Exploring first-year Students' Voice and Subjectivity in Academic Writing at a University in South Africa

By

Martina Bi Ambe

A thesis submitted in fulfilment of the requirements for a Master's degree in Language Education in the Faculty of Education at the University of the Western Cape Town, South Africa.

Supervisor: Professor Sivakumar Sivasubramaniam

TABLE OF CONTENTS

v

LIST OF TABLES

UNIVERSITY *of the*

WESTERN CAPE

LIST OF FIGURES

UNIVERSITY *of the*

WESTERN CAPE

LIST OF ABBREVIATIONS

AD	Additional Language
ADS	Additional Language Students
EAD	English Additional Language
UWC	University of the Western Cape
EDC111	Academic Literacy and Numeracy Development Module
MRQ	Main Research Question
SRQ	Sub Research Question
HL	Home Language
AW	Academic writing
AL	Academic Literacy
UK	United Kingdom
SFL	Systemic Functional Linguistic
B.Ed.	Professional Development Teaching Degree.
M.Ed.	Master's in Education

DECLARATION

I declare that my thesis, "Exploring First-year students' voice and subjectivity in academic writing at a university in South Africa", is my own work. I also wish to declare that it has not been submitted for examination or the award of a degree in any other university. I have also duly acknowledged all sources I have used or quoted in the thesis and through the Bibliography.

Name: Martina Bi Ambe   Date:

Signature…

ACKNOWLEDGEMENT

I wish to acknowledge God Almighty first for instilling me with courage, strength and patience to stand up in times of my weaknesses.

Next, I want to say a big THANK YOU! to my Supervisor Professor Sivakumar Sivasubramaniam who has been a father, mentor and an inspiring figure to take me through this journey. I will be for ever indebted to him for his expert knowledge and wisdom, for under his tutelage I grew from nothing to putting this piece together as a postgraduate student doing my M.Ed. by research mode.

I would also like to thank Doctor Van Heerden Michelle for laying the foundation of my Post Graduate studies from Honours to Masters. Her expert knowledge and gentle encouragement led me to explore academic writing.

Most of all I wish to thank the Dean of my Faculty Professor Vuyokazi Nomlomo for her financial and moral support. She made sure that I was taken care of as a Postgraduate student. I feel deeply touched by all that she has done for me in her capacity as the Dean of the Faculty.

I want to acknowledge my B.Ed. Honours Lecturer, Doctor Pluddemann Peter for giving me a foundation and always encouraging in me the value system that I can make it in my academic life.

I also take this opportunity thank Doctor Hugues Steve Ndinga- Koumba- Binza, our Post Graduate Coordinator and Lecturer of the module Educational Linguistics (ELD 111/121/ & 211/212) I have tutored for three years. His moral support, his hard work and passion motivated me to complete my degree and be of service to myself and the institution of higher learning.

I will like to thank the School of Post Graduate Studies for all the workshops that empowered me with the research knowledge that I mostly needed to complete my study. The three-day finishing retreat gave the final boost to me to complete my thesis for submission this year. I thank Mr. Peter Johnson-Smith and Doctor Olushola Rotimi Adenyi for their service contributions that are so crucial to any aspiring postgraduate student at UWC.

With all fairness I want to thank my mother, aunt and mentor Professor Elizabeth Bifuh-Ambe for her financial and moral support to complete this study.

DEDICATION

I dedicate this thesis to my entire family for the upbringing they gave to. I am for ever thankful to my Grandmother Mami Angela Lum Fuh, my late uncle Rev. Father James Suhnfor, my mother Mami Bernadette Manka as well as all my siblings and my cousins with whom I played in the sand together as a child. I want to thank my loving husband Anthony Ambe N. for his patience and love. I thank my children for their emotional support and understanding during this journey. Finally, I thank all my friends for their unfailing solidarity with me throughout this journey.

ABSTRACT

Literacy development in South African higher education is increasingly challenged by several issues in dialogue and language of tuition. Despite the widening of access to South African universities, research shows that a large majority of entry-level university students are still failing in their chosen programme of studies. Almost all universities in the democratic South Africa incorporate academic development programs in first-year modules as an awareness raising attempt to scaffold novice students into the vocabulary of their various disciplines. However, these development programs sometimes fail to address the language needs of some of the students who have had more than seven years of schooling in their first languages (IsiXhosa and Afrikaans). My study seeks to explore how additional language IsiXhosa and Afrikaans students understand and construct written knowledge in one literacy development course using English medium of instruction. I further explore lecturers' and tutors' perspectives of the demand of sounding a scholarly voice in academic writing by entry-level students in their new roles as scholars in the University of the Western Cape (UWC).

Literature indicated gaps when it comes to students' and lectures' perceptions on the construction of voice in academic writing in a language that the students are not comfortable in.

My choice to use an interpretive frame made my study a qualitative one. I used a case study approach in which qualitative data was collected from one-on-one in-depth interviews with fourteen participants, documents analysis and field notes collected during interview process. A constructivist view of knowledge further guided my study to support the view of knowledge being socially constructed in the process of enquiry.

My findings were categorised according to the research questions and themes that emerged from my analysis. The four themes from my presentation guided the findings. The findings of this study indicated that, IsiXhosa and Afrikaans students in the study used their first languages as resource to understand, formal English in essay of assignments. The lecturers' perspectives of voice showed differences in the students' perceptions who were mostly overwhelmed with the proactive life of academia and the language they are required to write in. In this context, the lectures' views of competence mismatched with students' views who felt their views were stranded in the language of discomfort (English).

KEYWORDS

Academic Literacies; Academic Socialisation Approach; Bakhtin; Dialogism, English Additional Language (EAL); Heteroglossia; Literacy as a Social practice; Skilled-based Approaches; Subjectivity; Voice.

CHAPTER ONE
INTRODUCTION

1.1 Chapter Overview

This chapter introduces my research by profiling the background to the study in terms of academic writing, academic literacy models and the language policy context in which my study is done. Thereafter, I present my problem statement and the rationale that the study was based on. In addition, the chapter presents the aims and objectives followed by the main and sub research questions to which I intend to realise and find answers. I then briefly discuss the methodology used to answer the main research and sub-questions and the reason for this choice. Likewise, I define key concepts of my study in this chapter to ease my readership. I conclude the chapter with a chapter outline of each of the chapters that will be developed in my thesis.

1.2 Introduction

Globally academic writing has come under increasing scrutiny because students' heterogeneity has come to be understood as a stumbling block for academic success and university throughput rates. In fact, writing at university is constantly under punitive scrutiny; thus, academic writing proficiencies can be indexical of students' success or failure (Lillis, 2003a). It is through writing that established scholars create meaning and thus students' reading and comprehension of knowledge becomes important. But even more crucial, is students' ability to negotiate their knowledge and understanding in extended written assignments because they have to demonstrate the appropriate linguistic repertoire and engage with other scholars in a reconstructed voice that shows understanding as well as subjectivity (Lewin & Mawoyo, 2014). As a result, writing in university is complex and students' academic literacy skills and their command of academic concepts in written assignments carries high capital.

Typically, research into conceptualizations of academic literacy reveals three dominant paradigms (Street, 2004). The first paradigm, the Skills-Based Approach, views writing as a technical skill that can be remedied with grammatical programs to develop new students' writing proficiencies. In this paradigm, academic writing is orderly, with students mostly required to work on strict hand-outs that are to induct them into passive learning for reproduction (Street, 2004). However, limitations of the Skills-Based Approaches have led to the development of Academic Socialisation Approaches that introduced students into academic writing through academic literacy development

courses and remediation help at writing centres (Archer, 2010; Street, 2004). This method was again criticized for its attempts to socialize students into the culture of academia through technical skills associated with English proficiency, academic discourse and writing. This has paved the way for the emergence of the Academic Literacies Approach, which is rooted in New Literacy Studies and flexibly positioned on other cultures that reflect the life and context of the diverse students' population (Street, 2004). In this paradigm, literacy is viewed as a social practice.

In the first place, what was often overlooked in the previous approaches was the variation in language, context, and cultures of the students pursuing further training in the universities (Lillis, 2003b). According to Clarence & McKenna, (2017), although the first two approaches seem to incorporate academic literacies, the academic literacy approach stands out with its multiple and socially constructed view of literacy that recognises and strongly upholds diverse ideas. Ordinarily, this understanding mostly signifies experiences from diverse students in an "ideologically loaded" literacy that might be in conflict with the ideas of the "differently cultured" students (Street, 2003, p. 78). Thus, for universities to maintain the quality level, academic development modules are meant to serve as invaluable scaffolds which can accommodate and socialize these diverse students into the proactive cultures of reading, critical thinking, interaction and writing. Outlining the implications of a multiple view of knowledge in academic literacy, Boughey, (2008a, p. 195) argues that, the way of thinking of first-year additional language students (their voices, identities and what they carry in their being on arriving) could be "inappropriate to the dominant status and the conventional norms of the university knowledge".

