celebrities.

Adolescent peer groups frequently differ from parents and teachers in what they value. Whereas parents and teachers tend to place great importance on success in school and careers, adolescent peer groups are likely to think that popularity, social leadership, and athletic achievements are more important. These differences do not necessarily mean that parents and teenagers always fight and argue. They simply engage in different activities – work and task activities with parents, but social activities and recreation with peers. They are inclined to seek advice from parents on financial, educational, career, and other serious matters. With their peers, they are most likely to discuss social activities, such as which boy or girl to date and what clubs to join.

Williams, J., Brown, K., and Hood, S. 2012. Academic Encounters Life in Society: Writing and Reading (2nd Ed.). Cambridge: Cambridge University. pp. 35-36

Question 5: Interpreting visual data 9 Marks

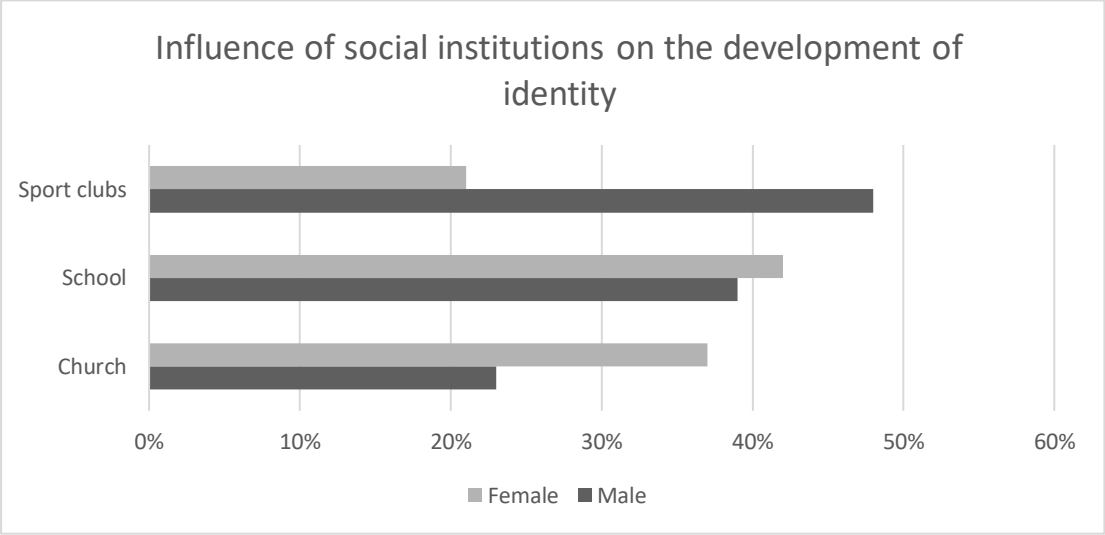


Figure X: Influence of social institutions on the development of the identity of males and females

5.1. Interpret and evaluate one of the data series shown in Figure X. (3 marks)

5.2. Write a short paragraph about the graph, in which you discuss two differences between males and females.

(2 x 3 marks)

Question 6: Essay writing 30 Marks

Choose **one** of the following topics and write a five-body paragraph *essay* about it. Remember to clearly indicate your chosen topic. Your essay will be marked according to the analytic scoring rubric used in class.

6.1. In a well-structured essay explain what you think are the two most important roles of a teacher in the South African education context. You have to base your opinion on facts and examples.

OR

6.2. In a well-structured paragraph explain how you, as a future teacher, will manage discipline in your classroom, by evaluating the different strategies discussed in class. Remember, your argument should be supported by relevant facts and logical reasoning.

Analytic scoring rubric

Organisation /5	Content /10	Vocabulary /5	Usage /5	Mechanics /5	Total /30

11.2.5.4.1 Analysis of proposed semester test

In this section, I analyse the example semester test in terms of the academic literacy abilities that each question addresses and how the questions relate to the academic literacy needs of the Faculty of Education according to the academic literacy framework (cf. Table 3.1), as well as to the level of Bloom's revised taxonomy (cf. Figure 11.2). This analysis allows for the adherence to the principle of *depth of processing* of the TESOL curriculum design, which suggests that assessment should include items that cater, not only for lower-order thinking abilities but also test for higher-order cognitive skills (cf. Table 4.1). Anderson and Krathwohl (2001) identified six levels of cognitive learning, each conceptually different, and included these in the revised taxonomy. These six levels, ranked from lower to higher-order cognitive skills, are remembering, understanding, applying, analysing, evaluating, and creating (Kress and Selander, 2012). These different levels are useful when developing learning outcomes, as well as setting an assessment paper, to ensure that the test is not too easy or too challenging for the intended test takers (Paul and Elder, 2004). However, it is important to keep in mind that some action verbs may be applicable to multiple levels (Anderson and Krathwohl, 2001; Paul and Elder, 2004). Figure 11.2 is a visual representation of Bloom's revised taxonomy, with some of the applicable action verbs associated with each level.

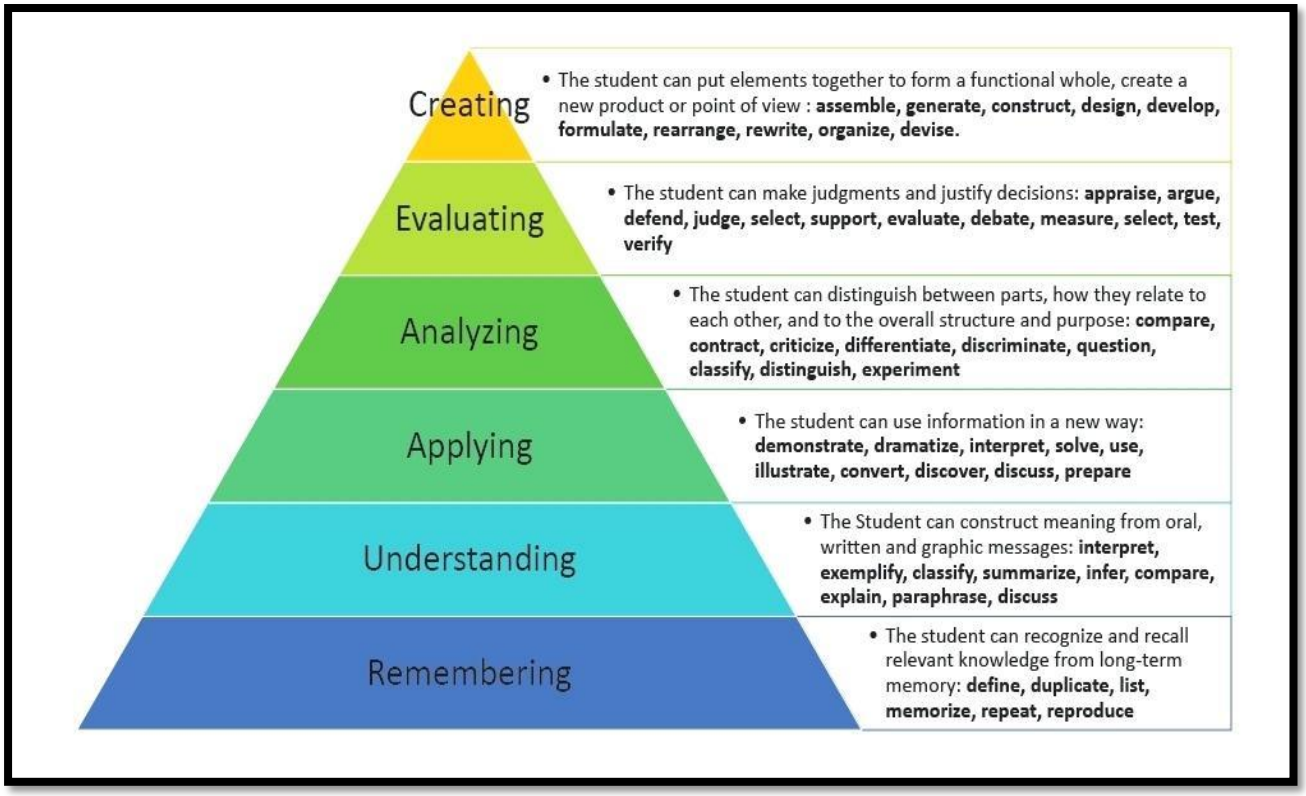


Figure 11.2 Bloom's revised taxonomy

The first question is primarily focussed on the comprehension and application of general academic vocabulary and subject-specific terminology. However, in addition to academic vocabulary expansion, the question also targets academic writing abilities in the form of sentence construction. The specific purpose of this question is to assess the progress of students' vocabulary development (cf. Table 3.1) since it is regarded as relatively important (ranked 3rd highest) according to the document analysis of the generic Education modules (cf. Table 6.2). Furthermore, the question also allows the EALT1508 facilitators to monitor if the academic literacy course is fulfilling the need of aiding students to acquire the necessary subject-specific terminology as expressed by the Faculty of Education lecturers during the FGD (cf. 8.2.3), as well as the students in the open-ended questions of the questionnaire (cf. 8.2.2). Furthermore, the importance of students acquiring an extensive academic vocabulary knowledge, both general and subject-specific, is vital, since this knowledge will provide students access to the discourse community of their field of study (Goodier and Parkinson, 2005). This question is, firstly, on the second level of Bloom's taxonomy, as it requires students to understand the academic words and their meanings. Secondly, it also falls within the third level of the taxonomy, as students should apply their knowledge and comprehension in order to write proper sentences to demonstrate their understanding of the academic words.

The second question of the semester test is directly linked to academic research skills and requires students to compile references from the information provided. This was one of the main concerns of both the Faculty of Education lecturers, as well as the EALH1508/Education students, in terms of academic literacy abilities that needed attention (cf. 8.2.2; 8.2.3; 8.2.6). The document analysis of the EALH1508 textbook also showed that referencing is entirely absent from the academic literacy study material (cf. 6.2.2.6) but needed regularly in the Faculty of Education courses (cf. 6.3.2.5). This question is based on the first three levels of the revised taxonomy, as it requires students to recall the formula of the specific referencing technique, understand what each aspect of the referencing formula requires, and then apply the rules of referencing to assemble the source's reference. However, it can also be argued that this question demands some analysing abilities, since a student has to be able to distinguish between the different parts of a reference, and how these different parts relate to one another.

The third question of the test speaks to several academic literacy abilities. This question asks students to paraphrase a given academic text and is therefore directly linked to academic research skills. In addition to research abilities, this question also addresses academic vocabulary building, since one of the strategies to effectively paraphrase a text is to make use of synonyms and alternative words or phrases (Potgieter and Van Wyk, 2017). This question also attends to academic writing abilities, as students have to answer the question in a well-structured paragraph format (cf. 3.3.4). Furthermore, students should also have the ability to read and understand academic texts, in order for them to successfully answer the question (Dube, 2016) (cf. 3.3.6). This question also scored the lowest marks during the pre- and post-ALDI-test (cf. Table 9.5), 34 and 36 respectively, which clearly indicates that students needed more instruction and practice to fully acquire this ability. Although the question's focus is on paraphrasing, students need to apply several other academic literacy abilities to successfully answer the question, thus, showing the integrated nature of academic literacy abilities (2.6.3). This question can be associated with the first three levels of Bloom's revised taxonomy. For students to successfully answer this question, they have to not only remember the basic strategies to paraphrase academic text but also understand the principles behind these specific strategies. The final step in answering question 3, requires students to effectively apply the above paraphrasing strategies.

The fourth test question expects students to summarise an academic text in 60 words or less. For students to answer this question, they will have to rely on several academic literacy abilities, again illustrating that academic literacy abilities are interrelated (cf. 2.6.3). A student has to apply academic reading abilities, specifically the ability to read for main ideas to do the first part of the question. This was mentioned during the FGDs of the lecturers and facilitators as one ability that students struggle with most (cf. 8.2.2). Students then have to utilise their knowledge concerning academic vocabulary, such as synonyms and the different functions of transitional devices. Lastly, students have to apply their academic writing abilities to write a summary paragraph, with the help of their acquired analytical and logical reasoning abilities. The presence of analytical and logical reasoning abilities will allow facilitators to monitor students' progression in acquiring these skills, as they, the academic literacy facilitators, indicated that this category of abilities (cf. Table 3.1) was only partially acquired during the course of the current EALH1508 course (cf. Table 7.2). This question can be categorised according to the first three levels of Bloom's revised taxonomy, and to some extent, level four. Firstly, students should recall what a summary entails, as well as understand the main purpose of this specific academic writing ability. They then have to

apply this summarising ability to the given academic text, while they formulate their writing logically and coherently.

The second last question, Question 5, primarily tests the students' ability to interpret and analyse data that are presented in a visual format. The Faculty of Education lecturers mention that they believed that students in their Education modules struggled to interpret visual data (cf. 8.2.3). This specific academic literacy ability also scores rather low on both the pre-and post-ALDI-test (42 and 43) and showed almost no improvement during the academic year (cf. Table 9.5). The first part of the question requires that students interpret and evaluate the data contained in the given graph, while the second part of the question asks students to demonstrate their academic writing abilities by writing a short paragraph in a specific sentence format; namely, that of a comparison sentence. Other skills that this question tests are their knowledge with regard to academic vocabulary, as well as the students' analytical and logical reasoning abilities. Question 5 is predominantly located on the fourth and fifth levels of Bloom's revised taxonomy, although students do need to apply the cognitive abilities that form part of the first three levels of the taxonomy. To explain, students first have to recall their understanding of the purpose of action verbs, before they can interpret the graph in the test. Thereafter, they have to distinguish between the different concepts and relevance in the visual representation of the data. It is only then that students can make a sound judgement in terms of the graph.

The final question is focused on students' ability to produce a quality piece of academic text in the form of an academic essay. The main ability tested in this question is that of students' academic writing ability; however, they have to demonstrate several additional academic literacy abilities to successfully complete this task. Firstly, they have to unpack and analyse the essay prompt to ensure that they understand the expected outcome that is required. Secondly, careful planning has to take place, so that they can apply the relevant writing strategies before the writing process can commence, which was one of the concerns of the Faculty of Education lecturers (cf. 8.2.2, 8.2.3). Furthermore, they will also have to apply their knowledge in terms of academic vocabulary, as well as their analytical and logical reasoning abilities, to ensure a well-structured academic argument that can be supported with relevant facts and examples. From the above, it is clear that this question requires students to make use of all six cognitive skill levels, as they should evaluate several aspects regarding the topic and support their unique point of view with relevant facts. Although multiple academic literacy abilities are assessed in this question, the main focus is on

academic writing. The essay will be graded according to the various sections included in the analytical rubric scoring rubric (cf. Appendix F); namely, organisation, content, vocabulary, usage, and mechanics. This academic literacy category (cf. Table 3.1) is considered highly important (2nd) according to the document analysis conducted on the generic Education modules (cf. Table 6.2), which emphasise the importance of including this question in the semester test.