Based on the issues I have raised above, I situate this research within voice construction in academic writing through second language learning. In light of this, I draw on insights from Bakhtin, (1986), and Vygostskian, (1979) theories as well as the works of Postman & Weingartner, (1969), Lantolf & Poehner, (2007) and Canagarajah, (2015) which view language as a social practice that is open-ended, fluid and provisional for the students' minds to interact and propose meaning in a continuous manner. Functioning on an understanding of academic writing as a situated ongoing social practice in academic literacy, these theorists argue that writing in a second language entails creating new selves which assume particular visibility and dynamism through socio-cultural and contextual scaffolds.

2

In keeping with the above-mentioned thoughts, the purpose of my research is to explore first-year students, as well as lecturers' perspectives of voice and subjectivity in academic writing in an academic literacy development module. This is to suggest that, for first-year students to succeed in their written assignments, these students should also engage with other scholars in meaningful ways. This prerequisite, which shows participation in a personal voice, also signals comprehension of the issues within the discipline in both answers of assignments or research papers (Chokwe, 2013; Shaw, 2010). Along these lines, my study focuses on first-year IsiXhosa and Afrikaans first language students, who have mostly been taught in their first languages and are now studying for a professional development degree in the University of the Western Cape. How these groups of students use English to express their lived experiences in answers of assignments then assumes particular prominence in my study. This is to suggest that my study takes into consideration these students' situations as additional language speakers of English, joining a conversation that necessitates written responses and proposes to study its dynamics and fall-outs.

1.3   Background

The indisputable role of language in human communication makes it the most discussed subject in academic domains. Key to these discussions is the relationship between language, context, the mind and thought process (Bakhtin, 1986; Chomsky, 2006; Vygotsky, 1979, 2012). Even though language constitutes meaning, it signposts our identity, place of origin, blueprints of various cultures and people's deep-seated beliefs (Janks, 2001, p. 250). In essence, language is invaluable in the social, economic and political life of a human being with researchers attributing success in these areas to the dominance of some languages over others (Janks & Makalela, 2013). Regardless of the importance of language, studies have shown its impact as an instrument that could shape people's thinking as well as their social identities (Canagarajah, 2004; Foncha, Sivasubramaniam, Adamson & Nunn, 2016; Ivanic, 1997). In light of this, language and education in most African higher education are characterised as a complex educational undertaking. This complex state is highlighted in a plethora of research where, language is viewed as a problem, a concern, a controversial construct filled with intrigue, a right, a resource and a notion that has been receiving considerable attention in education and society (Alexander, 2004; Boughey, 2002, 2012a; Carstens, 2013; Chumbow, 2009; Dyk & Rooy, 2012; Foncha, Sivasubramaniam, Adamson & Nunn, 2016; Klapwijk & Van der Walt, 2016; Mesthrie, 2004; Mgqwashu, 2008; Nomlomo & Katiya, 2018). Hence, research on the influence of colonial languages of tuition in African

universities including South Africa has assumed particular primacy and immediacy in their practices of higher education.

The history of academic development in South African higher education dates back to the 1980s when disadvantaged 'underprepared' students were accepted into traditionally white universities (Archer, 2007; Boughey, 2007, 2012a). During this time, the assumption was that such students lacked the linguistic abilities, especially English language proficiency to succeed at the university so they needed support. Post-1994, South Africa widened university access to all races, which resulted in a more diverse student population with limited or no knowledge of academic discourse (Van Schalkwyk, 2007). This further influenced the creation of writing centres and academic literacy development modules across universities as a means of support for novice students (Archer, 2010; Boughey, 2010). However, most of these first-year students came from different culturally entrenched identities due to the legacy of apartheid that grouped people according to race (Mesthrie, 2004). This is to suggest that, these additional language students could be vulnerable when it comes to integrating and interacting with peers as well as analysing academic texts that are written in very formal English replete with the conventions of academic discourse. Literature points to language challenges as the main problem that interrupts useful negotiations for interaction in academic discourse making the language policies a concern (Boughey, 2008b; Dyk & Rooy, 2012; Leibowitz, 2004; Bock, Bock, & Mheta, 2013; Van Heerden & Kerfoot, 2015; Sebolai, 2014; Ttack et al., 2014).

1.4   Reassessing Higher Education Language Policy in South Africa (2002) and the Language Policy of the University of the Western Cape (2003).

With the emergence of democracy subsequent to the apartheid regime ending in 1994, there has been a constitutional recognition of eleven official languages in the language policy of South Africa (Kamwangamalu, 2000). Functionally, two official languages seem to be predominantly used in schools: Afrikaans and English, which also function as the main mediums of tuition in most of the schools. This appears to mismatch with Alexander's, (1997, p. 85) insistence that while "all languages are equal in their capacity to express human thought and feeling", English in particular dominates as a language of tuition in most South African higher institutions due its international status with seventeen out of nineteen universities using it (Lewin & Mawoyo, 2014; Mesthrie, 2004). In the view of Desai, (2001) there is a difference between students who are exposed to English to enlarge their repertoire and those who are forced to study in English because

4

they are vying for a university career. She further explains that, though additional language students in the South African multilingual context study in an English medium university such as the University of the Western Cape, these students might not effectively discuss concepts in English without constant support. According to Mgqwashu, (2008) linguistic diversity influences the comprehension and interpretation of knowledge for active responses that could stimulate academic success and throughput by additional language students. Nomlomo & Katiya, (2018) highlight the linguistic challenges faced by some additional language students mentioning failure and drop out as disheartening consequences of these challenges.

It is important to note the stipulations of the higher education language policy for reasons of consistency. The higher education language policy stipulates that "all higher education is required to develop their own language policy subject to the national policy framework" (Education, 2002, p. 15). In response to this, the University of the Western Cape (UWC) language policy that was approved in 2003 fosters multilingualism and nurtures cultural diversity. As such, equity, social development and respect for the multilingual heritage of South Africa guide the institutions' language practices as stipulated below (UWC Language Policy, 2003):

   i.   *Language use in lectures, tutorial and practical work:*

As stipulated in the document, each faculty, as well as department, uses the language of the faculty concerned, with lecturers and tutors encouraged to use other languages they are competent in for the benefit of students' development. The literacy development courses are lectured and tutored in English.

   ii.   *The language used in the setting of tasks, assignments, tests and examinations:*

For these tasks, English, Afrikaans and isiXhosa are used depending on the needs of the faculty or department in question. English is the language to complete all tasks not related to language-specific departments.

   iii.   *Language in which texts are available:*

It is the responsibility of the faculty and department to seek competent tutors who will assist students complete their task in English/ Afrikaans /Xhosa regardless of the language spoken by the individual students.

   iv.   *Access to academic Professional Discourse:*

It is the responsibility of the university that all students access entry-level courses or academic literacy course aimed at enhancing communication and English in academic literacy. In addition, all students are entitled to support systems that could help improve their English and competence

5

for academic literacy. EDC 111 is, therefore, one of such support systems aimed at strengthening first-year Education students' ability to communicate and solve tasks in order to progress in the academic development of their professional degree.

It is noted that, even with a good language policy, where Afrikaans, English and isiXhosa are supported as an official language in this context, UWC also recognises English as the dominant language of tuition and completion of task (UWC Language Policy, 2003). This is due to the demographic changes of student population that incorporate those incoming international students. Desai (2001, p. 331) explains that this choice factor is influenced "by the pull of globalisation" which requires English for international thinking. Yet, expressing concern Desai (2001) emphasises that such thinking of an international need could be fully beneficial to multilingual students only when these students clearly understand the concepts in English in order to communicate them to the learners as future teachers.

The above-voiced concern is further highlighted in Nomlomo & Katiya, (2018) who underline the need for multilingual students as in the University of the Western Cape context, to be equipped with translated materials as well as scaffolds on tools to practice reading and writing for effective communication in academic discourse. Since lectures are mostly delivered in English, academic literacy development modules, like the one my study is predicated on (EDC111) are put in place to scaffold new students on the vocabulary of the discipline. This includes conventional aspects like structuring, referencing, cohesion, plagiarism, and other discipline-specific skills as part of academic development module. Van Heerden & Kerfoot, (2015, p. 11) maintain that additional language students need the tools that will augment their voice to sound their opinions in proper language for effective participation in the academic discourse. Likewise, Stroud & Kerfoot, (2013) explain that the University of the Western Cape needs to reassess its language policy and incorporate the complex linguistic and social diversity for epistemological inclusivity and academic success of the students.

As I have indicated above, higher education policy emphasises the role of language and access to language skills as rights of individuals to realise their full potential. This is in order to participate as well as contribute to the social, cultural, intellectual, economic and political life of the South African society (Foley, 2004). The Ministry of Basic Education in due course acknowledges the current position of English and Afrikaans as the dominant language of instructions in higher

institutions. This recognition is to give time for other South African languages to develop for full usage in all academic discourse (Desai, 2001). Hence, the new language in education policy is dedicated to building a non-racist and non-sexist South Africa (Education, 2002). However, literature continues to signpost different challenges, of some additional language students when taking part in written discussions within their academic development context (Foncha, Sivasubramaniam, Adamson & Nunn, 2016; Mgqwashu, 2008).

Based on the issues I have signposted above, university access post-1994 seemed not to have had the desired outcomes associated with equality and redress aspired by the language policy (Education, 2002). Thus, when compared to their white counterparts, disadvantaged multilingual students still have difficulties ranging from language to comprehension and construction of opinions in writing (Boughey, 2007, 2012a; Van Schalkwyk, 2007). For these reasons, language features as a key indicator of academic success from as early as primary school right through to tertiary studies in the South African multilingual context (Dornbrack & Dixon, 2014; Van Dyk & Rooy, 2012; B. Leibowitz & Bozalek, 2014). With the dominance of English medium of tuition, some disadvantaged additional language students struggle to construct ideas without the necessary vocabulary and discursive ability required in academic writing (Boughey, 2008; Sheik, 2011).

1.5   Research Problem

Having discussed so far, a wide range of issues and insights which I believe have far-reaching ramifications for the practice of higher education in South Africa, I now wish to state my research problem. Despite the widening of access to South African universities, research shows that a large majority of entry-level university students are still failing in their chosen programme of studies (Klapwijk & Van der Walt, 2016). Available research appears to confirm that most challenges arise from students' inability to construct their inner thoughts for sense-making in academic writing that is meant to enhance success and throughput. The challenge emanates from the fact that while in university these students are taught in English as a language of instruction in which they are required to write with an infused voice that shows an understanding of knowledge. But for voice to be successfully constructed, students need to first comprehend in order to engage with whatever resource material they read or listen from lectures. In light of this, a bigger problem arises because most of these students are additional language speakers of English (Boughey, 2012a). Notwithstanding this, they are now required to access relevant linguistic vocabulary and write the

7

academic task in English engaging with other writers but still holding on their own voices in their writing in an on-going debate.

Engagement in academic discourse, therefore, does not only require English language proficiency but includes referencing and citation conventions/norms that construct voice as a personalisation of understanding knowledge in academic assignments. Referencing and citation thus become an issue especially for English additional language (EAL) students who lack the required vocabulary and academic discourses that could enable them to reconstruct this knowledge as their own ideas in academic writing. The language challenge can influence these students' attempt to engage with concepts and other scholars' ideas for successful voicing in academic writing.

1.6   The Rationale of the Study

Having articulated the research problem underpinning my study, I wish to discuss the rationale of my study. About ninety per cent of the diverse student population in South African universities are not fluent in English, yet English is their medium of instruction and the language in which most of these students should read, comprehend and express thoughts mainly in writing (HESA, 2011). Though research highlights the benefits of English as a common language in universities, scholars argue that a single language pursuit in countries like South Africa could reduce access to knowledge and limit confident engagement in academic discourse (Altbach, Reisberg, & Rumbley, 2009). Students are required to infuse an academic voice in whatever they write and yet the key role of language in the construction of ideas seems to be underexplored. Even more worrying is the argument that schools do not properly prepare such learners for further studies at universities (Dornbrack & Dixon, 2014; Janks, 2015; Leibowitz & Bozalek, 2014). The inclusion of academic literacy courses across campuses as an attempt to develop discursive skills in students still does not address most EAL students' needs in discursive disciplinary writing due to the limited linguistic repertoire. A study that explores EAL students' ability to construct voice and subjectivity in academic writing can then shed light on the ways English proficiency might disrupt these student's academic writing credibility as well as their capability.

I strongly believe that my ongoing experience as a tutor of an Academic Literacy and Educational Linguistics module for first-year students at a university has provided me with first-hand exposure to the linguistic challenges of Afrikaans and IsiXhosa first language speakers in creating meaning and expressing ideas in their written assignments. For example, expressing themselves in academic

English during group discussions and presentations was challenging. This is again activated by the need to understand lectures in English as a language of tuition, reading and analysing text in assignments for the right response in writing. Hence, my study intends to explore how tuition and assessment practices in English could influence first-year Afrikaans and isiXhosa student's ability to construct voice and subjectivity in academic writing.

In light of what I have voiced in the section above, I am aware of the prevalent tendency which, views additional language students' writing as weak, lacking a voice, vague and sometimes showing an incoherence of ideas. Such labelling can result in student writer identity being seen as problematic. As an insider researcher and an additional language student, I can attest to a myriad of challenges in appropriating the relevant linguistic repertoire and voice as a personalisation of knowledge in my academic writing. For this reason, studies on voice and subjectivity can shed more light on the role of English in relation to additional language students' academic writing abilities. In view of this, I have proposed the following aims to guide this study:

1.7   Aims

The study has four main aims
- To inform current academic writing support in academic development modules for building vocabulary in diverse students.
- To explore lecturers' perspectives on students' voice and subjectivity in academic writing
- To explore students' perspectives on voice and subjectivity in academic writing
- To explore students' voice and subjectivity in academic assignments

1.8   Research Questions

The declared aims of my study necessitate my proposing the following main research question (MRQ) and the sub research questions (SRQ) that will guide my study:

How does limited English Language Proficiency influence first-year students' ability to construct voice and subjectivity in their academic writing?

My sub-questions (SRQ) which are meant to address the principal components of MRQ are:

1. What are lecturers' perceptions on students' ability to construct voice and subjectivity in academic writing?

2. What are EAL students' perceptions about their ability to construct voice and subjectivity in academic writing?

3. What evidence of voice and subjectivity is visible in EAL students' texts?

I propose to return to my MRQ and SRQs for a detailed discussion in my Methods Chapter. Having said that I present my research design and methodology in the following section.

1.9   Research Methodology

The interpretative framework that I propose to employ makes my study a qualitative study in which the reality to be understood will be seen as constructed and fluid and could either be transparent or based on my subjectivity as a researcher (Tuli, 2011). I, therefore, bring my own history and cultural experiences which can influence the lenses during my interpretation of what is viewed, read, heard or comprehended (Arthur, et al, 2012). This is because I strongly believe it is in keeping with qualitative research, which discusses, describes and understands the meanings of things, rather than explaining or predicting human behaviour because the accruing truth is not an absolute (Newby, 2014). Thus, qualitative research requires precise tools and techniques, since it uses words, images, artifacts and descriptions to assess the quality of issues.

A qualitative method will not in any way try to attempt generalization of my chosen phenomenon but it will enable me through exploratory and explanatory procedures of collecting data like interviews, art illustrations, and document analyses so as to bring out each student's unique reality and lecturers' perceptions (Yin, 2014). Moreover, qualitative methods seem to indicate an awareness of the fluidity of voice and subjectivity in relation to EAL students' academic writing, thus opening up avenues for future research (Cohen, Manion, & Morrison, 2012). Finally, qualitative research consists of various methodologies like ethnographies, grounded theory and case studies (Yazan, 2015). In light of this, I believe that the above-mentioned techniques are suitable for me to explore issues of voice and subjectivity in first-year additional language students' writing.

My study is a case to explore first-year EAL education students registered for a four or five-year teaching degree in a university in the Western Cape. I will work with first-year EAL students to gain in-depth, detailed and unique data to shed light on the challenges experienced by both students and lecturers. The key objective is to explain how voice and subjectivity play out in one compulsory module. Perceptions about subjectivity in academic writing will be explored through

interviewing two lecturers, two tutors, and ten EAL education students, five home-language (HL) Afrikaans-speaking, and five HL IsiXhosa-speaking students. The lecturers will also be interviewed to get their perspectives on scaffolding voice in academic literacy teaching. This process will be realized by employing various qualitative data collection tools, like in-depth interviews, art illustrations, and document analyses. I will provide more details of the methodology which includes ethical procedures that I have followed in Chapter three of this thesis.

1.10   The Significance of the Study

This study focuses on voice and subjectivity in academic writing and is potentially significant for the development of an informed voice in the academic writing of English additional language students. With voice and agency assuming such prominence and substance in research, EAL students need an agency, to relate critical thoughts (Sivasubramaniam, 2015). EAL students could do with applicable knowledge of the language that will facilitate clearly articulated writing, and reveal the power of language in expressing inner thoughts on paper. Instead of just being the learning or evaluating tool, academic writing could then confer agency to additional language students serving as the canvas that signals issues and contests subject position in discourse (Foncha & Sivasubramaniam, 2014; Harste, 2003; Mgqwashu, 2011; Van Heerden & Kerfoot, 2015). This could empower EAL students and minimize misconceptions, for in an urge to succeed students sometimes copy other scholars' views, leading to plagiarism. Thus, the study will engage with the chosen phenomenon, and seek to explore the extent to which the specific group of English additional language (EAL) students articulate their lived experiences in a social constructivist approach to academic writing, which is writing that promotes voice as a personalization of understanding valued knowledge.

1.11   Definition of Key Concepts

With a view to facilitating an informed engagement of my readership with my proposed study, I felt that brief definitions of some of my key concepts will be helpful and therefore I present them below in this section.

1.11.1 Voice and Subjectivity

When individuals speak, they normally address an audience within a context. Thus, there is a connection between what they think and what they say; speech and thought processes are thus connected (Vygotsky, 1986). Similarly, in writing whatever is placed on the paper is linked to

students' thinking and the audience that will read the text (Shaw, 2010). In fact, both speaking and writing take place between two or more interlocutors, who are both situated in social contexts with particular communicative purposes such as arguing or sharing information. Therefore, even though speaking and writing require some form of voice, speech is generally viewed as internal with an audible voice while writing, on the other hand, is external with a silent voice.