According to Freahat and Smadi (2014), a test administered to exit-level undergraduate students at university should contain approximately 60% higher-order questions, and 40% questions based on the first three levels of Bloom's revised taxonomy. In the case of first-year students, this ratio should level at 60/40% in the favour of lower-order cognitive ability questions (Hopper, 2009). If the mark allocation for each of the 6 questions of the semester test example is divided between lower and higher-order cognitive abilities, the ratio of this test will stand at approximately 64/36%. According to Hopper (2009), this falls in the acceptable level in terms of lower-order and higher-order assessment items.

As was shown above, most of the academic literacy abilities included in the academic literacy construct (cf. Table 3.1) are included in this suggested semester test. Furthermore, it was also shown that all the questions are related to the skills that were regarded as important or not sufficiently developed according to the opinion of the stakeholders. The omission of certain skills, such as listening skills, participation in academic discussion, and some academic research abilities, is due to the fact that these abilities are not suited for this type of written assessment and should rather be assessed during contact sessions as part of class activities (cf. 11.2.5.3).

11.3 CHAPTER 11 SUMMARY

While taking into consideration the findings of the data analysis, Chapter 11 looked to provide a basic outline for a tailor-made academic literacy course, EALT, which would meet the academic literacy needs of the Faculty of Education. This chapter discussed several aspects of such a course, that would adhere to the principles and suggestions of the TESOL curriculum design (cf. Table 4.1; Table 4.2; Table 4.4). Firstly, it provided the recommended course and learning outcomes. Although the course outcomes of the recommended Faculty of Education academic literacy course are very similar to that of the EALH1508 course, the learning outcomes were aligned with the specific academic literacy needs of the Faculty of Education as indicated during the data analysis chapters (cf. Chapters 6 – 9). Secondly, it

provided an outline of the recommended notional learning hours, which is still in line with all the other academic literacy courses in the programme offered at the UFS, although amended in terms of the specific components included. Thirdly, the scope and sequence of the suggested course content were discussed, with the major difference from the current course related to the readings used to teach the identified academic literacy abilities (cf. Table. 11.3). Lastly, a possible assessment plan was developed to adhere to the academic literacy needs of the Faculty of Education.

The next chapter concludes this study. In it, I provide a brief overview of the entire study. Furthermore, the chapter also offers a summary of the suggested recommendations made in terms of the development of the proposed academic literacy course specifically for students enrolled in the Faculty of Education. After considering the limitations of the present study, I suggest possible future research opportunities that may develop from this study. I conclude the chapter with a personal reflection.

CHAPTER 12: CONCLUSION AND RECOMMENDATIONS

12.1 INTRODUCTION

In the previous chapter, I provided a proposed outline for an academic literacy course that should meet the literacy needs of the Faculty of Education. I made reference, in particular, to the proposed learning outcomes, notional learning hours, scope and sequence of content, and the assessment plan. In doing this, I aimed to show how the proposed course would better serve the specific academic literacy needs of the Faculty of Education.

This chapter serves as the concluding chapter of this study. It contains a summary of the main findings of this study, as well as the recommendations that are made in terms of the results of the data analysis. It further outlines the potential limitations of the study and provides possible avenues for further research, as well as the contribution it adds in terms of policy and practice. Finally, the chapter concludes with a self-reflection that highlights my personal growth in terms of becoming a researcher, as well as in academia.

12.2 SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

This study set out to investigate the extent to which the current EALH1508 academic literacy course supports the academic literacy needs of students studying in the Faculty of Education at the University of the Free State (UFS). Therefore, the following research question was formulated:

To what extent is the current Humanities academic literacy programme aligned with the literacy needs of the students in the Faculty of Education and how great is the need to design and develop a faculty-specific academic literacy course for its students? (cf. 1.2).

In the effort to answer this research question, this study was guided by the following sub-questions:

- What are the academic literacy competencies addressed, as well as lacking, in the current Humanities literacy course in terms of the academic literacy needs of the Faculty of Education students?
- What are the evaluation stakeholders' expectations and perceptions of academic literacy transfer from the academic literacy programme to Education modules?

- How does the current Humanities literacy course impact the Faculty of Education students' academic literacy development?
- Based on the answers to the above questions, in what manner should the existing Humanities literacy course be amended or redesigned to ensure that the course for Faculty of Education students will enhance their academic literacy development in terms of their specific academic literacy needs?

In terms of the research context, this study can be described as a single case study, since the study constitutes an extensive study regarding a group of people with a specific goal in mind (Hyett, Kenny and Dickson-Swift, 2014). Although the UFS is not unique in terms of academic literacy courses, as most HE institutions offer similar courses and programmes to support their students, all of the participants that were identified and targeted are all associated with the UFS. Furthermore, within the context of the UFS, the focus was solely on the Faculty of Education's first-year students. Even though the study can be viewed as a single case study, the proposed academic literacy framework (cf. Table 3.1) could be used, or adapted, in any other similar context, since the framework was constructed according to relevant and reliable literature. Furthermore, the data collection instruments, including the questionnaires and FGD questions, could easily be amended to conduct comparative research. This study does, however, not only provide valuable data and findings in terms of the academic literacy programme at the UFS, but also broadens the academic knowledge of the faculty-specific academic literacy abilities needs of Education students in the HE environment, which is currently an under-researched field. Furthermore, the study also serves to support the view that a generic approach to academic literacy development is not sufficient to prepare students for the academic language demands of their specific fields of study, and that a specialised approach should be pursued. This is especially relevant to provide students with access to their particular faculty-specific discourse communities.

A utilitarian pragmatism research paradigm was implemented in this study. Since this study required a significant portion of course evaluation, this paradigm was a good choice, because it links strongly with an evaluation perspective and is widely considered as one of the major approaches to programme evaluation (Greene, 2000). The study furthermore made use of a mixed-method approach, which is also the suggested approach to programme evaluations to facilitate data collection (Creswell, 2016). This approach was aligned with the choice of a Utilitarian pragmatism paradigm (cf. 1.5). Given the study's

paradigm and approach, a decision was made to employ Lynch's Context-adaptive Model (CAM) as research design. This model was considered an appropriate and well-suited design, since it is a flexible and adaptable investigative model that can be used for inquiring and evaluating language teaching (Lynch, 2003). In addition, the suitability of this model also came to the forefront, since it caters for the context of HE that is constantly reshaping and redefining itself (Lynch, 1997) (cf. 1.6).

To find possible and suitable answers for the research questions of this study, three literature review chapters were included, each with a very specific, but interrelated purpose. The first literature chapter explored L2 teaching and acquisition (cf. Chapter 2). Chapter 2 also formed the basis of this study, as it allowed me to investigate relevant and applicable theories concerning the most appropriate ways in which academic literacy abilities are acquired in an SLA environment. The chapter also informed me of ways in which the acquisition process can be facilitated to enhance students' access to particular discourse communities (cf. 2.3). Firstly, in terms of the manner in which academic literacy abilities are most effectively acquired, theories, such as Krashen's notion of Comprehensible Input (cf. 2.3.1), as well as Schumann's Acculturation Model (cf. 2.3.2), highlighted the importance of students' access to these preferred discourse communities. Krashen's Comprehensible Input theory was important, as it allowed me to comprehend the importance of structuring and teaching an academic literacy course, in particular the principle of scaffolded content, that would benefit all students enrolled, whether they are L1 or L2 English speakers. This knowledge was essential to the development of the proposed academic literacy activities and tasks (cf. Chapter 10). The principles and theories of the NLS also emphasised the need for students to acquire the necessary and relevant academic literacy abilities (cf. 2.4) and CALP (Goodier and Parkinson, 2005) (cf. 2.2) to achieve academic success and become members of their chosen academic discourse communities. Chapter 2 also addressed specific approaches that could be implemented to enhance academic literacy development (cf. 2.6). Three approaches that were discussed in detail were content-based instruction (CBI) (cf. 2.6.1), task-based instruction (cf. 2.6.2) and the Integrated approach to teaching academic literacy (cf. 2.6.3). Furthermore, the principle of CBI was instrumental during the document analysis of the EALH1508 textbook (cf. 6.3.2) in the sense that it revealed the shortfall of the current academic literacy course to equip Education students with the necessary academic literacies to succeed. It was argued that this should be addressed

during the development of a new academic literacy course for the students enrolled in the Faculty of Education.

Chapter 3 dealt solely with determining which academic literacy abilities are essential in the HE environment (cf. Chapter 3). The purpose of this chapter was to develop an academic literacy framework (cf. Table 3.1) that could be used to inform the data collection necessary to answer the first research question of this study: "*What are the academic literacy competencies addressed, as well as lacking, in the current Humanities literacy course in terms of the academic literacy needs of the Faculty of Education students?"* After an extensive literature review, six distinct academic literacy categories were established; namely, listening and note-taking skills, academic reading abilities, academic vocabulary usage, academic writing abilities, analytical and logical reasoning abilities, as well as academic research skills (cf. 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.4, 3.3.5, 3.3.6). These six categories informed the academic literacy framework (cf. Table 3.1). It has to be noted that the academic literacy abilities that were included in this framework were generic so as to ensure the comprehensiveness of the academic literacy framework. This allowed for the identification of relevant and specific academic literacy abilities during the needs analysis process (cf. 4.2.2). The academic literacy framework was, firstly, instrumental during the document analysis of the four selected Education modules, EDUB1613, LLST1513, EDUB1623 and GPED1623, (cf. 6.2.2), as well as the EALH1508 study material (cf. 6.3.2). The framework guided the document analysis in terms of establishing which academic literacy abilities were needed to successfully engage with the content in the selected Education modules, and to establish what academic literacy abilities are currently focussed on in the EALH1508 textbook. These two data sets, the data analysis from the Education modules and the data from the literacy course's textbook, were compared and analysed by using the Mann-Whitney u-test to rank the different academic literacy categories (cf. Table 6.2; Table 6.3). This was done to determine possible gaps with regard to academic literacy abilities needed in the Faculty of Education and the literacy skills on offer in the EALH1508 course.

The comparison of these two data sets indicated disparities in terms of the various academic literacy abilities. The most prominent disparity was that academic research was indicated as the most important academic literacy category in the Education modules, but ranked as the second least important category in the EALH1508 course (cf. Table 6.2). Another significant

difference was the ability to understand and use subject-specific terminology (ranked 9th and 6th respectably) in the Education modules, compared to ranking only 19th and 20th in the literacy course (cf. Table 6.3). This had a substantial influence on the decision to develop a new academic literacy course for the Faculty of Education as opposed to only making adjustments to the current literacy module. A further issue that was identified during the document analysis was that students were required to submit academic assignments of more than 1000 words, while the EALH1508 course did not cater to this academic writing requirement and needed to be addressed in a new academic literacy course.

With the aid of the academic literacy framework, three sets of questionnaires were developed, each tailored to specific stakeholders; namely, the Faculty of Education lecturers, the EALH1508 facilitators, and the EALH1508/Education students (cf. Chapter 7). These questionnaires aimed to elicit responses concerning the importance, transferability, and successful acquisition of the various academic literacy abilities included in the academic literacy framework (cf. Table 3.1). This was done to partially answer the second and third research questions of the study; namely, to determine *the evaluation stakeholders' expectations and perceptions were of academic literacy transfer from the academic literacy programme to Education modules,* as well as *how the current Humanities literacy course impacts the Education students' academic literacy development*" (cf. 1.2). The most noteworthy finding, based on the Education lecturers' questionnaire responses, was that the lectures considered all the academic literacy categories *important* to *very important* (mean between 3.42 and 3.78), especially vocabulary usage, subject-specific terminology in particular, and academic writing abilities (cf. Table 7.1). The overarching perceptions of the EALH1508 facilitators, in terms of the acquisition of specific skills, was that they were only somewhat achieved, with vocabulary knowledge and use, and academic research abilities ranking as the skills acquired least successful by the students (cf. Table 7.2). In terms of the students' questionnaire, it was shown that students found most of the academic literacy abilities useful in their other Education modules, with listening and note-taking rated as the most useful (M = 3.28), and analytical and logical reasoning as least useful (M = 2.94) (cf. Table 7.1). As part of the facilitator questionnaire, the participants were asked to evaluate the frequency at which the different academic literacy abilities were taught during the course of the EALH1508 modules. Similarly, during the student questionnaire the students were asked to reflect on how frequency they encountered the same academic literacy skills during their EALH1508 contact sessions. Facilitator and student perceptions were rather

contradictory in this regard, with facilitators being of the opinion that most of the academic literacy abilities were addressed sufficiently, expect for academic research skills, listening and note-taking abilities, and subject-specific terminology that were covered less than required (cf. Table 7.4). On the other hand, the students felt that too much time was spent on teaching the various academic literacy skills, especially academic reading (M = 3.34). The findings from the questionnaires served to inform the questions that were asked during the three FGDs with the different stakeholders.

The following stage of the data collection process, the FGDs, provided me with valuable data (cf. Chapter 8). The purpose of these FGD was to obtain more in-depth responses from the participants regarding the academic literacy abilities that were not sufficiently developed by the EALH1508 course, as well as the literacy abilities that were developed at a satisfactory level. Furthermore, the FGD also aimed to determine the usefulness and transferability of the literacy skills taught in the EALH1508 course. As was the case with the previous two data collection methods, the FGD was conducted to partially answer the second and third research question, to determine the stakeholders' perceptions and opinions with regard to the usefulness and transferability of the academic literacy abilities taught in this specific literacy course, as well as to establish if the EALH1508 course met the specific academic literacy needs of the Faculty of Education (cf. 1.2.2). The results of the FGD mirrored the results of the questionnaires (cf. Table 7.1) in the sense that great value was placed on academic research skills, academic reading and writing abilities, as well as academic vocabulary usage, with several Faculty of Education lecturers and students emphasising these literacy abilities' importance and usefulness in the selected Education modules (cf. 8.2.2, 8.2.3). The FGD also revealed that academic research skills, listening and note-taking abilities, the use of subject-specific terminology, and academic writing abilities were the least developed abilities of the EALH1508/Education students (cf. 8.2.3). This was expected, since the document analysis of the EALH1508 study material (cf. 6.2.3) indicated that these academic literacy abilities were amongst the least represented in the EALH1508 textbook. For instance, the ability to write academic texts of more than 1000 words, active listening in class, referencing a variety of sources, and using appropriate formatting and layout when typing assignments were not addressed in the EALH1508 course, while skills, such as using subject-specific terminology were only referred to five times during the entire EALH1508 course (cf. Table 6.3).