Consequently, the concept of voice in writing, as originally proposed and discussed by Vygotsky as inner speech, is viewed as a writer's presence on a page and the impression that the audience will gain of the writer (Ivanic, 1997). However, writing really does not convey the phonetic and prosodic qualities of speech. This makes constructing written voice challenging especially for multilingual because academic writing is a scholarly dialogue to produce knowledge within a range of disciplines (Boughey, 2008; Ivanič & Camps, 2001).

1.11.2 Voice in academic writing

During acts of conceptualization and meaning-making in academic writing, students draw on their established language resources to negotiate, adapt, appreciate and resist ideas which highlight their voice, subjectivity and identity (Gee, 1990). In light of this, Hyland, (2002) indicates that successful voice construction in academic writing relies on appropriate linguistic choices for the communicative needs of a discipline. This view links with Bakhtin, (1986) who argues that voice is constituted in language and builds on the thoughts (utterance) of other scholars constantly shaped through the process of communication. As internal thought, the utterance is externally connected on paper actively expressing students' voices as they agree, sympathize, object, or execute what they comprehend in academic writing (Bakhtin, 1986, p. 69).

1.11.3 Subjectivity in academic writing

Positivist paradigms argue against the expression of voice and subjectivity in academic writing, ignoring that additional language students have personal experiences that can influence their academic writing proficiency upon entry into universities (Elbow, 2007; Hyland, 2003; Shaw, 2010). In such traditional paradigms, individual identities, voice, and subjectivities are largely ignored in written discourse. Nevertheless, contrary to technical expectations that students 'leave their qualities at the door' and take on technical skills in academic writing, modern research indicates the world is realized through language which is multifaceted and diverse (see Hyland, 2002, p. 351; Shaw, 2010). In this modern perspective, Ivanic (1997) refers to subjectivity as a

12

complex socially constructed identity that requires students to take on multiple selves in academic contexts.

As such, current research in literacy as a social practice cultivates an active student population as opposed to passive reproduction of the ideas. Likewise, as a speaker with a responsive expectation, language enables students to draw on learned concepts to support their positions in writing, thereby expanding the intellectual dialogue (Bakhtin, 1986). Accordingly, students' subjective interpretation of the assignment question is also very important since engaging in an answer means participation in a discussion or responding to dialogue. In that case, students need a command of language repertoire to engage in academic writing and expressing ideas in the style in which they wish would respond to assignments (Bakhtin, 1986).

1.11.4 Literacy as a Social Practice

My study is driven by my social constructivist epistemological stance to knowledge production. This epistemological stance views writing as purposeful and as a responsive experience between students, peers, and lecturers that opens up spaces for students to talk around the written text and address issues that could improve their academic success (Bakhtin, 1986). Thus, the process of interaction enables writers (students) to synthesize, appropriate and argue opinions, ensuring knowledge creation and sharing (Ivanič & Camps, 2001). In addition, in such a view, all academic writing is dialogic and rooted in social and historical contexts, with convincing data mostly obtained from other scholar's texts to justify students' stance.

For the reasons mentioned above, my study draws on the notion of literacy as a social practice, with an Academic Literacies Framework informed by New Literacy Studies because it, values voice and subjectivity in academic writing. Such a framework foregrounds student identity, their established literacies and voice in the construction of academic writings (Coffin, Curry, Goodman, & Hewings, 2003; Lillis & McKinney, 2013; Street, 2004). In literacies seen as a social practice, voice and subjectivity assume a key role in academic writing, since in voicing thoughts students gain agency to alter perceptions of class and race while identifying realities and philosophical ideas that enable retention and success (Ivanič & Camps, 2001; Kamler, 2003). As a result, academic literacies aim to equip novice students especially those with diverse linguistic backgrounds with appropriate discursive practices to navigate their voice and subjectivity in disciplinary writing (Lillis, 2003a; Street, 2004).

13

Finally, even though my study acknowledges the contested nature of voice and subjectivity in academic writing, it draws on Bakhtin's notion of dialogism and the Academic Literacy framework as a social practice, to shed light on the impact of language on voice and subjectivity in academic writing.

1.12 Chapter Outline

1. Chapter One
   - This chapter states the introduction to the study and why it is important to conduct this study. Further to this, it spells out the background of the study starting from the global context to our South African context.

2. Chapter Two
   - This chapter presents a review of relevant literature along with many issues and insights offered by different scholars. This is meant to serve as an awareness-raising exercise for my study.

3. Chapter Three
   - This chapter presents the methodology that I propose to use in the study. Furthermore, it will discuss the how and the why of the chosen method(s) as well as justify the instruments chosen to collect data for my study.

4. Chapter Four
   - This chapter presents the data collected from the study under themes and categories and will further analyse it under themes in this chapter. These raw chunks of data can help confirm the questions raised by my study via the confirmatory support that I propose to present in my Chapter 5.

5. Chapter Five
   - This chapter will discuss the findings of my study as a basis for answering the proposed MRQ and SRQs of my study. In addition, this chapter will revisit some of the theoretical fine points presented in my Chapter 2.

6. Chapter Six
   - This chapter presents the conclusions with reference to the MRQ and SRQs of my study in addition to spelling out the recommendations and limitations of my study. In view of the dynamics of the study, this chapter will also state some directions for future research.

CHAPTER TWO
REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK ON VOICE AND SUBJECTIVITY IN ACADEMIC WRITING

2.1   Introduction

This chapter presents a review of relevant literature, in which I will discuss an array of theoretical issues and insights, so as to signpost my understandings on how other thoughts and philosophies have impacted the scope and focus of my study. Thus, I will review the literature on academic writing (AW) as a social practice in academic literacy (AL). This literature will highlight the role language plays in the construction of voice and subjectivity in the writing of English additional language (EAL) students. In order to come to terms with academic literacy, I will focus on sociocultural theory and its attendant social approaches that further link meaning-making, knowledge construction and language in diverse societies. In so doing, I discuss various perceptions of voice and subjectivity in academic writing in relation to self (identity) and agency amidst the reality of power and class, prevalent in academic writing. This, I hope will help me further explore the concept of linguistic capital and its influence on the repertoires of multilingual students when writing. Finally, I will focus on the aspects of genre theory and multimodality theories that align with sociocultural theory which posits academic writing as a social practice; yet nurtures language's role in the construction of voice as a knowing performance in multilingual students' writing (Canagarajah, 2006, 2015; Freire, 2018; Ivanic & Camp, 2001; Kress, 2000). In light of these discussions, I believe that this chapter will define as well as underpin the relevant concepts of my study.

2.2   Concepts Used in the Literature Review

2.2.1   *Academic literacies/language & literacy as a social practice.*

Globally, literacy is conceptualised differently by different groups of people. In this section, I will highlight issues of academic literacy that relates to my study. Moreover, theories relating to language and literacy will shape my perspective on academic literacy in language education. Generally, opinions on the conception of literacy in relation to education and civil society have changed significantly in the twenty-first century marked by diversity, globalisation and technology. Therefore, higher education has become a social good. Contemporary scholarship under 'New literacy studies' conceptualises literacy as a set of 'social practices' (Baynham &

Prinsloo, 2001; Gee, 1990; Ivanic, 1997; Luke, 1991; Street, 2003b). Such a view contrasts traditional views of literacy based on the acquisition of skills developed through individual cognition of counting, reading and writing. This study draws on the insights of scholars such as Bakhtin, Vygotsky, Ivanic, Luke, Gee and other socio-cultural theories of language and social context in the construction of human opinions. In principal language that calls for normalisation within intellectual circles. Controversy in a number of issues is therefore not surprising when it comes to academic writing. Of pre-eminence in this regard is the complex nature of language and thoughts.

Bakhtin (1986) discusses a complex link between language and scholarly thoughts (utterance). Likewise, Vygotsky (1986) speaks of a link between inner speech and language in the process of critical thinking and speech or writing. In the same light, Ivanic (1997) argues that literacy involves language amidst other semiotic systems. I do however want to suggest that, the lodging nature of thoughts subtly position written language to perform gatekeeping functions in academic contexts. This assumes prominence in the practice of higher education discussed in this study. According to Vygotsky, (1986) when learners speak, there is a connection between what they think and what they say, which indicates a connection between the speech and the thought processes. This connection underpins Sapir - Worf's hypothesis of a correlation between accustomed thought and speech (Kay & Kempton, 1984, P. 79) According to Kay & Kempton, (1984), the hypothesis of Sapir-Wolf indicates a difference in the thought of other languages and the English language. This is to suggest that, in writing, whatever students place on paper is linked to the thoughts of the student with suitable language desired to shape these written thoughts for interaction. Yet for these thoughts to constitute effective dialogue, awareness of vocabulary choice is crucial for proficiency from the students.

In keeping with the issues that I have pointed out earlier, Elton, (2010) does not only distinguish languages and thought processes but also indicates how finding equivalence of words in a second language could exacerbate construction of ideas on paper. A view resonated in Vygotsky, (2012, p. 264) where every thought either 'creates a connection, fulfils a function or is intended to solve a problem". I here indicate that the nature of the changing vocabulary of each discipline can also influence diverse students' success in both learning and expressing integrated ideas in writing (Elton, 2010b). These arguments are consistent with my intention to explore voice and subjectivity in the academic writing of first additional language students. Therefore, this study will further

highlight the possible influence of English on these additional language students during their construction of ideas on paper in university. This is to suggest that, given the global shift to widened access in higher education, academic writing has gradually assumed a custodian role in teaching and learning in increasingly diverse academia. This role of academic writing is mostly viewed as controversial in a multilingual context like that of South Africa.