The final data collection was in the form of the Academic Literacy Development Indicator (ALDI) test, an academic language proficiency test that was administered to the EALH1508/Education students at the beginning, as well as the end of the academic year (cf. Chapter 9). The purpose of this test was to determine any possible improvement in the academic literacy proficiency of the students that wrote the test. The results of the paired t-test of student performances showed that there was a marginal improvement of 3% from the pre- to post-ALDI test (cf. Table 9.2). The results showed that the tasks students found most challenging included the ability to paraphrase, interpret text type and structure, as well as interpret graphs (cf. Table 9.5). This confirmed the opinions of the participants of the FGD, as all three of these abilities were mentioned as some of the weakest developed academic literacy skills that needed attention (cf. 8.2.2, 8.2.3). The document analysis of the EALH1508 textbook also indicated that these skills were under-represented in the literacy course, with paraphrasing having been addressed only once during the academic year (cf. Table 6.3), and interpreting graphs only three times[35].

In light of all the findings, as well as the three literature review chapters, several recommendations were made with regard to the academic literacy course offered to the Faculty of Education at the UFS. The most important of these is that (cf. 10.3) a separate, tailor-made academic literacy course be developed to meet the specific literacy needs of the Faculty of Education, instead of incorporating changes in the existing EALH1508 curriculum. In developing an academic literacy course specifically for the students in the Faculty of Education, I argued that the principles and guidelines recommended by the TESOL curriculum design model (cf. Chapter 4), especially steps 4 to 6 (cf. 4.2.4, 4.2.5, 4.2.6), which consists of the goals, content and sequence thereof, format and presentation, and monitoring and assessment, should be considered. Although the TESOL curriculum design model is mostly considered an L2 curriculum design, this study argued that for the purposes of an academic literacy course with the aim to develop students' academic English proficiency, all enrolled students, whether L1 or L2 English speakers, need additional academic literacy support and can, thus, be considered L2 speakers in terms of academic English (cf. 2.2; 2.3; 2.4; 4.1). The recommendation to design an entirely new course, instead of just altering the existing curriculum, can be argued for due to the fact that the

[35] Although Table 6.2 shows that students have to interpret visual data 20 times, this also includes tables, pictures and other visual representation. Only 3 of the activities require students to engage with graphs.

content of the current EALH1508 course is, firstly, aimed at an international market and is not contextually relevant to the South African context. Secondly, the content is also not relevant to the Education students' field of study. As argued by Butler (2013), it is important to ensure that the content used in an academic literacy course be authentic and relevant to the students' day-to-day lives. Furthermore, the discrepancies identified during the document analysis of the selected Education modules and the EALH1508 study material, served to suggest that the focus of the current academic literacy course is not aligned with the literacy needs of the Faculty of Education (cf. Table 6.2). Therefore, it would be necessary to refocus the literacy course to be more effective in preparing the Education students for the literacy demands of their Education modules. This will allow students to become acculturated in the academic discourse culture of HE, specifically the Faculty of Education (Schumann, 1978) (cf. 2.3.2) and, in turn, facilitate their access to their preferred discourse communities (Flowerdew and Ho Wang, 2015) (cf. 2.2). This can be achieved by developing and designing new content activities and tasks to provide students the opportunity to acquire the required academic literacy skills to successfully engage with the content of their modules in the Faculty of Education. Lastly, there was also a conflict in terms of the academic writing that students are required to complete in the selected Education modules and the academic writing that the EALH1508 course teaches (cf. 6.2.1, 6.3.1). All four Education modules require students to submit academic essays or assignment exceeding 1000 words, which the current academic literacy course does not cater to. In order to prepare students to be able to complete these academic essays in their Education modules with confidence, the assessment plan of the literacy course should be adapted. Therefore, with the intention of facilitating the development of a new academic literacy course for the Faculty of Education, the following recommendations are made.

Firstly, it is recommended that specific activities and tasks be developed to ensure that the relevant academic literacy abilities are addressed in the academic literacy course that students in the Faculty of Education would need to successfully engage with the content in their Education modules (cf. Chapter 10). Arguably, the development of such activities will enhance the students' chance of success in their future Faculty of Education studies. During the development of these activities, a CBI approach (cf. 2.6.1), as well as a task-based approach, and Integrated approach should be utilised to further strengthen the literacy course. This will ensure that the activities and tasks are more authentic and relevant to the students' interests and their field of study (Goldberg and Casenhiser, 2008), as well as

emphasise the integrated nature of academic literacy abilities (cf. 2.6.3). This will increase the students' motivation, which could result in an improved acquisition of academic literacy abilities, which, in turn, could increase the transferability of the acquired skills to other academic modules (Parkinson, 2000). An example of such a proposed activity is the vocabulary quilt or the Frayer model (cf. 10.2.3). This activity does not only serve the purpose of academic vocabulary building, but also expands the students' knowledge of subject-specific terminology, which was one of the academic literacy skills that were not sufficiently included in the EALH1508 textbook. This activity also enhances students' comprehension of such academic vocabulary, since they have to use the word in a sentence. Given that these words will be relevant to their subject-specific studies, it would also enhance their understanding of the assigned readings in the Education modules. Furthermore, the ability to use subject-specific terminology, verbally, as well as in written format, is of vital importance in the HE environment for students to gain access to their desired discourse communities associated with their field of study (Gee, 2001). Another example of a suggested activity is the "paraphrase the paraphrase" activity (cf. 10.2.6). This activity was also recommended due to the indicated importance of students having the ability to paraphrase suggested by the Faculty of Education lecturers (cf. Table 7.1, 8.2.2), and also because of the perceptions from the students themselves in terms of academic literacy abilities that need to be developed more (cf. 8.2.3). According to Dube (2016), the ability to paraphrase effectively is a key ability that any students should acquire, especially in HE, so as to avoid plagiarism, increase the comprehension of academic texts, and enhance cohesion and 'flow' in their academic writing (Dube, 2016). Thus, this activity will not only aid students in avoiding plagiarism, but will also address two of the concerns that were mentioned by the Faculty of Education lecturers during the FGD; namely, to read with understanding and to write more cohesively (cf. 8.2.2). Some of the other activities that were suggested in order to meet the academic literacy needs of the Faculty of Education include referencing, identifying text structure, interpreting visual data, identifying main ideas, and writing suitable summaries (cf. 10.2).

Secondly, in the proposed academic literacy course for the Faculty of Education at the UFS, it was recommended that the course outcomes reflect the academic literacy framework (cf. Table 3.1), since listening and note-taking skills, academic reading abilities, vocabulary usage, academic reading abilities, analytical and logical reasoning, and academic research skills are considered skills that are vital to ensure academic success in the HE environment

(cf. 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6). After consideration, due to its perceived importance (cf. Table 6.3, Table 7.1) and the fact that academic discussion is the only literacy ability that involves the verbal communication of ideas and arguments, it was decided to list it as a separate course outcome. Therefore, it is recommended that the seven course outcomes for the new literacy course include the development of active listening, critical reading abilities, academic vocabulary usage, academic writing skills, critical thinking, research abilities, and oral skills (cf. Table 11.1). Furthermore, in an academic literacy course that is specific to the Faculty of Education, the learning outcomes (cf. Table 11.1) should be derived from the identified academic literacy abilities that students would need to in order to engage confidently and successfully with content of their Education modules (cf. Table 3.1, Table 6.3, Table 7.1, 8.2.2, 8.2.4). These course and learning outcomes will ensure that students are provided with the opportunity to acquire the relevant academic literacy abilities that they would need in their studies.

Since the academic illiteracy courses at the UFS are accredited at 32 credits, the notional learning hours equates to 320 hours, thus, 10 hours per credit (Isaacs, 2000). In the recommended academic literacy course, the allocation of the notional hours had to be restructured (in comparison to the current Humanities academic literacy course) to optimally balance the distribution of course components, as well as meet the specific needs of the Faculty of Education (cf. Table 11.2). It is recommended that 112 notional hours be allocated to lectures and in-class related activities (2 x hours twice a week for the duration of 28 weeks). The notional hours in terms of online assessment activities are recommended to be 48 hours. The recommended notional hours are based on the fact that students will be expected to submit their academic essays via Turnitin (cf. 11.2.5.2), as this is a requirement of all four of the Education modules that were analysed during this study (cf. 6.2), in addition to the extensive reading M-reader online component of the proposed academic literacy course (cf. 11.2.5.1). The most significant change to the allocated notional hours is the inclusion of online academic research activities (72 hours). As already mentioned, the category of academic research was considered the most important group of literacy abilities during the document analysis (cf. Table 6.2), and was identified as highly important during the FGD (cf. 8.2) and the online questionnaires (cf. Table 7.1). Furthermore, it is recommended that 20 notional hours be dedicated for two 8-hour academic research workshops hosted by the ULD's Write Site, as well as two individual consultations. Since Jansen (2016) states that the majority of students entering HE for the first time have virtually

no experience in conducting academic research, open dialog should take place between the novice researcher and the facilitator to ease the research process. Therefore, these notional hours should be used to guide students and provide them with the opportunity to clarify misconceptions or share interesting findings/articles or any related research activity during the workshops, as well as receive guidance from the Write Site consultants regarding the semester essays.

The recommendations made in terms of the proposed academic literacy course for the Faculty of Education pertains to the module structure (cf. 11.2.4) and the assessment plan (cf. 11.2.5). In terms of the module structure, it is recommended that the teaching and learning practice be built around subject-specific content used in the Faculty of Education in implementing a CBI approach (cf. 2.6.1). To achieve this, four articles (academic texts) were selected from the course content of the Education modules. Each article was then reworked into five separate readings that forms the basis of the suggested activities and tasks for each unit (cf. 10.2). The sequencing of these reading texts in the proposed academic literacy course should mirror the order in which they appear in the respective Education modules. It could also be suggested that the respective coordinator of the new course work closely with the Faculty of Education to ensure that the sequencing of content stays similar in case the lectures change or reshuffle their respective modules. This may improve the students' perception of the relevance of the literacy module and the transfer of relevant academic literacy abilities (Goodier and Parkinson, 2005). As argued by Richards and Rodgers (2001), such an approach will ensure that the students see the relevance of the content and enhance the acquisition rate of the academic literacy abilities taught. With regard to the recommended assessment plan (cf. Table 11.5), the most prominent difference, compared to the current EALH1508 course, is the writing component to meet the academic writing needs of the Faculty of Education, which involves writing academic essays exceeding 1000 words (cf. 6.2). Currently, the EALH1508 course requires students to write single paragraphs during the first semester and short two body paragraph essays in the second semester. It is recommended that the students write a five body paragraph essay (± 150 words per paragraph) during both semesters to better align with the assessment requirements in the generic education modules (cf. 11.2.5.2). Furthermore, the genres of these essays should reflect the genres that students are expected to engage with in their respective Education modules. As such, it is recommended that students write a critical reflective essay during the 1st semester to align with the assessment expectations in the EDUB1613 and LLST1513

modules, and an argumentative essay during the 2nd semester to align with the assessment expectations in the EDUB1623 and GPED1623 modules. This could potentially enhance the alignment with the expectations and requirements of the Faculty of Education (cf. 6.2.1). By requiring students to write longer essays in the proposed academic literacy course, they should be more confident and prepared to meet the academic writing demands (Cliff, Ramaboa and Pearce, 2007) of their generic first-year modules in the Faculty of Education.

Taking the entire research process of the thesis into consideration, the following section aims to identify and discuss the specific limitations of the study.

12.3 LIMITATIONS OF THE STUDY

The findings of this study must be considered in light of some limitations. Firstly, this is a single case study with the collected data only relevant to the Faculty of Education at the University of the Free State, and as such, the suggestions and recommendations made in this study should not be generalised to other tertiary institutions in South Africa (Bell, Kidd and Morgan, 2005). Notwithstanding the different research contexts and potential differences in terms of the environment and needs (Nation and Macalister, 2010), due to the nature of this study, the same principles, data collection instruments, and analysis procedures could be employed for similar studies in other HE institutions (Bell et al., 2005).

Secondly, the academic literacy abilities that were identified during the data collection phase of this study are specifically applicable to first-year students enrolled in the Faculty of Education at the University of the Free State. Even though most of the lecturers who completed the online questionnaire, as well as those that participated in the FGD, lecture both undergraduate and postgraduate students in the Faculty of Education, the questions posed were specifically focused on the academic literacy ability needs relevant to the generic first-year Education modules. Therefore, although it is assumed that the identified literacy abilities are applicable to any level of tertiary study (Weideman, 2012), it cannot be claimed that these identified abilities are the only academic literacy skills that students will need for further degree completion.

A third limitation that was identified relates to the sample size of the participants of the FGD, and especially as this relates to the EALH1508/Education students. Given that only four students volunteered to participate in the study, the responses provided during the FGD

were limited. This could influence the reliability of the data (Hackshaw, 2008). However, the data received from the student FGD aligned with the data received from the questionnaires completed by the students (n = 446), which still allowed for the triangulation of the data (Johnson, 2017) in conjunction with the data received from the lecturers, facilitators and the document analysis. The triangulation of data mitigated the influence on data reliability. This small sample size could be attributed to the timing of the data collection phase, in particular the FGD, since it took place at the end of the academic year when students were busy completing their final assessments for the year.

12.4 OPPORTUNITIES FOR FURTHER RESEARCH

Considering the findings, recommendations and limitations of this study, future opportunities for research could include a comparative study of the academic literacy needs of Education students and those from other faculties at the UFS, while comparisons with different HE institutions across South Africa could also be conducted to yield interesting and valuable results. Goodier and Parkinson (2005) state that it is essential that any academic literacy programme be based on the faculty-specific discipline needs of students in order to enhance the effectiveness of the literacy programme. A future study could highlight the differences, even if they are marginal, between the academic literacy demands of the various academic faculties in the HE environment. This could provide knowledge to better develop the academic literacy abilities of students across the HE landscape, and, in turn, improve academic achievement.

A second avenue for further research, in terms of academic literacy needs of Education students, could be to investigate what the academic literacy needs are of senior undergraduate students, as well as postgraduate students in the Faculty of Education at the UFS. Such a study could focus on determining the difference, if any, in the academic literacy needs of the various cohorts. The findings of such a study could potentially be used to develop additional short online academic literacy courses that focus on specific literacy skills that provide undergraduate and postgraduate students with additional support. These courses could be made compulsory for students to alleviate the high drop-out rate of HE students before they have completed their studies (Tswanya, 2017).

A third possible avenue of future research could focus on exploring the impact of the proposed academic literacy course for the Faculty of Education students in terms of

academic literacy development, should it be implemented. This study could aim to determine whether content that is more relevant to students' field of study assists them to transfer the academic literacy skills more effectively to their Education modules and whether there is an overall improvement in their Education course marks. As part of such a study, one could also determine if amendments are necessary to enhance the effectiveness thereof. To establish the possible impact that the proposed academic literacy course has on the development of the Faculty of Education students' academic literacy abilities, students could write a test similar to the ALDI-test (cf. Chapter 9). These results could be compared to the results of the ALDI-test used in this study. In addition, another FGD could be held with the same lecturers that took part in this study's FGD to enquire whether the new course improved the academic literacy performance of the students in comparison to those who were enrolled in the EALH1508 course.

12.5 CONTRIBUTION AND SIGNIFICANCE OF STUDY

In this section, I discuss the contribution, as well as the significance of this study. I reflect on the potential contribution made to academic literacy curriculum policy and practice.

Concerning academic literacy programmes, the findings of this study promote a faculty-specific approach to academic literacy development in the HE environment. Accordingly, academic literacy development courses should align with the specific literacy needs of the students in the respective faculties. Furthermore, it was highlighted that continuous collaboration between academic lecturers and academic literacy coordinators is essential if the literacy course content is to be effectively aligned with the literacy needs of students in the respective faculties. Such collaboration could potentially enhance the effectiveness and relevance of faculty-specific literacy programmes. To further support stakeholders at HE institutions in offering high-quality and effective academic literacy development programmes to students, an environment needs to be created that is conducive to research in the field of academic literacy. The creation of such an environment could contribute to ensuring that all academic literacy courses are relevant and fulfil their purpose in supporting students to gain access to faculty-specific discourse communities. Such changes to academic literacy development could contribute to providing students with the best possible opportunity to acquire the necessary academic literacy abilities needed to (1) achieve success in their academic studies, and (2) become valuable members of their chosen discourse communities.

A second possible contribution of this study relates to academic literacy curriculum design. This study argues that a faculty-specific academic literacy programme, as opposed to a generic programme, would be more beneficial to the academic literacy development of students. This is especially true as such a programme would address, more purposefully, the communicative needs relating to discourse communities associated with specific fields of study. Therefore, in this study, I emphasise the need for curriculum designers to consider the unique and specific academic literacy needs of different academic faculties at a HE institution when designing and developing an academic literacy programme. In terms of curriculum design, a further contribution is the incorporation of a CBI approach, which not only increases the relevance of the academic literacy course, but also enhances skills transfer. Based on the data generated in this study, it was argued that the content that is used in an academic literacy programme should be relevant, as well as directly related to students' fields of study. In order to enhance the effectiveness of an academic literacy programme, it is therefore preferable to make use of module content that forms part of the students' mainstream studies.

This study therefore contributes to the current body of knowledge of academic literacy interventions, since it explores avenues to strengthen the alignment between the academic literacy needs of students in a specific field of study and the skills targeted in an academic literacy course. The study's findings complement several theoretical assertions that argue for the need to develop faculty-specific academic literacy interventions. In this respect, the findings concur that there is a significant difference between a general academic literacy course and one that is tailor-made for a particular student cohort in terms of effective skills transfer. Furthermore, an extensive academic literacy framework (cf. Table 3.1) was developed as part of a thorough literature review, which provides a theoretical foundation for curriculum adaptations at other institutions of Higher Education in South Africa, and possibly beyond. Additionally, the study outlined and illustrated a programme evaluation process, which is based on a combination of Lynch's CAM (2003) and Nation and Macalister's TESOL curriculum design (2010). This evaluation process, which could be applied in other HE academic literacy contexts, allows for the meticulous assessment of courses to determine the extent to which the content addresses and develops the academic literacy needs of specific target cohorts. This process makes it possible to establish the alignment between the academic literacy skills taught in a literacy course and the abilities

needed to engage successfully with the content in a particular faculty. Establishing such alignment allows for making the necessary changes to the academic literacy course to benefit the students involved.

In summation, this study proposes curricula that serve the authentic, faculty-specific academic literacy needs of students. This can only be achieved by means of close and continuous collaboration between the faculty members and academic literacy practitioners. Such collaboration is necessary to ensure the development of appropriate and contextually relevant content that enhances the effectiveness of students' academic literacy acquisition.

12.6 PERSONAL REFLECTION

How others see you are not important.

How you see yourself means everything. (Kal El)

According to Dewey (1991: 9), reflection can be defined as an "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends". Boud, Keogh and Walker (1985) aptly define self-reflection in the context of learning. They do so by focussing more on one's personal experience as the object of reflection, by referring to "those intellectual and affective activities that individuals engage with to explore their learning experience, which leads to new understanding and appreciations" (Boud et al., 1985: 19). On the other hand, Moon (1999: 23) focuses more on the role of reflection and learning and embeds reflection into the learning process. She describes reflection as "a form of mental processing with a purpose and/or anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution". From these descriptions, it seems that reflection consists of three related components as reflected in the reflective model (Rolfe, Freshwater and Jasper: 2001). These components are the facts, the learning that takes place, and the impact on the future. In other words, the *What? , So what?*, and the *What now?* Figure 12.1. Illustrates these three related aspects of reflection.

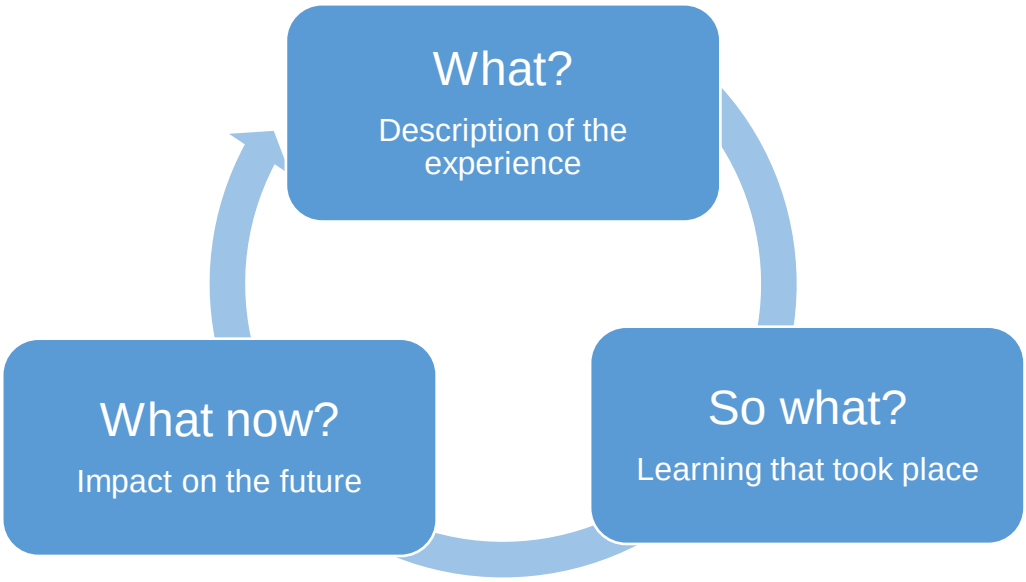


Figure 12.1 Self-reflection model

The first aspect is the *What?, which* describes the experience, which, in this case, is my experience of my Ph.D. journey. The next step, *So what?,* involves the discussion of what was learned during the experiences mentioned. The final aspect, *What now?,* discusses the relevance and influence of my Ph.D. journey on my academic future.

What?

My Ph.D. journey started approximately three years ago, and only a couple of months after I completed my Master's degree in Philosophy and Policy Studies in Education. My journey started with a simple idea, which was to determine if the academic literacy course offered to the Faculty of Education students at the University of the Free State met their academic literacy needs, and if it did not, if one should address this by either making alterations to the existing EALH1508 course, or by developing a new course that better meet the academic literacy needs of the Faculty of Education. With this idea I mind, I started to write a research proposal. I soon realised that this idea was developing too fast and that I needed help to organise my ideas further. I enlisted the help of some of my colleagues in the ULD to share my ideas and to elicit feedback from them. This enabled me to draft an outline that could be used to write a proposal. At this stage, I assumed that my study would proceed speedily. However, this was not to be the case. It took me another four months before I could submit my research proposal to the Committee for Title Registration at the Faculty of Education at the UFS–a mandatory first step. After the successful oral presentation of my proposed study,

I received approval from the Committee of Title Registration to proceed with my study. At this stage, I had already read hundreds (although it felt like thousands) of articles, dissertations, and academic books, which enabled me to start drafting my study's literature review chapters. The original plan was to have only one chapter dedicated to my literature review; however, the more articles I read, the more I realised the integrated nature of the literature in terms of academic literacy. Thus, one literature chapter became three, each dedicated to a specific theme that informed the rest of the study. The arduous task of drafting the literature review was followed by one of the biggest challenges to me in my study, drafting the methodology chapter. I struggled to include all the relevant components coherently. Thinking back, I realised that if it were not for the support of my supervisor and some of my colleagues, my whole study could have fallen apart at this stage. With the methodology chapter completed and safely stored on several back-up systems, it was time for me to start collecting the data.

The collection of data was one of the aspects of my study that I really enjoyed and from which I learned a great deal. The first set of data that I analysed was the study material of the current academic literacy course and the selected four generic Education modules. To be honest, this was time-consuming and not the most exhilarating work, but since it played a crucial part in the study, I pushed through with as much dedication and positive attitude as I could muster. The next data that I collected included the online questionnaires sent to the three main stakeholders of this study, which I found to be more enjoyable to engage with than the document analysis. I conducted an initial analysis of the completed questionnaires, which informed the questions for the focus group discussions with the same stakeholders. I was expecting to be more nervous during these discussions with the various stakeholders, but as soon as the discussion started, I felt right at home. This was probably the most valuable data collected in terms of answering the research questions, due to the in-depth responses I received from the three different stakeholder groups. Furthermore, these FGDs also allowed me to really engage with the stakeholders on a deeper level, which, in turn, allowed me to genuinely understand their points of view.

After I collected all the data, the questionnaires were again analysed, followed by the analysis of the qualitative data from the focus group discussions. Based on the analysis of the questionnaires and the focus group discussions, numerous graphs and figures were created and, according to me, they looked really impressive. However, my supervisor did

not share my enthusiasm, and after a few long discussions, I decided to re-analyse the data received from the questionnaires. This made me extremely anxious, since I was not comfortable with conducting statistical analysis. Luckily, my supervisor enlisted one of his co-workers, also one of my lecturers during my undergraduate studies, to explain the whole process to me. Although the conversation we had did reduce the anxiety I felt, I still felt that my knowledge was insufficient. As such, I had to locate relevant resources on conducting statistical analysis. Studying these was really a challenge, but valuable. With my newly-gained knowledge, the data analysis of the three sets of QuestBack questionnaires was redone, with what I believe to be the desirable results. Personally, integrating all the analysed data was most likely the highlight of the study. I found the manner in which the data fell in place exhilarating and very rewarding. I can now look back, and honestly see that my Ph.D. journey, although long and not all smooth going, was definitely fulfilling and exceeded all my expectations.

So what?

During the process of self-reflecting, it is of the utmost importance to think about what you have learned during the task and how you have grown professionally (Jasper, 2004). Thus, in this section, I reflect on how I have grown professionally, as well as what I have learned. The first thing that I learned during this journey I embarked on, is the fact that it is a very lonely journey, not just in the academic sense, but also in your personal life. Although you can share ideas or discuss issues regarding your research study with your supervisor, colleagues, and even friends, at the end of the day you have to make the final decision and live by it. This links to my second learning experience. A person should have a relationship with your supervisor that is built on trust and faith. It is important to trust your supervisor's ideas, opinions and experience in the field of study that you are pursuing. Without trust, the opportunity of having an honest conversation with each other is almost impossible. However, I also learned that you should have confidence in your own abilities and ideas, since at the end of the day, the thesis is a reflection of your own capabilities, as well as your personality. On the other hand, a person should not let pride stop you from compromising to find the best possible solution for a hindrance or problem. For example, there is no such thing as a bad idea–only ideas that need to be further refined. I learned this the hard way, since an idea I had and immediately disregarded, was later also suggested by my supervisor, just from a different angle. If I had discussed the idea with him several months before, I could have saved myself a significant amount of time. Thus, as the saying goes, trust your gut. I

furthermore learned that research is not done in a day, a month, or even a year. In conducting my study and having experienced the amount of work that goes into producing a research project, I have gained the greatest respect for all the academic authors that publish academic books and articles.

What Now?

The final phase of the self-reflecting process entails the manner in which the experience will influence your future endeavours. I have realised that I do not know everything (which is in contradiction to the beliefs I had at the beginning of this thesis) and that there is still much to learn. Furthermore, during the academic article reading phase of my study, I identified several aspects that warranted investigation, and with the experience I gained during my Ph.D. study, I am confident to investigate these aspects in the future. An example of this is the influence of different cultures on L2 acquisition. Another aspect that I would like to explore is the effect that different learning facilitators' teaching practices could have on the acquisition of a second language. One aspect that was absent from my Ph.D. study was to keep a reflective journal. This is something that I feel could have been very valuable and useful during my Ph.D. journey and, as a result, it will definitely feature in any future studies. However, I think that it is not just about keeping a journal to use for self-reflective purposes but also to add ideas and notes during my every day professional life that could possibly be explored further in the form of writing an academic article. Lastly, the dedication and the manner in which my supervisor conducted himself during the entire process, is something that I would like to emulate when I am provided the opportunity to be a mentor for a postgraduate student in the future.

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APPENDIX A: RESEARCH STUDY PARTICIPANT INFORMATION SHEET

Research study participant information sheet

Research Project: Impact assessments of academic literacy interventions in the ULD

Dear Participant

Thank you for taking some time to read this information sheet and for your interest in participating in this study. The information provided helps you to understand what the research study is about as well as to inform you what is expected of you and what your rights are.