It thus follows that language's role in literacy is fluid. This could further be illustrated in Bakhtin, (1986)'s distinction of what he refers to 'Primary domains' visible in individual's daily communication and 'Secondary domains' visible in educational contexts synonymous with academic writing discussed in my study. Of interest in the above distinction in this study is the centrality of social spaces and context to individual thought and speech processes. This is to indicate that in the context of my study, not only is language important to stimulate thinking for communication with other scholars. But is also vital to synergise the university as an intellectual community and the specific discipline in which students are enrolled, all of which can contribute towards building up the novice students' thinking (Hibbert, 2011a).

At this juncture, I deduce a degree of congruence in two scholars that, language is a prerequisite for the inner thought (utterance) to be real on paper, and thus proficiency in any target language is an essential resource that links speech and writing processes (Bakhtin, 1986; Ivanic, 1997). This suggests that, in the same way, language and context facilitate oral speech communicated to a target audience, what students think is also communicated to an anticipated reading audience in the applicable language. I, however, allude three critics' arguments that, in the construction of secondary (written) speech, writers inevitably infuse aspects of primary speech that have developed over time as these writers' lived experiences (Bakhtin, 1986; Ivanic, 1997; Kamler, 2003). Yet again the language constructed in response to an academic task is indicative of the student's voice and subjectivity in the written piece deducing a socio-linguistic influence.

In light of what I have mentioned the socio-linguistic impact on students' construction of written thoughts, Bakhtin, (1981) challenges certain dominant theoretical ideologies. This dominance is criticised in a unified literate language, that subtly ignores a heteroglossia or variety of languages, diverse participants (additional language students in this context) from within and outside of the same literacy language community use orally and in writing. My study echoes the above challenge which equally tallies with sociocultural arguments, of language as a meaning-making tool that

17

permits individuals to read their world (Bakhtin, 1986; Ivanic, 1997; Lantolf & Poehner, 2008). Although written from a Russian context, Bakhtin's theory has the potential to influence language and literacy studies as well as research into English for Academic purposes globally.

In keeping with the above thoughts, my study follows an academic literacy approach to literacy complemented by sociocultural theory. This is due to their relevance to additional language context and meaning construction in academic writing. Hence, as cited in chapter one of this study, academic literacy develops as a critique of skilled and socialisation approaches to students' writings in higher education (Lillis & Turner, 2001). In that case, unlike traditional literacy, academic literacy is a more structured and distinct approach. Emerging historically from the higher education contexts of the United Kingdom (UK) and the United States (US), academic literacy is rooted in the epistemology of literacy as a social practice. Its main vision is that of transformation in higher education in ways that acknowledge the linguistic and cultural diversity that all students bring to the world of academia (Lillis & Scott, 2007).

In light of this, the focus is on students' writing, as a socially situated practise within the pedagogy of academic curriculums that influence knowledge expansion. While this study concedes the prominence of reading, listening, speaking as communicative practices in academia, the focus is on the most valued knowledge assessment tool which is generally writing (Lillis & Mckinney, 2013). Hence, academic literacy as an approach then becomes crucial for students to understand concepts for application in writing. Drawing on its theoretical, ideological and historical origins; my study postulates academic literacy as an approach that is sensible on meaning-making and knowledge construction in the diverse and inclusive academia (Lillis, Harrington, Lea & Mitchell, 2016, p. 4; Lillis & Scott, 2007; Street, 2013).

Given the advantages of academic literacy outlined in the previous paragraph, I think the issues of voice and subjectivity in the writing of additional language students are likely, given the widened ecosystem of higher education, noted to be more focused on structured practices. (Coffin & Donohue, 2012). Especially the current higher education system overwhelmed in globalisation, diversity, transnational flow and technical systems that seem to replace the natural thinking of man (Papashane & Hlalele, 2014). These, along with issues of linguistic, power, identity and voice in literacy practices, diverse students partake in further highlights academic literacy as a critical field of inquiry (Lillis, Harrington, Lea, & Mitchell, 2016). Following academic literacy's transforming

18

views; my study centres the worth of blending semiotic resources for knowledge construction in inclusive pedagogies. This I think could be both valuable and academically serviceable for novice students in the twenty-first century higher education. Ultimately aligning with arguments of scholars who question the tenets of teaching writing to students in higher education, and as reinforcements of academic literacy's highpoint on how diverse students learn and construct meaning in written language (Canton (a), Govan (b), & Zahn (b), 2017). With this in mind, academic writing is situated as a social practice that enhances additional language students to relate lived experiences in their own voices within the scholarly conversation (Lillis, Harrington, Lea, & Mitchell, 2016). Above all in an approach that not only renovates each student's reality but also resonates scholarly views that advocate multiple literacies in higher education differing from autonomous views (Street, 2004; Sivasubramaniam, 2015). As has been noted multiple views of literacy in the context of this study is visible in the ways various disciplines express and construct meaning through the language of the disciplines (Ryshina-Pankova & Byrnes, 2013a).

In relation to meaning, Ryshina-Pankova & Byrnes, (2013) carefully link meaning-making, knowing and learning in the writing process to language. In view of this, academic writing is a way of language structuring in which language is not only a medium of construction but also an embodiment of the type of knowledge to be learnt or known. Arguably, in the context of additional language students, who are mostly adults, some aspects of knowledge taught in the second language are already known to most of these students though not in conceptual frames (Ryshina-Pankova & Byrnes, 2013a). Since writing is the way novice students need to express meaning while at the same time constructing knowledge, these students need to be active knowers in order to create a constructive response. I hasten to suggest at this juncture that, the construction of voice and subjectivity in academic writing entails the usage of the full repertoire of the language in which students write. The aforementioned affordance evidently displays voice as a form of knowing which could be misread if additional language students' roles or naivety in writing are ignored (Street, 2003a).

According to Street, (2004) a concept of literacy in an era of 'new orders' need to recognise the social life, values, cultures and linguistics of the students who are educated, in order to influence self-growth and the growth of the greater society. In the same token, conscientious educators uphold literacy that assigns consciousness and awareness to students on problem-posing, self-transformation and environmental growth, effective through critical thinking (Freire, 2018).

Likewise, Luke, (1991) and Gee, (1990) view literacy as social practices that signpost the sensibility of diverse students' cultures. These arguments further support my exploration of additional language students' comprehensions of the complex linguistic issues embedded in the different acts of literacies that these students are required to engage and express thoughts in academic writing. Although Luke, (1991)'s study, indicates an understanding of literacies in an Australian context, it reinforces ongoing arguments on the omission of certain voices in the process of knowing in academia. Thus, my study reflects diverse students' experiences and the social capital from which these diverse students draw on during the learning and writing processes.

At this juncture, I hasten to indicate that, an academic literacy position somewhat contrasts with other contexts like the Australian context of higher education, where the focus on students' writing is prominent in the theory of Systemic Functional Linguistic (SFL), (Coffin & Donohue, 2012). However, the exposition of the Systemic Functional Linguistic theory (SFL) as a theory that links writing with additional language students' semiotic repertoires in Ryshina-Pankova & Byrnes, (2013a) and other current studies subtly disregard limitations on a vital emphasis on literacy. It should be noted that, though the aforementioned theory focuses on text analysis and the significance of language in constructed written ideas by these students, there is little emphasis on literacy. For this reason, though Halliday writes on the social semiotics of language, it seems to me that my African multilingual context does not accommodate SFL theory. In my opinion, SFL does not resonate with my arguments of the influence of English as a language of instruction in the expression of written thoughts by additional language students. Especially in view of language in the context of conversion and writing; for though the language is assumed as functional, understanding subject matter and expression of written thoughts could be distorted if competency is challenged.

As far as I am concern functionality of the SFL theory in academic context seems problematic since scholarly writing calls for normality or formality likening the written piece to correct or wrong if the convention is flouted. For the most part, though relevant in its functionality, a Hallidayian context of language might therefore not be flexible for me to apply in my study due to its strict and categorised ways. To put it differently, there is no flexibility of the theory of text for application across contexts; rather theory seems to require an application as it is difficult to deviate from its tenets.

On the other hand, Bakhtinian theory though is written from a Russian context can be adopted in most contexts like mine. It resonates with my argument of English language influence allowing me room to bend, twist, and fold the theory to meet up my views of voice, agency, inter-subjectivity in academic writing in an African context; South Africa in particular. Seemingly a deviation from the norm is likely in an Academic literacy approach so as to emphasise the influence of English on effective writing in higher education required by a widened access. In this consideration, language together with all other semiotic systems becomes a meaning-making resource for understanding others' intentions and actions, even in my context. In essence, a Bakhtinian, (1981, 1986) sense of language in its scientific form (linguistics) as a social semiotic. That is to say language as a sense-making resource for shared understanding across all societal contexts; that bears an irrefutable link with society, in general, is envisaged in my study. Above all, an understanding of language that fosters a link between the centre and the peripheries is thus invaluable in additional language students' context of voice construction in academic writing (Sivasubramaniam, 2015).