Research study information

This study aims to assess the quality of support provided by the Unit for Language Development (ULD) to develop first year students' academic language abilities during the course of 2018. A team of ULD researchers at the Centre for Learning and Teaching (CTL) conducts the impact assessment. They are led by Dr Annette De Wet (deweta@ufs.ac.za, 051 401 2273) and coordinated by Dr Annamarie Mostert (MostertA1@ufs.ac.za, 051 401 3237), The team is taking stock of what has worked well and what needs to improve in the academic literacy courses to ensure that students are well-equipped to cope with the demands of academic language abilities required in their respective subjects and faculties.

Your participation in the focus group discussion

Your participation as Academic Literacy students in a focus group discussion as a follow-up activity to the student survey, will provide more in-depth judgement calls about the academic language abilities specifically needed in your field of study. The estimated duration of this discussion is fifteen to twenty minutes. The format of the discussion is semi-structured because it consists of four structured questions about which academic language abilities you find most needed, relevant and useful. Two open-ended questions probe your further suggestions and comments. The researcher, who is also the coordinator of the academic literacy course for first years enrolled in your faculty and subject, will facilitate the focus group discussion. You will be sharing your input in a small group of five to seven participants. It is anticipated that this discussion will offer deepened insights into what is needed to increase the efficacy of the academic literacy course offered to your students. The usage of a Dictaphone to record your input and the presence of the research coordinator will increase the reliability of the data collected during the discussion. In addition, your answers may be reviewed by

people responsible for ensuring that research is done properly, for example the study leader and members of the Research Ethics Committee.

Your rights

Your participation in this focus group discussion is completely voluntary and you have the right to withdraw or choose not to participate at any time without having to provide a reason for your withdrawal. Furthermore, every effort will be made to maintain the confidentiality of your information shared in this focus group. Your answers will be labelled according to a fictitious code number and you will be referred to in this way in the data. Your anonymous data may be used for other purposes, for example in a research report, journal articles and conference presentations, etc. However, because of the nature of a focus group which uses information sharing to deepen our understanding of your first-year students' academic literacy needs, an absolute guarantee of confidentiality cannot be provided. We cannot guarantee that other participants in the focus group will treat information confidentially. However, since the topic of discussion is not of a personal nature, we do not foresee any risks of harm in your participation. Moreover, the confidentiality of your data will be protected by storing the hard copy for a period of five years in a locked cupboard in the CTL; data captured electronically will be stored on a password protected computer. The hard copy information will be destroyed using a shredder and the electronic information will be deleted permanently.

Benefits of your participation and continued participation in this study

In line with the collaborative spirit of this impact assessment research project, the relevant course coordinator, research coordinator and study leader would like to share the draft findings of the ULD impact assessment report with you during an information session at the beginning of 2019. The final research findings and recommendations will be available in the research report on 15 February 2019. This report will be available for at least five years. Receiving information about how your input has impacted on the development of your first-year students' academic literacy abilities in 2018 and providing recommendations for further curriculum change and development from your perspective, can only benefit the quality of support provided to your first-year students in the academic literacy course offered by the ULD. Furthermore, your participation in this project may benefit your students in providing a more focused development of their academic literacy abilities in your faculty and your subject so that these academic abilities could also become more useful to their own professional development and more relevant to their contributions to society at large.

Should you require any further information or want to contact the researcher about any aspect of the study, please contact the research coordinator Dr Annamarie Mostert (MostertA1@ufs.ac.za, 051 401 3237). Should you have concerns about the way in which the research has been conducted, you may contact the study leader Dr Annette de Wet (deweta@ufs.ac.za, 051 401 2273) and the Secretary of the Research Ethics Committee Charné Vercueil (vercueilcc@ufs.ac.za, 051 401 7083).

If you agree to participate, please sign the form below and return the signed part to the course coordinator. You may keep this section for your records.
Thank you for your valuable contribution to our research.

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____, confirm that the person(s) asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time. I am aware that the findings of this study will be processed anonymously into a research report, journal publications and/or conference proceedings.

I agree to the recording of the focus group discussion.

I have received a signed copy of the informed consent agreement.

Full name of participant: _____

Signature of participant: _____ Date: _____

Full name (s) of researcher(s): _____

Signature(s) of researcher(s): _____

APPENDIX B: EXAMPLE OF ONLINE CONSENT FORM

LECTURER ONLINE SURVEY

UNIT FOR LANGUAGE DEVELOPMENT

Research Project: Impact assessments of academic literacy interventions in the ULD

Dear Participant

Thank you for your interest in participating in this research. Before you agree to take part, please read the information below that explains this research project, the value of your contribution to the project; the benefit of participating in this survey; your rights; the confidentiality and protection of your data and your continued participation in the research following the completion of this survey.

About the project

This study aims to assess the quality of support provided by the Unit for Language Development (ULD) to develop first year students' academic language abilities during the course of 2018. A team of ULD researchers at the Centre for Learning and Teaching (CTL) conducts the impact assessment. They are led by Dr Annette De Wet (deweta@ufs.ac.za, 051 401 2273) and coordinated by Dr Annamarie Mostert (MostertA1@ufs.ac.za, 051 401 3237). The team is taking stock of what has worked well and what needs to improve in the academic literacy courses to ensure that students are well-equipped to cope with the demands of academic language abilities required in their respective subjects and faculties.

Your participation in this survey and in the project

You have an important role as subject lecturer to provide input on which academic literacy abilities your students need most in order to cope successfully in understanding and producing academic language in English as their language of learning and teaching in your field of study. The purpose of this survey is therefore to assess the degree of importance of the forty academic literacy abilities listed in a rating scale varying from 'not important at all' to 'most important'. The survey concludes with two open-ended questions. It will take approximately 10 minutes to complete. Moreover, your continued participation in this study will be highly valued, should you agree to a follow-up focus group discussion to provide deeper insight into the usefulness and relevance of the academic literacy course and/or to participate in a discussion about the draft findings of the impact assessment at the beginning of 2019. The final research findings and recommendations will be available in the research report on 15 February 2019. This report will be available at the ULD for at least five years.

Benefits of your participation to your students and to the community

Furthermore, your participation in this project may benefit your students in providing a more focused development of their academic literacy abilities in your faculty and your subject so that these academic abilities could also become more useful to their own professional development and more relevant to their contributions to society at large.

Your rights and the confidentiality of your data

Your participation in this lecturer survey is completely voluntary and you have the right to withdraw or choose not to participate without having to provide a reason for your withdrawal. The confidentiality of your data will be protected. To ensure that your input remains anonymous, a fictitious code number will be given to your data and used to refer to in research output such as journal articles, conference presentations, etc. Moreover, your data will be stored on password protected software for a period of five years after which it will be deleted permanently.

Should you require any further information or want to contact the researcher about any aspect of the study, please contact the research coordinator Dr Annamarie Mostert (MostertA1@ufs.ac.za, 051 401 3237). Should you have concerns about the way in which the research has been conducted, you may contact the study leader Dr Annette de Wet (deweta@ufs.ac.za, 051 401 2273) and the Secretary of the Research Ethics Committee Charné Vercueil (vercueilcc@ufs.ac.za, 051 401 7083).

Should you consent to participate in this online lecturer survey, please continue by completing the following statement.

I confirm that:

- ☐ I have read the information provided in the information note and understand the purpose of the research.
- ☐ I understand that I can stop answering questions at any time by navigating away from the survey pages.
- ☐ I understand that the survey submits data as I advance through the pages, and my data may be used even if I do not complete the survey.
- ☐ I consent to the storing and processing of my data for the purposes of this research. I understand that such information will be treated as strictly confidential.
- ☐ I understand that any free text or comments I enter may be quoted, anonymously, in resulting reports.
- ☐ I know who to contact if I have any questions or concerns about the project.
- ☐ I agree to take part in this research.

APPENDIX C: EXAMPLE OF FOCUS GROUP QUESTIONS

Student focus group discussion: questions

Research Project: Impact assessments of academic literacy interventions in the ULD
Ethical clearance number: UFS-HSD 2017/1518

Please share your ideas about the development of your academic literacy abilities with your group members and the researcher. You are most welcome to use the space provided below each question to structure and jot down your ideas about the specific matter being discussed. Please hand your notes to the researcher at the end of this discussion.

1. In your opinion, which academic literacy abilities did you develop most in order to cope with the demands of your other subjects/modules?

   _____

   _____

   _____

2. In your experience, which academic literacy abilities have you found most relevant to your other subjects/modules?

   _____

   _____

   _____

3. According to your experience, which academic literacy abilities have you found most useful in your other subjects/modules?

   _____

   _____

   _____

4. In your opinion, which academic literacy abilities did you transfer most effectively from your Academic literacy course to your other subjects/modules during the course of this year?

   _____

   _____

   _____

5. Do you have any further suggestions to improve the quality of support provided to develop your academic literacy abilities?

   _____

   _____

   _____

6. Do you have any additional comments?

   _____

   _____

   _____

Your participation is highly appreciated.

Facilitator focus group discussion: questions

Research Project: Impact assessments of academic literacy interventions in the ULD
Ethical clearance number: UFS-HSD 2017/1518

Please share your ideas about the development of your students' academic literacy abilities with your group members and the researcher. You are most welcome to use the space provided below each question to structure and jot down your ideas about the specific matter being discussed. Please hand your notes to the researcher at the end of this discussion.

1. In your opinion, which academic literacy abilities did your students develop most in order to cope with the demands of their Academic literacy course?

   _____
   _____
   _____

2. According to your experience, which academic literacy abilities have you found most useful for your students?

   _____
   _____
   _____

3. In your opinion, which academic literacy abilities do you think your students developed most effectively during the course of this year?

   _____
   _____
   _____

4. In your opinion, which academic literacy abilities do you think your students developed least effectively during the course of this year?

   _____
   _____
   _____

5. Do you have any further suggestions to improve the quality of support in facilitating the development of your students' academic literacy abilities?

   _____
   _____
   _____

6. Do you have any additional comments?

   _____
   _____

Your participation is highly appreciated

Lecturer focus group discussion: questions

Research Project: Impact assessments of academic literacy interventions in the ULD

Please share your ideas about the development of your students' academic literacy abilities with your group members and the researcher. You are most welcome to use the space provided below each question to structure and jot down your ideas about the specific matter being discussed. Please hand your notes to the researcher at the end of this discussion.

1. In your opinion, which academic literacy abilities should your students develop most in order to cope with the demands of your subject?

   _____

   _____

   _____

2. In your experience, which academic literacy abilities have you found most relevant to your subject?

   _____

   _____

   _____

3. According to your experience, which academic literacy abilities have you found most useful in your subject?

   _____

   _____

   _____

4. In your opinion which academic literacy abilities were transferred most successfully to your student?

   _____

   _____

   _____

5. Do you have any further suggestions to improve the quality of support provided to develop your students' academic literacy abilities?

   _____

   _____

   _____

6. Do you have any additional comments?

   _____

   _____

   _____

Your participation is highly appreciated

APPENDIX D: EXAMPLE OF QUESTBACK QUESTIONNAIRE

STUDENT QUESTIONNAIRE[36]

UNIT FOR LANGUAGE DEVELOPMENT

Unit for Language Development

Date: October 2018

Section 1: Details of participant

Please complete your details.

1. Please complete your details:
   - ☐ Name
   - ☐ Surname
   - ☐ Email address

2. Please indicate your gender:
   - ☐ Male
   - ☐ Female
   - ☐ Other

3. Please indicate your ethnicity:
   - ☐ Asian
   - ☐ Coloured
   - ☐ African
   - ☐ White
   - ☐ Other

4. Please indicate your home language:
   - ☐ Afrikaans
   - ☐ English
   - ☐ isiNdebele
   - ☐ isiZulu
   - ☐ Sesotho
   - ☐ Sepedi
   - ☐ Setswana
   - ☐ Tshivenda
   - ☐ Xitsonga
   - ☐ isiXhosa
   - ☐ siSwati
   - ☐ Other

[36] Fouché, I. 2016. Assessing the impact of academic literacy interventions in Higher Education: an evaluation design.

5. Please select the campus on which you study:
   - ☐ Bloemfontein campus
   - ☐ South campus
   - ☐ QwaQwa campus
   - ☐ Regions

6. Please select your faculty:
   - ☐ Economic and Management Sciences
   - ☐ Education
   - ☐ Health Sciences
   - ☐ Humanities
   - ☐ Law
   - ☐ Natural and Agricultural Sciences
   - ☐ Theology and Religion

7. Please select your module:
   - ☐ EALH1508
   - ☐ EALN1508
   - ☐ EALL1508
   - ☐ EALE1508

Section 1:

		To which extent were the following abilities addressed in your academic literacy course?				How often did you use the following academic literacy abilities in your other 1st year modules?			
		Far too little	Too little	About right	Too much	Never	Sometimes	Often	Always
Listening and note-taking abilities									
1	Listen effectively in class.								
2	Take effective notes during class.								
3	Take notes from reading material (such as annotating, linear outlines, mind maps).								
Academic reading abilities									
4	Finish reading a text in time.								
5	Use different ways of reading for different purposes.								
6	Understand what you have to read.								
7	Summarise main ideas								
Vocabulary usage									
8	Understand academic words and phrases.								
9	Use academic words and phrases.								
10	Understand subject-specific words.								
11	Use subject-specific words.								

Academic writing abilities									
12	Analyse and understand (know what to do) assignment and exam questions.								
13	Develop a plan for writing tasks (for exams, tests or assignments).								
14	Structure writing (for exams, tests or assignments).								
15	Produce writing (for exams, tests or assignments).								
16	Write according to academic writing rules (use formal language, vocabulary, exact language, objective language etc.).								
17	Write according to the rules of a subject.								
18	Create and produce visual data.								
19	Write short pieces of text that fit together.								
20	Write long pieces of text that fit together.								
21	Use the most suitable format and layout when typing assignments.								
Analytical and or logical reasoning abilities									
22	Participate in academic discussions (during and outside of class, with students and lectures, in spoken or written form).								

23	Apply suitable processes in academic argumentation (fact/opinion, ir/relevant information).								
24	Develop a main argument or thesis.								
25	Interpret visual data.								
26	Combine visual data with written work.								
Research skills									
27	Understand ideas that form the basis of practical research (including methods of research).								
28	Apply ideas that form the basis of practical research (including methods of research).								
29	Use suitable plans to do research.								
30	Identify suitable information.								
31	Identify reliable information.								
32	Combine information from various sources.								
33	Use different sources for research (databases, books, scientific journals, the Internet, etc.).								
34	Use evidence from texts to support ideas.								
35	Use evidence from texts to challenge ideas.								