As I have seen proponents of literacy as a social practice have also suggested that raising awareness of how additional language students struggle with issues of voice in academic writing is crucial in higher education assessments (Coffin & Donohue, 2012; Isaac, 2012; Ryshina-Pankova & Byrnes, 2013a). As far as I am concerned, a constructivist view of language in academic writing not only expects novice students to robotically weave textual choices in discursive writing that symbolises knowledge of concepts. Besides, first-year university students might not be mistaken for empty containers since these students could be influenced by lived experiences and linguistic diversity. It could be said that, contrary to routine writing, entry-level students, require holistic scaffolds that will reinvigorate these students' minds and empower them to relocate personalised knowledge in a written voice as responses to assigned tasks (Kamler, 2003). That is why literacy awareness is crucial as additional scaffolds for these students to reposition themselves and take on proactive intellectual practices. This to me includes orienting to suitable vocabulary for interaction with other voices within academia. Above all an understanding of language that captures the issue of multi-voice propounded in Bakhtin, (1981 & 1986).

Based on the issues I have raised above, I believe that sociocultural theory complements academic literacy on issues of text analysis in writing that nurtures diverse students on language choices for voice construction in academic writing (Coffin & Donohue, 2012). Of special significance in this

study then is the positioning of language and society in knowledge comprehension and constructions of ideas in learning and academia (Lantolf & Poehner, 2008). Thus, I draw on socio-cultural theory to complement academic literacy's concerns of omitted voices in the writing process of academia. An equally significant aspect of the above concern is a recap of languages' role in the construction of voice and subjectivity in additional language students' writing within the context of my study and other contexts.

A point which is also sustained by Lantolf, Thorne, & Poehner, (2015) evaluation, of language as 'the most pervasive, powerful and cultural artefact' (p, 6) for the human mind to meditate and communicate with one another and their environment. The sentiment expressed in this quotation embodies the view that, in the case of communication, the mind might be impossible to separate from the society; rather, it is a symbiosis to propose meaning in a continuous manner. By the same token, two scholar's reflection on language in the writing context shows it to be fluid, and available for the mind to fold and if possible expand for interaction (Bakhtin, 1986; Lillis, 2003b). For these reasons, I think limited knowledge of the language of learning could influence the manner in which additional language students' articulate ideas in academic writing. Echoing three scholar's congruence of a third space in the academic discussions, my study supports a plurality of knowledge. Where through voice and inter-subjectivity language is continuously mediated in open-ended ways to express individual experiences, identity and comprehension of written thoughts (Foncha, Sivasubramaniam, Adamson & Nunn 2016; Sivasubramaniam, 2015; Vygotsky, 2012).

Having considered the value of language in the articulation of thoughts, it is important to note that, induction into scholarly acts is a valued practice in academic literacy. Where proponents view effective scaffolds not only as prompts that could horn critical thinking but also as resources to enhance diverse students with suitable language for construction in academic writing (Gebhard et al., 2013). Needless to say, that high school literacy mostly obliges students to learn how to read and write, students need an explicit orientation of how language is used in higher education. This is to suggest that, learners talk or write in required or precise ways because they are oriented to do so. Therefore, the transition from high school entails a shift in both knowledge construction and the learner's linguistic repertoires in order to accommodate as well as assimilate a scholarly oriented mind (Boughey, 2008b). For this reason, students are mostly required to critically read other scholars' scripts to generate awareness of the linguistics and mutual intelligibility that

22

embeds curriculums. This orientation might not only trigger or enrich the construction of constructive scholarly thoughts by novice students. On the contrary, some novice students from disadvantaged background schools could be trapped due to their naivety of text that is mostly in English as resources to enhance thinking (Klapwijk & Van der Walt, 2016). This is to say without awareness cited before, some students might read, but certainly not learn or ignore the essentials of reading. As a result, misconstruing the sense, which could further lead to a mismatch and disrupt interaction (Van Heerden & Kerfoot, 2015).

I am inclined to believe that the sociocultural theory can complement academic literacy in this study. Primarily since each of these theoretical positions makes an important contribution to our understanding of issues of voice and subjectivity in the academic writing of additional language students. In this manner, both proponents seek to empower additional language students with multiple meaning-making resources; in the form of vocabulary that could aid these students to resist and alter subject positions during construction of ideas in academic writing (Coffin & Donohue, 2012). It could also be important to note that, during writing, it is vital for students to make language choices that clearly communicate their lived experiences for shared understanding with other scholars in intellectual dialogue. Emphasising the importance of clear and concise writing in assessments, I stress the need to value written pieces in the context of additional language students. Indeed, inherent in these written pieces are the emotional struggles of the students involved which might not be ignored (Klapwijk & Van der Walt, 2016). Evidently, these struggles mostly are regardless of the additional language students' status as a second or third language user (Boughey, 2008b). Nevertheless, equating value during the construction of ideas on paper to students whose first language might be IsiXhosa or Afrikaans in a multilingual context as South Africa remains a growing problem (Boughey, 2013; Klapwijk & Van der Walt, 2016; Mgqwashu, 2007).

Given the current high-profile debates with regard to the language in education, I am aware that alternative views on the evaluation of written voice in the writing of diverse students are ongoing in academic debates (Foncha, Sivasubramaniam, Adamson, & Nunn, 2016). This is not only visible in studies that characterize positivist theories on foreign language and second language acquisition as sterile wisdom which is not achievable in classrooms, (Sivasubramaniam, 2015 in Nunn & Adamson, 2009). There is also a growth in studies that problematize the pathology of additional language students' writing (Boughey, 2008a; Stock & Eik-Nes, 2016). The above

23

sentiments resonate with my earlier reference to the concerns of Gee, (1990) that state the importance of context and language in writing. Of central concern therefore in my study is the need for additional language students to be viewed as also having an 'identity kit' that could be enhanced for writing to be functional as a social practice. Anchoring on these arguments my study echoes prejudices that could prevent additional language students from relating to vocabulary in writing that is academically serviceable.

Notwithstanding the issues mentioned above, my study is not meant to critique traditional approaches to teaching issues of voice and subjectivity in academic writing. Instead, my study is an attempt to explore the approaches that can teach writing and academic voice to additional language students, so that these students can sound grammatically right, and equally express a voice in their academic writing that shows subjectivity (Lantolf, & Poehner, 2008). It follows that traditional approaches to teaching voice in writing seem to be restricted in regard to the language issue, which does not only entail the use of standard language and its grammatical form but the entire linguistic understanding of the language (including the heteroglossia from students). Suggesting that, some additional language students might also get stranded with other grammatical aspects of English as a language of tuition which is short of voice construction in academic writing. Moreover, lecturers and tutors sometimes struggle for time, which makes classroom group participation as scaffold grounds to improve the level of engagement for voice construction less effective. Challenges could generally be multiplied by some students' reluctance to participate in class interactions despite attempts by lecturers or facilitators to motivate these students; thus, weakening voice construction in these students who are sometimes additional language students.

To understand the issues I have mentioned above, I here allude to the African continent which is almost unique in the context of globalisation and transnational flow. Moreover, the unstoppable demand for access to higher education further complicates emerging issues from difficult circumstances most universities function in terms of social, political and economic instability (Lillis & Scott, 2007). Hence, the global trajectory of access to higher education is distinctly noticeable in most African universities, including Rwanda, Ghana, Zimbabwe, South Africa and other African countries (Gonye, Mareva, Dudu, & Sibanda, 2012; Arhin, 2014). Of central concern in this study, is equally the South African context which is no exception where the legacy of apartheid, compounded with the multilingual context of the country triggers an incessant need for English for Academic Purposes (EAP) by students (Sheik, 2011). It is, however, important to note

that, the above need is fulfilled through academic programs at institutions of higher education (Boughey, 2007; Sebolai, 2014).

A plethora of literature highlights an influx of students from disadvantaged schooling backgrounds with little or no knowledge of discursive discourse in disciplines post 1994 (Archer, 2010; Barnett, 2014; Boughey, 2008a; Carstens, 2013; van Dyk, 2005; Janks et al., 2012; Mgqwashu, 2008; Mgqwashu, 2007; Van Schalkwyk, 2007; Van Schalkwyk, Bitzer, Van de Walt, 2009). Despite evidence mentioned to accommodate both first and additional language students improve writing practices through academic development programs, current studies indicate concerns when it comes to issues of voice and subjectivity in the writing of additional language students (Klapwijk & Van der Walt, 2016; Sivasubramaniam, 2015). In short, concerns cluster around the language issue resonated in my study.

In relation to the language issue, the language policy of South Africa acknowledges eleven official languages (Lewin & Mawoyo, 2014; Makoe & McKinney, 2014). However, institutions of higher learning under the guidance of the Minister of Higher Education are allowed to determine their own language policy, which must be in accordance with Section 27(2) of the higher education Act of 1997 (Lang Pol., 2002). For this reason, English and Afrikaans dominate in most campuses with English dominating in 17 out of 19 universities, adopting it as a language of teaching and learning (Lewin & Mawoyo, 2014). It is, however, important to note that, though not being the first language of even forty per cent (40%) of the South African students' population, English is still the preferred language of tuition, due to its global status as standard in communication and economic benefits (Boughey, 2002, 2008b, 2012b, 2012a&b). In the face of this access to universities for most English additional language students in most contexts is tainted by language which immediately serves as an obstacle to effectively articulate ideas for, success and timely through-put of these students.