36	Refer to different points of view in the most suitable way.								
37	Reference a variety of sources (in-text [direct and indirect quoting] and bibliography).								
38	Paraphrase information.								
39	Process and interpret gathered data.								
40	Report on gathered data.								
General questions									
41. What, do you think, are your strongest academic literacy abilities?									
42. What, do you think, are your weakest academic literacy abilities?									
43. In your opinion, which other academic literacy abilities would you want to develop?									

44. Your continued participation in this study will be highly valued, may we contact you for a follow-up focus group discussion to provide deeper insight into the usefulness and relevance of the academic literacy course?

- ☐ Yes please.
- ☐ No thank you.

APPENDIX E: MEAN AND STANDARD DEVIATION OF QUESTIONNAIRES ITEMS

Mean and standard deviation of questionnaires items										
	Lecturer: importance questionnaire		Facilitator: Success rate questionnaire		Facilitator: Frequency questionnaire		Students: Usefulness questionnaire		Student: Frequency questionnaire	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Listening and note-taking	**3.78**	**0.46**	**2.47**	**0.65**	**2.75**	**0.60**	**3,18**	**0.79**	**3.24**	**0.70**
Listen effectively in class	3.78	0.44	2.66	0.68	2.85	0.59	3.26	0.73	3.39	0.54
Take effective notes during class	3.56	0.53	2.35	0.67	2.60	0.68	3.06	0.81	3.10	0.76
Take notes from reading material	3.78	0.44	2.45	0.64	2.80	0.52	3.26	0.81	3.24	0.74
Academic reading	**3.69**	**0.52**	**2.76**	**0.69**	**3.00**	**0.46**	**3.17**	**0.77**	**3.43**	**0.63**
Have an appropriate reading speed	3.22	0.67	2.70	0.57	2.85	0.49	3.13	0.77	3.32	0.62
Apply appropriate reading strategies for different goals	3.67	0.50	3.10	0.64	3.10	0.45	3.14	0.79	3.51	0.63
Understand assigned reading	4.00	0.00	2.85	0.81	3.10	0.31	3.16	0.74	3.44	0.61
Summarise main ideas	3.89	0.34	2.40	0.52	2.90	0.55	3.22	0.79	3.48	0.65
Vocabulary usage	**3.94**	**0.23**	**2.52**	**0.50**	**2.87**	**0.43**	**2.97**	**0.75**	**3.24**	**0.62**
Understand academic vocabulary	4.00	0.00	2.65	0.49	3.10	0.31	3.01	0.71	3.28	0.63
Use academic vocabulary	3.89	0.34	2.35	0.48	2.90	0.45	3.00	0.79	3.29	0.66
Understand subject terminology	4.00	0.00	2.55	0.51	2.80	0.41	2.97	0.73	3.20	0.63
Use subject terminology	3.89	0.34	2.55	0.51	2.70	0.47	2.92	0.76	0.64	3.20
Academic writing	**3.72**	**0.54**	**2.54**	**0.71**	**2.91**	**0.70**	**3.05**	**0.82**	**3.27**	**0.72**
Analyse and comprehend assignment and exam questions	3.89	0.34	2.40	0.50	2.95	0.60	3.13	0.76	3.34	0.61
Plan a strategy for writing tasks	3.44	0.53	2.60	0.60	2.95	0.64	3.08	0.78	3.29	0.71
Structure writing	3.89	0.34	2.80	0.70	3.25	0.55	3.11	0.76	3.22	0.68
Produce writing	4.00	0.00	2.80	0.70	3.00	0.46	3.03	0.77	3.28	0.67
Use academic writing conventions	3.89	0.34	2.60	0.82	3.00	0.73	3.27	0.78	3.48	0.63
Use subject-specific writing conventions	3.56	0.73	2.50	0.69	2.90	0.64	3.23	0.77	3.41	0.64
Create and produce visual data	3.00	0.71	1.90	0.79	2.5	1.10	2.73	0.87	2.95	0.78
Write short coherent pieces of text >1000	3.89	0.34	2.55	0.66	2.80	0.62	2.86	0.81	3.16	0.74
Write long coherent pieces of text. < 1000	4.00	0.00	2.60	0.60	2.95	0.60	2.81	0.85	3.05	0.78
Use appropriate format and layout when typing assignments	3.67	0.71	2.60	0.75	2.85	0.81	3.26	0.82	3.19	0.81
Analytical and logical reasoning	**3.42**	**0.72**	**2.66**	**0.71**	**2.90**	**0.58**	**2.94**	**0.85**	**3.21**	**0.76**
Participate in academic discussions	3.78	0.44	2.85	0.75	2.85	0.67	2.96	0.86	3.29	0.76
Apply relevant processes involved in academic argumentation	3.78	0.67	2.55	0.69	2.80	0.52	2.97	0.82	3.22	0.72
Develop a main argument or thesis	3.56	0.73	2.70	0.66	3.05	0.51	3.05	0.81	3.35	0.71

Interpret visual data	3.00	0.71	2.70	0.80	2.95	0.51	2.80	0.88	3.07	0.78
Integrate visual data with written work	3.00	0.71	2.50	0.69	2.85	0.67	2.91	0.88	3.19	0.81
Research	**3.53**	**0.81**	**2.24**	**0.75**	**2.67**	**0.78**	**3.06**	**0.81**	**3.26**	**0.71**
Understand underlying concepts of empirical research (including methodologies)	3.00	1.12	2.05	0.67	2.30	0.8.	2.91	0.78	3.17	0.66
Apply underlying concepts of empirical research (including methodologies)	3.11	0.93	1.95	0.69	2.30	0.86	2.90	0.80	3.07	0.68
Use appropriate search strategies for research purposes	3.31	1.12	2.15	0.67	2.50	0.76	3.04	0.81	3.17	0.73
Identify relevant information	3.78	0.44	2.50	0.67	2.90	0.64	3.16	0.76	3.35	0.63
Identify reliable information	3.78	0.44	2.30	0.80	2.90	0.72	3.12	0.76	3.32	0.67
Synthesise (integrate) information from various sources.	3.78	0.67	2.30	0.66	2.80	0.62	3.19	0.78	3.35	0.67
Use different sources for research	3.78	0.44	2.35	0.99	2.70	0.86	3.20	0.77	3.37	0.69
Use evidence from texts to support ideas	3.78	0.67	2.70	0.73	3.10	0.55	3.15	0.78	3.40	0.64
Use evidence from texts to challenge ideas	3.78	0.67	2.15	0.81	2.50	0.76	2.98	0.81	3.37	0.74
Refer to different points of view appropriately	3.56	0.73	2.25	0.79	2.75	0.79	3.01	0.82	3.22	0.68
Reference a variety of sources	3.67	0.50	2.05	0.83	2.90	0.79	3.20	0.79	3.22	0.74
Paraphrase information	3.89	0.34	2.35	0.83	2.95	0.69	3.24	0.80	3.40	0.69
Process and interpret gathered data	3.22	1.09	2.15	0.49	2.40	0.76	2.94	0.83	3.17	0.71
Report on gathered data	3.00	1.19	2.10	0.64	2.40	0.82	2.85	0.89	3.05	0.83

APPENDIX F: ANALYTIC SCORING RUBRIC

Analytic Scoring Rubric											
	Organisation (20)		**Content (30)**		**Vocabulary (20)**		**Usage (20)**		**Mechanics (20)**		**Referencing (10)**
20	Written work has **clear and appropriate** beginning/ introduction, development and conclusion. Paragraphing and transitions are **exceptionally clear and appropriate**: fluent expressions, ideas clearly stated/supported, points **logically** developed, **very good** transitions/cohesion/coherence	30	**Clear and appropriate** coverage of content and any other theory; assertions are **clearly** supported by evidence: **effective** development of thesis, **relevant** to assigned topic, **exceptional elaboration** that only focuses on central ideas	20	**Effective** word/idiom choice and use; uses **appropriate** register; **exceptional** sentence variety, and voice to affect reader.	20	Written work has **clear and appropriate** sentence structure: **standard** use of inflections, subject-verb agreement, word order, modifiers; with **no** run-on sentences or sentence fragments.	20	Written work has **clear and appropriate** spelling, punctuation, and capitalisation.	10	Sufficient, Relevant and reliable sources used. In-text references and reference list correctly done.
18	Written work has **clear and appropriate** beginning/ introduction, development and conclusion. Paragraphing and transitions are **mostly clear and appropriate**: mostly fluent expressions, ideas stated/supported, points **well** developed, **good** transitions/cohesion/coherence	27	**Clear and appropriate** coverage of content and any other theory; assertions are **clearly** supported by evidence: **substantial** development of thesis, **relevant** to assigned topic, **good elaboration** that focuses on central ideas	18	**Effective** word/idiom choice and use; uses **appropriate** register; **good** sentence variety, and voice to affect reader.	18	Written work has **clear and appropriate** sentence structure: **standard** use of inflections, subject-verb agreement, word order, modifiers; with **minimal** run-on sentences or sentence fragments.	18	Written work has **minimal errors** in capitalisation, punctuation, and spelling.		
16	Written work has a **suitable** beginning/ introduction, development and conclusion. Paragraphing and transitions are **mostly clear and appropriate**: mostly fluent expressions, ideas stated/supported, points **well** developed, **suitable** transitions/ cohesion/ coherence	24	**Suitable** coverage of content and any other theory, and assertions are **sufficiently** supported by evidence: **appropriate** development of thesis, **relevant** to assigned topic, but general; **suitable** elaboration	16	**Suitable** word/idiom choice and use; uses **appropriate** register; **suitable** sentence variety, and voice to affect reader.	16	Written work has **suitable** sentence structure: **mostly standard** use of inflections, subject-verb agreement, word order, modifiers; with **minimal** run-on sentences or sentence fragments.	16	Written work has **suitable** capitalisation, punctuation, and spelling.	8	Relevant and reliable sources used. Some sources missing in either reference list or in-text.

14	Written work has **suitable** beginning/ introduction, development and conclusion. Paragraphing and transitions are **sufficient**: mostly fluent expression, loosely organised but main ideas stand out, **limited** support, **limited** logic, **good** transition/ cohesion/ coherence	21	**Suitable** coverage of content and any other theory, and assertions are **sufficiently** supported by evidence: **limited** development of thesis, **relevant** to assigned topic, but general; **sufficient** elaboration with **some** digressions.	14	**Suitable** word/idiom choice and use, with occasional errors that do not obscure meaning; may **not maintain appropriate** register; **sufficient sentence** variety, and voice to affect reader.	14	Written work contains **some** errors in sentence structure: **mostly standard** use of inflections, subject-verb agreement, word order, and modifiers; with **some** run-on sentences or sentence fragments.	14	Written work has **mostly standard** capitalisation, punctuation, and spelling.		
12	Written work has **adequate** beginning/ introduction, development and conclusion. Paragraphing and transitions are also **adequate**: **somewhat** uneven, loosely organised but main ideas stand out, **limited** support, **limited** logic, **sufficient** transition/ cohesion/ coherence	18	**Adequate** coverage of content and any other theory, and assertions are **weakly** supported by evidence: **somewhat** uneven development of thesis, **limited** development of topic, **sketchy** elaboration with **some** digressions.	12	**Adequate** word/idiom choice and use, with occasional errors that do not obscure meaning; may **not maintain appropriate** register; **limited sentence** variety, and voice to affect reader.	12	Written work contains **some** errors in sentence structure: **adequate** use of inflections, subject-verb agreement, word order, and modifiers; with **some** run-on sentences or sentence fragments.	12	Written work has **some** major errors in capitalisation, punctuation, and spelling.	6	Some sources are relevant and reliable. Several sources missing for reference list and/or in-text
10	Written work has **weak** beginning/ introduction, development and conclusion. Paragraphing and transitions are also **deficient**: non-fluent, ideas confused or disconnected, lacks logical sequencing and development, **few** transitions/ little or no cohesion/ coherence.	15	**Insufficient** coverage of content and any other theory, and assertions are **weakly** supported by evidence: **slight** development of thesis, **limited** development of topic, **sketchy** elaboration with **many** digressions.	10	**Limited** word/idiom choice and use, with **frequent** errors that obscure or confuse meaning; use of **deficient** register; **little** sentence variety, **slight emergence** of voice	10	Written work has **several** major errors in usage and sentence structure: **many** errors with inflections, subject-verb agreement, word meaning, word order, and modifiers; **many** run-ons, fragments, and/or word omissions.	10	Written work has **several** major errors in capitalisation, punctuation, and spelling.		
8	Written work has **weak** beginning/ introduction, development and conclusion. Paragraphing and transitions are **inappropriate**: non-fluent, ideas confused or disconnected, lacks logical sequencing and development, **insufficient**	12	**Limited** coverage of content and any other theory, and assertions are **weakly** supported by evidence: **deficient** development of thesis, **limited** development of topic, **insufficient** elaboration with **several** digressions.	8	**Limited** word/idiom choice and use, with **frequent** errors that obscure or confuse meaning; use of **inappropriate** register; **insufficient** sentence variety, **slight emergence** of voice	8	Written work has **several** major errors in usage and sentence structure: with **major** errors with inflections, subject-verb agreement, word meaning, word order, and modifiers; **frequent** run-ons, fragments, and/or word omissions.	8	Written work has **several** major errors in capitalisation, punctuation, and spelling that **detract from meaning**.	4	Most sources not reliable or relevant. Minimal in-text reference or incorrectly done

	transitions/ little or no cohesion/ coherence.										
6	Organisational structure and paragraphing have **persistent** errors: **vaguely** communicates	9	**Limited** coverage of appropriate content and any other theory; assertions are **vaguely** supported: evidence is **inappropriate**; **limited** elaboration, **numerous** digressions	6	**Persistent** errors in word/idiom choice and use, with **numerous** errors that obscure or confuse meaning; **numerous** errors in register, voice does not affect the reader.	6	Written work has **persistent** errors in word usage and sentence structure: **numerous** errors in inflections, subject-verb agreement, word meaning, word order, and modifiers; **numerous** run-ons, fragments, and/or word omissions	6	Written work has **persistent** errors regarding spelling, punctuation, and capitalisation		
4	Organisational structure and paragraphing have **serious and persistent** errors: **does not** communicate	6	**Does not** cover appropriate content and any other theory; assertions are **not** supported: evidence is **irrelevant**; **limited** elaboration, **numerous** digressions	4	**Serious and persistent** errors in word/idiom choice and use, with **numerous** errors that obscure or confuse meaning; **no detectable** register, voice does not affect the reader.	4	Written work has **serious and persistent** errors in word usage and sentence structure: **numerous** errors in inflections, subject-verb agreement, word meaning, word order, and modifiers; **numerous** run-ons, fragments, and/or word omissions; **shifts from one tense to another; double negatives,** etc.	4	Written work has **serious and persistent** errors regarding spelling, punctuation, and capitalisation	2	Insufficient sources, Either in-text references or reference list missing. Referencing not done in appropriate manner.
2	**Inappropriate** organisational structure and paragraphing have **serious and persistent** errors: it **does not** communicate, **no** organisation	3	**Does not** cover appropriate content and any other theory; assertions are **not** supported: **no** evidence; **no** elaboration, **numerous** digressions	2	**Serious and persistent** errors in word/idiom choice and use, with **numerous** errors that obscure or confuse meaning; **no detectable** register, **no emergence** of voice	2	Written work has **serious and persistent** errors in word usage and sentence structure: **numerous** errors in inflections, subject-verb agreement, word meaning, word order, and modifiers; **no discernible** sentence structure; **does not** communicate	2	Written work has **serious and persistent** errors regarding spelling, punctuation, and capitalisation: misspells even simple words.		
0	**Missing** or **too little to** assess	0	**Missing** or **too little to** assess	0	**Missing** or **too little to** assess	0	**Missing** or **too little to** assess	0	**Missing** or **too little to** assess	**0**	**Missing or too little to assess.**

APPENDIX G: ALDI-TEST

Section 1: Demographic information

Indicate all your answers on the pink optical sheet.