Western Cape, where my study is located, stands out as dominated by Afrikaans and IsiXhosa speakers with a Sesotho minority (Mbatha & Pluddemann, 2004). Thus, a language primarily assumes an important status in South African higher education, which makes the concepts of voice and subjectivity crucial for disadvantaged students to voice issues that make sense in their lives (Archer, 2007; Boughey, 2008a). Worth noting is the fact that disadvantaged students, in the South African context, are mostly English additional language students, who might not have the

25

necessary vocabulary and discursive ability to construct ideas in academic writing. At the same time, challenges are sometimes multiplied by an inability to fully comprehend lectures in highly formal English including the reading of texts for discussion. I hasten to suggest that, where comprehension is flawed, the dialogue might be difficult, and articulating valued opinions in writing then becomes a struggle (Canagarajah, 2004). These points are also sustained by the works of (Boughey, 2008b, p. 193; Van Schalkwyk, 2007, p 960 -961) who indicates the impact where an inability to produce 'high stake writing leaves some students' writing as 'problematic', thus leading to failure and sometimes dropping out at the end of the first year of studies.

Based on my ongoing discussion, it is reasonable to say that academic literacy establishes itself as an integral part of higher education and expands as a discipline in South African intellectual circles post 1994 with ideas for change on the subject of academic writing (Parkinson, Jackson, Kirkwood, & Padayachee, 2008). Consequently, the multilingual student population of South African universities makes it difficult to overlook or to be insensitive to the social sense or context of academic literacy. According to Papashane & Hlalele, (2014) students or additional language students in this context who might not display the needed skills of literacy in higher education should not be stigmatised. Instead, these students should be scaffolded on ways to relocate their differently cultured selves into a sensible academic literacy context marked by academic writing (Papashane & Hlalele, 2014). A view resonated in Kamler, (2003) view of supports that could enhance students relocate personal stories into academic concepts of disciplines.

In keeping with the above-mentioned position, current literature commends academic literacy's awareness of the challenges and pressures encountered by diverse students during the process of knowledge construction, mainly in academic writing (Lillis, Harrington, Lea, & Mitchell, 2016). My study focuses on first-year education major additional language students (EAL), who are Afrikaans and IsiXhosa students studying in English as an additional language in the University of the Western Cape. In view of this, voice as a metaphor formulates the novice students' thinking in their new roles as scholars and sensitively acts these thoughts out on the stage of academic writing. I ascertain from previous arguments that improper language costume is then tantamount to failure (Mgqwashu, 2008). As such, academic literacy in the language of learning is crucial, in that often, students have to read in order to tease out what is to be learned. Implying that, students with language awareness for critical reading will do better than those who are naïve. Hence, research indicates that, if students are not literate academically, they can read, but they do not learn

(Van Schalkwyk, 2007). For, students will either ignore the relevance of critical reading or misinterpret the read information, leading to a mismatch in meaning that disrupts social interaction (Boughey, 2008b).

2.2.2   *Academic writing as a social practice in academic literacy*

In this section, I will discuss the concept of academic writing, its theoretical underpinnings and relevance in the higher education context in both teaching and learning. According to Hartley, (2008) academic writing is a particular style of expression that researchers use to define the intellectual boundaries of their disciplines and their areas of expertise. From a socio-cultural standpoint, Bakhtin, (1986) discusses writing in general as a social practice that enables individual thoughts (the utterance) for shared communication. In addition, writing in this context takes the form of a dialogue, either responding to others or expressing viewpoints. In the same way just as a speaker responds to an audience while proposing ideas, the writer anticipates an audience who either responds to or express a view within the context of communication. The written piece is, therefore, a discussion between an imaginary audience and the writer and though the response might not be immediate, there is a shared understanding amongst those who will read the piece. Bakhtin, (1986) refers to this practice as a 'dialogic' process in which readers and writers communicate, by either informing or responding or resolving or exposing issues. It might, therefore, be impossible for the writer to write alone if there is no audience to respond and stimulate the writing process. I hasten to suggest that writing in this study signposts new student to a conversation which these students as the audience are positioned to respond to immediately or with time. That is to say, academic writing becomes an intellectual trademark, which describes writers' (students) outlooks for interaction or creativity within and sometimes outside the academia.

In light of the above-stated issues, proponents of academic literacy as a social practice problematize views that front cognitive skills to develop students' writing. While somehow acknowledging the relevance of cognitive skills, context, as well as the cultural and social life of the students, are perceived to be crucial during constructive writing (Harste, 2003; Luke, 1991, p. 131; Street, 2004). By the same token, Lillis & McKinney, (2013) maintain that entry-level students need to develop transformative creativity in writing. It seems to me that, the importance of creativity in this context is pertinent for novice students to appropriate what is learned and engage with other scholars. It could also be said that the role of the lecturers or tutors to assist

27

students to succeed and achieve throughput is invaluable in a rapidly changing twenty-first-century academia. This in the face of the fluctuating kind of knowledge across disciplines, complexly rooted in the vocabulary of different disciplines as well as the cultures of intellectual communities (Hyland, 2002; Hyland & Jiang, 2017; Ahearn, 2001; Lillis & Scott, 2007). Although some IsiXhosa and Afrikaans students might not be aware of the embedded vocabulary of disciplines as a valued language to complete assignments.

It can be seen from the above analysis that, the status of additional language students in university literacy is arguably not only challenged by a shift in language but mostly by the context which requires views to be espoused in academic writing as membership to that discourse (Hyland, 2008). Despite these conflicting arguments against the subtle trajectory of a centripetal harmony in academic writing, its (academic writing) popularity remain high as the best assessment tool for success and through-put in academia. According to Lillis, (2003b), a centripetal harmony signified in academic writing when applied across disciplines is problematic. A view which highlights the hybridity that might take place in the process of knowing and constructing meaning when some additional language students see the new knowledge of the discipline (Lillis, 2003a). It might therefore not be suppressing that these students' writing in the form of answers to assignments show complexities as visible efforts to express views in concise writing (Sperling, Appleman, Gilyard, & Freedman, 2011).

My study, therefore, highlights these complexities as well as some ways in which the said difficulties have attracted contrary views or controversies on voice expression in academic writing. From what I have reviewed, being insensitive to the above student challenges conflicts some scholar's concerns of a language naivety that lurks mostly in additional language students (Sivasubramaniam, 2009 in Nunn & Adamson, 2009). Notably mostly because these students naively ignore the power of language as the facilitator of voice construction in academic writing. Worth mentioning here is a degree of congruence in two scholars that, some additional language students might not only lack appropriate language, but also an awareness of academic writing as a dialogue which subtly requires them as students to either defy or align with others' views in reconstructed voices (Sivasubramaniam, 2015; Tardy, 2012). In my view aligning to the discussion could be problematic for some students who might be challenged by the vocabulary of the discipline that requires a response in concise writing.

Needless to state that definitions of academic writing like that of Hartley, (2008) address all intellectuals' rationales, the generalisation might not sit well with diverse intellectuals (students) as those I have noted above. Owing to the above, Lillis and Tuck, (2016) echo the need for a plural form of 'academic literacies' within higher education that see writing as a practice that is influenced by students' linguistic backgrounds, cultures and other semiotic systems. For instance, a socio-cultural perspective that displays diverse students' lived experiences (writing) in ways that accommodate inclusivity and diversity of the student population in most universities (Coffin & Donohue, 2012; Lillis & Scott, 2007) is visible in South African context. In the context of this study, a centrifugal understanding of writing as a tool that empowers students with language to link their personal reflections is important (Bakhtin, 1986). Applicable writing that shows students' awareness of complex concepts in the formal, structured text of disciplines; yet through the same writing process, these students' awareness on issues around them is improved through this hybrid (Nunn & Adamson, 2009b). As regards my African context this might only be made possible through previous language choices and common ideas these students regularly engage with for response to assignments (Van Schalkwyk, 2007).

I am aware that while the discussion in the preceding paragraph on academic writing expresses the need for a plural understanding of literacies, research on teaching aspects of writing like; required vocabulary, voice and subjectivity in most academic development programs mostly ignore diverse students' previous experiences, cultures and linguistics. It is interesting to note that, Hirvela & Belcher, (2001) problematize so-called suitable views of defining and teaching voice when it comes to additional language students' scripts. I would say it is a view that clearly highlights tensions additional language students could experience if required to express written voices that are mostly built on theories of western epistemology or language acquisition.

My study builds on the current rationales of voice being explored, taught, and demonstrated in academic writing courses. Another point is the tensions in current academic practices on the evaluation of voice in additional language students' writing. What is more intriguing is the proposition of a plurality of socially constructed knowledge (Sivasubramaniam, 2015). By the way, Lantolf & Poehner, (2008) highlights the diverse nature of language and show how it is impossible for different scholars to use language in the same way. An Illustration which could resonate with views that daily knowledge develops critical thinking in most students (Lillis, 2003a). That is to say, constructively language in academic writing is both a resource and a tool

for scholars (Bakhtin, 1986). For instance, the mathematical concept of addition and subtraction, subtly plays out regularly in most students' daily lives without these students thinking of the subject mathematics.