1. What is your gender?

A. Male

B. Female

2. What is your ethnicity?

A. African

B. Asian

C. Coloured

D. White

E. Other

3. What is your home language?

A. Afrikaans

B. English

C. isiNdebele

D. isiZulu

E. Sesotho

F. Sepedi

G. None of the above

4. What is your home language (continued)

A. Setswana

B. Tshivenda

C. Xitsonga

D. isiXhosa

E. siSwati

F. Other

H. Answered in 3.

5. What faculty are you in?

A. Humanities

B. Natural and Agricultural Sciences

C. Law

D. Health Sciences

E. Economic and Management Sciences

F. Education

G. Theology and Religion 2

Section 2: Understanding texts

Read the following text carefully. Then answer the questions that follow.

Ecology, Overpopulation and Economic Development

ABOUT TEN THOUSAND YEARS AGO, the total population of the earth was only approximately 5 million people. During that time humans had little influence on the ecology of the planet.

2 However, by the beginning of the twentieth century the population stood at 2 billion. According to the projections of the United Nations (UN), the total population will continue to increase significantly and will reach 10 billion by 2050. All of this growth will be in less-developed countries, which will be home to more than 85 per cent of the world's people in 2050. Today, as a direct result of population growth, the impact of human activities on the world's ecology is already significant. In the future, it may be catastrophic.

3 Runaway population growth represents a global threat to the environment. For example, the pressure of overpopulation and poverty forces farmers in certain areas in Nepal into the hills. They cut down the vegetation to provide for their needs, resulting in the erosion of the fertile topsoil. The hillside fields then become unproductive, incapable of supporting the people who have settled there.

4 Nations in the world's tropical zones have been cutting down their forests faster than they can replace these valuable resources. This is done in an effort to provide employment and earn money from exports. Brazil has permitted the destruction of vast areas of its Amazon rainforest for agricultural use in a desperate attempt to relieve poverty and create economic growth. The sad irony is that much of the cleared land becomes unsuitable for traditional farming after a few years. The devastation of the forest interrupts the recycling of natural nutrients to the soil.

5 By 2000, at least half the world's tropical forests had disappeared. Their destruction has consequences that are felt globally. The burning of the forests releases large amounts of carbon dioxide into the atmosphere, which contributes to global warming. As the forests vanish, so too do their diverse plant and animal life. Thus, the human race may be losing a vast potential source of scientific knowledge along with the tropical forests.

6 If action is not taken soon, the ecological damage caused by overpopulation and unwise development threatens to run out of control. A partial solution to the crisis may lie in the family-planning programmes that have been operating in a number of developing countries for some time. There is clear evidence that lower birth rates can bring economic benefits to developing nations. According to a 2002 UN report, declines in the birth rate accounted for 33 per cent of the economic growth in East Asia between 1960 and 1995.

7 As a response to the problem, birth-control programmes are necessary but not sufficient. A large proportion of the population of developing countries consists of children below reproductive age. Thus, the world's population is certain to grow when these children reach adulthood and begin having children. Even if birth control becomes widely available and acceptable, a fifty per cent increase in the world's population is inevitable by 2050.

8 According to most experts, the second essential part of a solution to the overpopulation-environment problem is social and economic development. The history of the industrial world clearly shows that birth rates fall and stabilise at a significantly lower level when a society offers the majority of its people an acceptably high standard of living. For this reason, most experts believe that the birth rates of the less-developed nations will decline as their populations experience the benefits of economic growth.

9 The situation today, however, is more complex than this apparently simple solution would suggest. A first major obstacle is that economic development is also one cause of the problem. Birth rates will not fall without economic development. However, most of the danger to the world's ecological systems comes directly from the attempts of nations to pursue economic development.

10 A second problem is that the industrial world must now ask poorer nations to give up the same strategy for economic development that brought it wealth. This involves the misuse of natural resources with little thought for the future. Today, industrialised nations are asking developing nations to cease doing what they themselves have been doing for centuries.

11 Because all countries have the right to pursue the goal of economic development for their people, two conclusions are unavoidable. First, the traditional development policies pursued by the poorer countries must be revised as they are unsustainable. Second, because unsustainable economic development is a clear characteristic of the industrial world, the most prosperous nations would have to take the reins. In this way, they will be supporting global efforts to encourage sustainable development.

[Pakenham, K.J., 2004. *Making Connections High Intermediate Student's Book: A Strategic Approach to Academic Reading and Vocabulary*. Cambridge University Press.]

6. The first paragraph states that ten thousand years ago humans

A. started to influence the world.

B. had no effect on the world.

C. had a slight impact on the world.

D. had less impact on the world.

7. The word 'catastrophic' in the second paragraph means _____.

A. a possible development

B. an important contribution

C. an imagined threat

D. a massive disaster

8. The word 'it' in the last sentence of paragraph 2 refers to the

A. ecology of the world.

B. result of population growth.

C. impact of human activities.

D. most significant factors.

9. According to paragraph 2 of the text, the estimated world population will increase _____ from the beginning of the 20th century to 2050.

A. fivefold

B. tenfold

C. fiftyfold

D. hundredfold

10. In the second paragraph, the author explains that the population growth

A. in industrialized countries will increase significantly.

B. in first-world countries will increase in the near future.

C. will increase mainly in the metropolitan districts.

D. will increase mainly in the developing countries.

11. Why does the soil become infertile for the farmers living in Nepal?

A. The farmers strip plant life from the soil.

B. The farmers remove the topsoil from the hillside.

C. The farmers build their huts on the topsoil.

D. The farmers become lazy and neglect the soil.

12. Choose the sequence of events that best describes the information provided in paragraphs 3-4.

A. Population growth □□people move to hills □□ecological damage □□employment opportunities□□overpopulation.

B. Deforestation □□farming practices □□ecological damage □□population growth □□employment opportunities.

C. Population growth □□deforestation □□employment □□economic growth □□ecological damage.

D. People move to hills □□employment opportunities □□deforestation □□farming practices □□economic growth.

13. What is ironical in paragraph 4?

A. Land and forests needed for economic growth are lost while building the economy.

B. An attempt is made to create sustainable jobs and reduce poverty.

C. Brazil's economy has grown because of the destruction of rainforests.

D. Nations have cut down their forests faster than they can replace them.

14. Paragraph 4 mentions two reasons why nations in the world have been cutting down their forests. The first is to:

A. replace valuable resources.

B. recycle the nutrients of the soil.

C. provide employment opportunities.

D. permit the destruction of vast areas.

15. Scientific knowledge may be lost due to deforestation in the tropical forest areas because

A. research on ecology will be limited.

B. population growth will escalate.

C. economic development will decrease.

D. the effects will be global.

16. A good word to replace *thus* in paragraph 5 is:

A. nevertheless

B. therefore

C. however

D. besides

17. Which of the following would be a suitable definition for the term ‘ecology’?

A. Ecology is the connection between overpopulation and economic development.

B. Ecology is the study of living things, their environment, and the relationship between the two.

C. Ecology is the contribution of human beings to the sustainability of life on the planet.

D. Ecology is the investigation of the interaction of economic and human elements with the environment.

18. The relationship between the information in paragraph 6 is that of:

A. problem – answer – proof

B. introduction – support – conclusion

C. definition – explanation – conclusion

D. narrative – explanation – proof

19. The author explains that family-planning programmes will

A. inevitably be a solution to overpopulation.

B. not be able to prevent overpopulation.

C. be a limited answer to prevent overpopulation.

D. lead to more problems regarding the economy.

20. The word ‘inevitable’ in paragraph 7 can be replaced by the following word:

A. undesirable

B. unavoidable

C. undefinable

D. unlikely

21. What is implied about the current state of birth control in the last sentence in paragraph 7?

A. That it is currently unacceptable but widely available.

B. That it is currently not freely available but acceptable.

C. That it is currently controversial but widely acceptable.

D. That it is currently neither widely available nor acceptable.

22. Experts believe that a second solution for overpopulation, mentioned in paragraph 8, is to

A. provide family planning for each household in third-world countries.

B. improve the living conditions for the people in developed countries.

C. permit the stabilisation of birth rates in certain countries.

D. improve the living conditions in underdeveloped countries.

23. In paragraph 8, the cause and effect is as follows:

A. When birth rates decrease, social development diminishes.

B. When there is a high standard of living, birth rates decline.

C. When a society has a low standard of living, birth rates stabilise.

D. When a society develops economically, birth rates become steady.

24. In the first sentence of paragraph 9, the word ‘however’ signals that

A. overpopulation is not a problem in poor countries.

B. poor countries will not experience economic benefits.

C. economic growth will not ensure a decline in birth rates.

D. a decline in birth rates may not ensure economic growth.

25. ‘However’ is repeated twice in paragraph 9. Which of the following words has a similar meaning to the first instance of this word?

A. though

B. moreover

C. although

D. therefore

26. Another word for ‘cause’ in paragraph 9 is _____.

A. source

B. consequence

C. fallacy

D. result

27. What is the irony in paragraph 9 when trying to decrease the population rate and create a better economy?

A. Birth rates will still increase, despite the improvement of the economy.

B. Birth rates will decrease and this will have a bad effect on the population rate.

C. Birth rates will fall, but economic growth will have a negative impact on the ecology.

D. Birth rates will increase, but economic growth will not take place.

28. According to paragraph ten, the industrialised nations have been_____ natural resources for years.

A. exploiting

B. expanding

C. excluding

D. exceeding

29. In paragraph eleven, the author mentions traditional development policies. A synonym for traditional is _____.

A. conceivable

B. controversial

C. conventional

D. consumable

30. One conclusion that the author makes in the final paragraph is that

A. unsustainable development is the fault of underdeveloped nations.

B. global efforts are needed in order to control population growth.

C. policies need to be put in place in order to protect poorer nations.

D. developed nations need to take the lead with sustainable solutions.

Section 3: Vocabulary

31. There has been a/an _____ increase in greenhouse gases despite efforts to limit this.

A. adequate

B. significant

C. welcome

D. overdue

32. Scientists who connect greenhouse gases with climate change make a _____ point.

A. virtual

B. technical

C. topical

D. valid

33. Companies that pollute the environment often try and _____ the news so that the facts about them don't get out.

A. maximise

B. mediate

C. manipulate

D. motivate

34. After the accident at the nuclear power plant, the safety personnel tried to _____ the danger.

A. minimise

B. perceive

C. prosecute

D. magnify

35. Deforestation has become common policy in developing countries, even though this is a/an _____ problem.

A. liberal

B. global

C. integral

D. economical

36. It is time for us to _____ our natural resources in a responsible manner.

A. undertake

B. unify

C. underlie

D. utilise

37. Some scientists are reluctant to _____ the obvious global warming trend to the buildup of greenhouse gases in the atmosphere.

A. attribute

B. attach

C. attain

D. attack

38. Scientists agree that recent _____ have produced reliable evidence of global warming.

A. integrations

B. investigations

C. instructions

D. institutions

39. Industrialised countries should reduce their energy _____, otherwise all our natural resources could disappear.

A. consumption

B. congestion

C. congregation

D. conception

40. Ecologists all over the world are uniting to help _____ the planet earth for future generations.

A. disdain

B. sustain

C. contain

D. regain

41. Both humans and animals are forced to _____ to an increasingly overpopulated world.

A. change

B. move

C. relate

D. adapt

42. In many developed countries, people are _____ to live together in close proximity due to a critical lack of space.

A. constrained

B. restrained

C. sustained

D. contained

43. Deadly diseases that spread rapidly across continents can cause the number of people to drop _____.

A. damagingly

B. deliberately

C. dramatically

D. discreetly

44. The so-called flight to the cities has led to the _____ of megacities – cities with populations of more than 10 million people.

A. definition

B. dispensation

C. phenomenon

D. philosophy

45. Population growth rates usually fall when people have smaller families and use modern _____ of birth control.

A. medicine

B. mechanics

C. methods

D. measures

Section 4: Scrambled text

The order of the sentences in the following text has been changed. Decide what the correct order of the sentences is by answering the questions that follow.

Agriculture: One of the environment's greatest threats

A. By doing so, the native vegetation was destroyed, disturbing the process by which natural nutrients were recycled back into the soil.

B. One of the most environmentally significant events in history was the development of agriculture approximately ten thousand years ago.

C. As a result, humans were forced to intervene in order to sustain the new system, usually by providing water and fertilizing material.

D. Traditionally, use was made of livestock manure, which is rich in nutrients, but nowadays farmers depend on synthetic fertilizers.

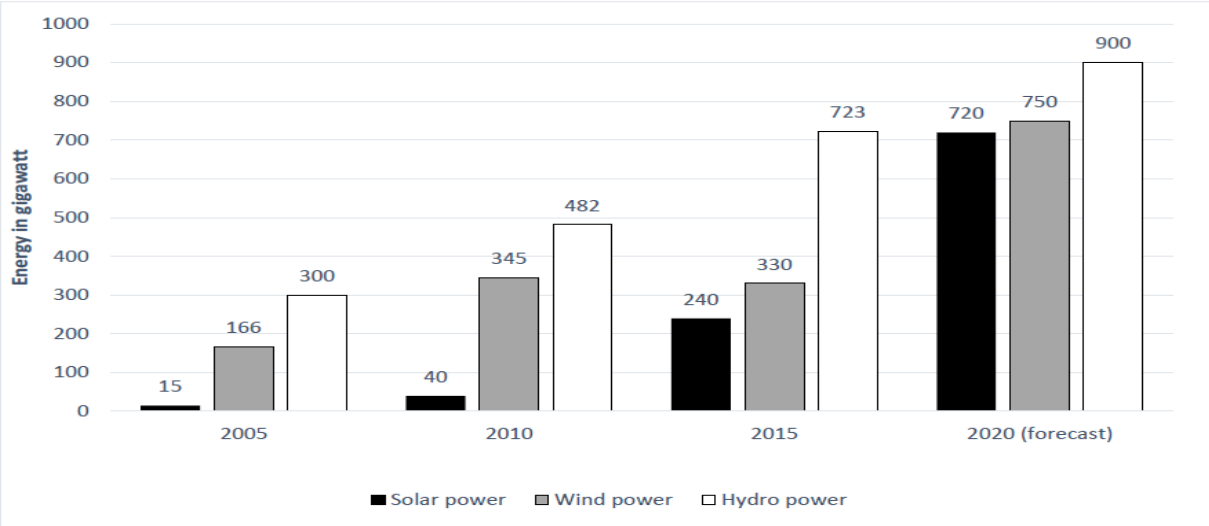
E. Agriculture involved the disruption of natural ecosystems as humans cleared areas to provide fields for crops and domesticated animals.

46. Which sentence did you put **first**?	A	B	C	D	E
47. Which sentence did you put **second**?	A	B	C	D	E
	A	B	C	D	E

48. Which sentence did you put **third**?					
49. Which sentence did you put **fourth**?	A	B	C	D	E
50. Which sentence did you put **fifth**?	A	B	C	D	E

Section 5: Interpreting graphs and visual information

Renewable energy refers to energy that can be collected from resources which are reproduced naturally, such as energy from sunlight, wind, rain, tides and waves. This kind of energy is increasingly being used worldwide. Study the following graph regarding the production of renewable energy in the world, before answering the questions.



51. What would be a suitable title for this graph?

A. Actual solar, wind, and hydro energy production from 2005-2020

B. Energy production in gigawatt measured over a 15-year period

C. Energy produced in the world measured in 1,000,000,000 watt

D. Projected global renewable energy production (2005-2020) in gigawatt

52. The production of solar power increased _____ from 2010 to 2015.

A. fourfold

B. fivefold

C. sixfold

D. sevenfold

53. The projected increase of solar power from 2015 to 2020 is about

A. 75%

B. 100%

C. 150%

D. 200%

54. What is the total amount of renewable energy produced in 2015?

A. 1003

B. 1293

C. 2233

D. 2283

55. Based on the graph, which of the following statements is true?

A. Not all three renewable sources of energy will continue to show an increase in production in future.

B. The total amount of solar, wind and hydro energy produced in 2005 was almost equivalent to the amount of hydro energy produced in 2010.

C. All three sources of renewable energy showed the same pattern of increase in production between 2005 and 2015.

D. The energy source that shows the biggest projected increase in production from 2005 to 2020 is hydro.

Section 6: Communicative function and text type

The sentences below are representative of the key elements that appear in academic papers. Match an item from 56-59 with an item from A-E. For example, if you think that option D is the sentence that fits the description given in 56, then mark D as your answer for question 56.

A B C D E

56. This sentence is an example of information from an authoritative source.					
57. This sentence is an example of a claim that needs to be supported by evidence.	A	B	C	D	E
58. This is an example of a sentence that contains a definition of a particular concept.	A	B	C	D	E
59. This sentence is an example of an interpretation of information provided in a table or graph.	A	B	C	D	E

A. Now, although it varies from country to country, the fertility rate – the number of children per woman – is declining overall.
B. The problem is not that there is not enough food, but rather that the food cannot get to the people who need it.
C. Malthus (1990) states that food production would not be able to keep up with population growth, and that this would result in the death of hundreds of millions of people.
D. We can see that fertility rates are still very high in poor, developing nations, particularly those in Africa.
E. In conclusion, Malthus emphasises that food production must be taken into account when population growth is discussed.

Section 7: Text editing

The paragraph below (*Increasing urbanisation*) contains several errors. Read through the paragraph, identify the errors and indicate the specific correction for each error. The possible options where errors occur have been underlined. In each case, 4 possible options for corrections have been provided. Indicate the appropriate correction for the error by choosing between the four options provided (A-D).

Note: In each number (60-69) there is only one definite mistake to be corrected.

Increasing urbanisation

Whatever the **60(A)** affects of living **(B)** in the city (**C)** may (**D)** be, more and more people in countries all over the world are moving from rural to urban areas. **61 (A) the** (**B)** process (**C)** is called (**D)** urbanisation.

Before 1900, only one-tenth of **62 A** the **B** world's population **C** live **D** in cities. Today, for the first time in history, half the population lives in cities – **63 A** and in 30 **B** years time it may **C** rise **D** to as much as three-quarters. The urban population **64 A** is **B** increasing **C** at a rate **D** by a quarter of a million people per day – the equivalent of a new London every month.

65 A Before **B** the Industrial **C** Revolution, **D** people have being moving to the cities because of **66 A** the **B** believe that **C** there **D** are more jobs and **67 A** high **B** wages there **C** than in rural **D** areas. Some move because their jobs disappear. Some move **68 A** because **B** their rural homelands **C** become **D** lesser comfortable places to live due to environmental damage. All are **69 A** attracted **B** by the city **C** for **D** its work opportunities and support services – roads, schools, hospitals.

60.	A	effects	B	at	C	could	D	become
61.	A	This	B	process	C	are	D	urbanising
62.	A	a	B	worlds	C	lived	D	around
63.	A	so	B	years’	C	raise	D	too
64.	A	are	B	increased	C	with	D	of
65.	A	Since	B	an	C	Evolution	D	they
66.	A	they	B	belief	C	the	D	were
67.	A	higher	B	wage	C	other than	D	area
68.	A	as a result	B	the	C	became	D	less
69.	A	attractive	B	to	C	because	D	it’s

Section 8: Paraphrasing

70. Indicate which one of the following options (A-D) is the best way to rewrite the information in the source text below accurately.

Source text:

For the past million years, the world’s population has grown almost continuously, although not always at the same rate. Despite this, researchers are predicting that our population growth will slow down and then stabilise.

A. The world’s population has grown, almost continuously, for the past million years even though it was not always at the same rate, sometimes growing faster than other times. Despite this, researchers predict that population growth will eventually stabilise.

B. The world's population has grown at a steady rate for the past million years. Even though this growth has been continuous, researchers predict that population growth will slow down and eventually stay steady.

C. Even though the world's population has shown continuous, albeit inconsistent, growth over the last million years, researchers predict that the growth rate of the human population will decrease and eventually become steady.

D. The world's population has developed at a rate over the past million years, even if not always at a slower rate. Evidently, researchers are saying that population growth will also become slow and eventually, it will be steady.

71. Indicate which one of the following options (A-D) is the best way to rewrite the information in the source text below accurately.

Source text:

For a long time now, we have been producing more waste than nature can deal with. We have also created toxic substances that cannot be recycled safely. The result is pollution.

A. For a long time now, more waste has been produced than nature can deal with. Pollution has been caused as a result of toxic substances that cannot be recycled safely.

B. For quite some time, the amount of waste that mankind has been producing has exceeded what nature can process. Pollution has resulted from producing harmful substances and not dealing with them effectively.

C. In past years, mankind has created more trash than Mother Nature can handle. We have also produced harmful materials that can't be dealt with safely. The effect of this is contamination.

D. During the past few years, toxic substances have resulted from pollution. Harmful materials were also produced and we cannot safely dispose of them.

In the next task the **reworked text** should contain the same information as the **source text** but use different words. For each of the open spaces in the reworked text (72-75), choose the answer that would best achieve this goal.

Source text:

There have been three great population surges in the life of humankind. Each followed a technological revolution that dramatically increased the number of people that the world could keep alive. The first revolution was the invention of tool making (using stone and

animal parts to make hunting and cooking equipment) that occurred gradually around the world between a million and 100,000 years ago. The second was the invention of farming, which began at the end of the last ice age, about 10,000 years ago. Then, in the fourteenth century, the number of people dropped dramatically because of the Black Death – a terrible sickness that spread rapidly across Europe and Asia. But by the nineteenth century, the third technological revolution, the Industrial Revolution, had begun in Europe and its progress around the world continues today.

Reworked text: Since the start of mankind, there have been three periods of (72) _____, mainly caused by technological advances. Each of these advances enabled the world to keep more people alive. (73)_____, the development of tools caused a steady increase in world population between a million and 100,000 years ago. Stone was used to create tools to (74) _____ more efficiently. The second period of population growth was about 10,000 years ago when people began to farm after the last ice age had come to an end. Then, the Black Death, a deadly disease that affected Europe and Asia in particular, caused a dramatic decrease in the world's population. The last population growth surge was caused by the Industrial Revolution (75) _____ and still continues today. This revolution started in Europe and spread across the whole world.

72. A. dramatic population growth
B. technological growth
C. an increase in using technology
D. relative population growth

73. A. After this
B. Secondly
C. Then
D. Firstly

74. A. hunting and cooking
B. live and work
C. build houses
D. hunt and cook

75. A. in the 1900s
B. in the 1800s
C. in the eighteenth century
D. in 19 AD

APPENDIX H: ETHICAL CLEARANCE

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIBESITHI YA FREISTATA

UFS·UV
THE HUMANITIES
GEESTESWETENSKAPPE

Faculty of the Humanites

23-May-2018

Dear **Dr De Wet**

Ethics Clearance: **Impact assessments of academic literacy interventions in the ULD**

Principal Investigator: **Dr Anna De Wet**

Department: **Centre for Teaching and Learning (Bloemfontein Campus)**

APPLICATION APPROVED

With reference to your application for ethical clearance with the Faculty of the Humanities. I am pleased to inform you on behalf of the Research Ethics Committee of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2017/1518**

This ethical clearance number is valid for research conducted from 23-May-2018 to 23-May-2019. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours Sincerely

Dr. Asta Rau
Chair: Research Ethics Committee
Faculty of the Humanities

Dekaanskantoor: Fakulteit Geesteswetenskappe
Office of the Dean: Faculty of the Humanities
T: +27(0)51 401 2240, E: humanities@ufs.ac.za
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P.O. Box/Posbus 339 | Bloemfontein 9300 | South Africa/Suid-Afrika | www.ufs.ac.za

APPENDIX I: APPROVAL OF UFS AUTHORITIES FOR PARTICIPATION OF STUDENTS/STAFF IN RESEARCH PROJECTS

UNIVERSITY OF THE FREESTATE RESEARCH ETHICS COMMITTEES

APPROVAL FROM UFS AUTHORITIES
FOR PARTICIPATION OF STUDENTS/STAFF IN RESEARCH PROJECTS

Title, Initials, Surname:	Dr A de Wet	Staff/Student number	0015875
Department/Institution:	CTL (Unit		
Phone:	X2273	E-mail address:	Dewetaa@ufs.ac.za
Supervisor(s):	N/A	Phone:	N/A
Protocol Title:	Impact assessments of academic literacy interventions in the ULD		
Who will be involved in the study? (tick ✓)	☑ UFS Personnel	☑ Students	

INSTRUCTIONS:

- Please attach the following to this form when requesting approval from the signatories:
  - A short summary of the study protocol with data collection instruments, and timeframes;
  - Conditional Approval letter from the relevant Ethics Committee (Applicable to internal UFS students and researchers).
  - Ethics Approval letter (applicable to external researchers)
- Kindly note that it is the responsibility of the researcher(s) to ensure that the relevant signatures are obtained before this signed form is attached to the RMS application

A. FOR RESEARCH ON UFS STUDENTS AND/OR STAFF FROM A SPECIFIC FACULTY, BOTH THE FOLLOWING SIGNATURES MUST BE OBTAINED:

I. HEAD OF DEPARTMENT	☑ Approved	☐ Not Approved
Signature:	Date: 17/08/18	
Comments:		

II. DEAN OF FACULTY	☑ Approved	☐ Not Approved
Signature:	Date: 17/08/2018	
Comments:		

FORM: Approval from UFS Authorities v01
Effective date: June 2016
University of the Free State

Page 1 of 1

APPENDIX J: CERTIFICATE OF LANGUAGE EDITING

WITS UNIVERSITY

15 January 2020

To whom it may concern,

I, Marike Kluyts, hereby declare that I have language edited the Doctoral thesis entitled, *Strengthening the alignment between an academic literacy course and the literacy needs of Education students*, by Johannes Christiaan le Grange. I am qualified to do so, since I am in possession of a Master's degree in Language Studies obtained at the University of the Free State.

If you have any queries regarding the editing of this particular document you can contact me telephonically (011 717 6131) or via e-mail (marike.kluyts@wits.ac.za).

Kind regards,

Marike Kluyts

Science Student Success Centre
West Campus

TW Kambule Mathematical Science Building
University of the Witwatersrand

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YUNIVESITHI YA FREISTATA
UFS UV

Centre for Teaching and Learning / Onderrig-en-Leersentrum

27 July 2020

To whom it may concern,

I, Gawain Norval, hereby declare that I have proofread the Doctoral thesis entitled, *Strengthening the alignment between an academic literacy course and the literacy needs of Education students*, by Johannes Christiaan le Grange.
I am employed at the Unit for Language Development (ULD), as a Facilitator of Academic Literacy within the Unit for Academic Literacy at the University of the Free State (UFS). Due to my experience and expertise in teaching Academic Literacy, I am intimately familiar with the content of this Doctoral thesis and, therefore, qualified to proofread this document.
Please feel free to contact me should you require further information regarding the proofreading of this document, either telephonically, at 083 681 1546, or per email, at NorvalGT@ufs.ac.za.

Yours faithfully,

_____
Mr Gawain Norval
Unit for Language Development

Unit for Academic Literacy / Eenheid vir Akademiese Geletterdheid

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