Furthermore, as I indicated previously, language application display differences where diverse disciplines value terminology that best explains the content for clear meaning construction. Therefore, I would say that, although students are required to express views in academic writing, these views are to be crafted in language that is applicable to the specific issue discussed in context. This is to suggest that, the aforementioned application process possibly displays voice and subjectivity in academic writing as fluid constructs impossible to classify within linguistic parameters (Bakhtin, 1986). In that case, it could be argued that, comprehension of content that builds upon daily knowledge could be relevant for some additional language students to interpret content meaning. Although this interpretation could be flawed, objective thinking might on the other hand compel some students to reproduce certain contents in an attempt to concise ideas in writing, with repercussions like a denied voice or little self-growth (Sivasubramaniam, 2009 Nunn & Adamson, 2009).

With reference to additional language students, subjectivity in academic writing ought to show students' understanding of concepts in each context as a personalization of knowledge which needs expansion. In addition to what I have sighted above, Lillis, & Tuck, (2016) also discuss limitations in approaches that view literacy as a unitary skill that could easily be transferred from an expected perfect context to an assumed uninformed context as in additional language students. Of interest here is the point that academic writing requires students to make shifts that contain various developments in their disciplines, yet equally constructing knowledge through answers of assignments submitted to lecturers and tutors (Clarence & McKenna, 2017). This proposes the premise of academic writing as being reliant on the epistemology of the discipline, assignment, or the course; as opposed to the individual cognitive ability of the student. A further indication of this is that meaning-making could also be altered in each context if need be to fulfil different desires. I hasten to state that academic writing in my study is also a platform for me to express how I comprehend and expand my students' opinion.

With the above arguments in mind, the rationale of a constructivist view of academic writing as a social experience, in my study, foregrounds written assignments as spaces in which students share

solitary experiences of issues that really make sense in their daily lives (Kamler, 2001). This is to suggest that, whenever students engage in written assignments, they both analyse and translate discipline knowledge (using language) into imaginary conversations with teachers as the audience. In my view this conversation process manifests the natural subjective normalisation of grammar that fulfils a function, meaning as well as structure. Provided that students are scaffolded to comprehend the language of the discipline in conceptual frames which could facilitate comprehension as well as the construction of meaning. It seems to me that, though traditional skilled and socialisation approaches to academic writing have contributed to writing, these traditional approaches have fallen short of equipping novice students with relevant tools for voice construction in academic writing. I based this on the arguments that most of these traditional approaches theorise on student's individual ability to construct voice on paper (Sivasubramaniam, 2015). As far as I am concerned, sociocultural views of voice, agency and inter-subjectivity in academic writing centred in my study allow a multiple understanding of competence in academic writing as opposed to a central understanding (Foncha, Sivasubramaniam, Adamson, & Nunn, 2016; Lantolf, & Poehner, 2008). If cheered such thoughtfulness nurtures academic writing as an inclusive tool that emancipates and gives a sense of self-worth in a diverse intellectual conversation.

2.3 Perceptions of Voice and Subjectivity in Academic Writing

2.3.1 *Voice as a sense of self/subject-position in academic writing*

In this section, I wish to present voice and subjectivity in academic writing as a representation of students' self or identity in the context of writing (Ivanic, 1997). This will be done through analysis of traditional, equally constructivists views of voice in academic writing. Traditional paradigms see writing as a rule-following a practice that does not value voice (Elbow, 2007). In such paradigms, it is believed that a writer needs to objectively remove him/herself from the written piece (Hyland, 2002). In contrast to the above conception, constructivist views value voice in academic writing as a comprehensive tool that could assist new students to alter their identities and accommodate alternative forms of identities useable in academic completion and life (Ivanic, 1997). I here allude to three scholars concerns of ignored personal experiences in the evaluation of some additional language students' written pieces in the aforementioned traditional approaches. Neglect which could be detrimental to some novice students and disrupt these students' capability to interpret the text for meaningful voice construction in academic writing (Elbow, 2007; Hyland, 2003; Shaw, 2010). That is why in such traditional views, novice students (who are mostly from

31

diverse backgrounds) are required to leave their old beliefs at the gate on entry into universities and assimilate new habits.

Nevertheless, contrary to these technical expectations for students to 'leave their qualities at the door' and take on technical skills in academic writing, there seems to be some degree of congruence in modern research on views that, people understand the world through language which is multifaceted, technical and diverse (Clarence & McKenna, 2017; Hyland, 2002, p. 351; Shaw, 2010; Stock & Eik-Nes, 2016b). To my mind, this argument tells an assimilated modern perspective of logic, in which Ivanic (1997) cites subjectivity as a complex socially constructed identity that requires students to take on multiple selves in academic contexts. Drawing on the concept of multiple selves in a socio-cultural sense, my study supports perceptions that learning and actively engaging in new knowledge through an additional language involves both altering one's sense of self and creating new identities (Lantolf & Poehner, 2008; Leiman, 2002).

It should be noted that, in discussing issues of identity and writing in general, Ivanic (1997) carefully selects vocabulary that will voice her multiple self-hoods as a writer. She further confesses writers' self in writing to be socially constructed with the writer silently beckoned by the context or the language to develop flexible complex positioning. Indeed, according to Ivanic, (1997), there is a socially rooted self which every writer brings into any writing process (academic writing inclusive), that instead of disappearing, slowly develops and amalgamates with other voices in the discipline ("Autobiographical self", p. 24). In fact, Ivanic (1997) argues that the above-mentioned identity influences the ideas (voice) writers construct on paper, indirectly creating an 'impression' about the writer to anyone who reads the piece ("Discoursal self", p. 25).

While Hyland, (2002, p.352) seem to resonate the above view, he cites writing in universities as sites of creating intellectual identities. At the same time, Hyland, (2002) argues that additional language students could face challenges in an attempt to show subjectivity in academic writing due to the influence of their social rhetoric. That is to suggest that, academic writing subtly encloses sensible academic identities that the novice additional language student is required to practice on assignments responses. Supposed, additional language students fail to orient thinking in writing that represents students' suitability in the course of assignment responses, success could be delayed. Along with these arguments, this study echoes a centrifugal view of language in the interpretation of context and meaning in academic writing (Bakhtin, 1981). This is because, though

32

not writing from an additional language context, Ivanic's, (1997) 'autobiographical-self' is arguably a major role player that amalgamates other voices in discursive writing ('Discoursal self'). In the academic context, therefore, the "Discoursal self" is then subtly functioning as the basis on which written ideas are assessed by the reader (educators or peers) (Ivanic, 1997). It seems to me that additional language students could be victims of their own ignorance in an attempt to construct voice in academic writing.

In view of the above discussion, I infuse the notion of voice propounded originally by Vygotsky, (1986) as an inner speech on paper, and Bakhtin, (1986) as the utterance. Currently, the genesis of voice in writing is broadly seen as the way writers show their uniqueness as intellectuals through thinking and communicating, primarily on paper. This suggests that, when individuals speak, they normally address an audience within a context, which indicates a connection between what they think and what they say, as a link of thoughts and speech processes (Vygotsky, 1986). Similarly, in writing, whatever is placed on the paper is linked to student thinking and the audience that will read the text (Shaw, 2010). In this light, the actuality of both speaking and writing as situated communicative practices with a common purpose of active participation in a conversation are alike.

According to Shaw, (2010) voice is expressed between what Vygotsky, (1986) refers to as an inner speech and verbal thought placed on paper by writers (students) as ideas for a shared reading community. As previously cited above, this concept of voice in writing is viewed as a writer's presence on a page. However, most sociocultural scholars elucidate this presence on the page as the impression that the audience (reader, lecturer, peers) will gain of the writer (Boughey, 2008b; Hyland, 2002; Ivanic, 1997; Ivanič & Camps, 2001). An impression which might not sit well when it comes to additional language students. Besides this, Ivanic, & Camps, (2001) further signpost writing as a skill that does not overtly express the phonetic and prosodic qualities of speech, which then makes constructing written voice challenging especially for multilingual students. This is because academic writing is a scholarly dialogue to produce knowledge within a range of disciplines (Boughey, 2007, 2008b; Sheik, 2011; Van Schalkwyk, 2007).

Likewise, Foncha, Sivasubramaniam, Adamson, & Nunn, (2016) concur with the above views with arguments on the importance of intercultural awareness of English language during writing by English additional language students. Seeing that, I am not excluded from the above-mentioned

intercultural awareness, my study highlights the complex link between language and issues of identity in some diverse students' construction of written thoughts. It is popularly believed that, the naivety of intercultural awareness of English as the language of learning influences the way additional language students construct ideas in academic writing (Çandarli et al., 2015; Foncha, Sivasubramaniam, Adamson & Nunn, 2016; Hyland, 2013; Van Heerden & Kerfoot, 2015).

My arguments in this study, therefore, resonate with those scholars' concerns of an ignored link in language and identity that could influence written ideas in multilingual contexts like that of South Africa. Some scholars indicate a possible mismatch due to comprehension challenges and naivety of intercultural awareness of English as the language of learning (Van Heerden & Kerfoot, 2015). Other scholars perceive this mismatch as a subtle challenge to the putative mechanical acquisition of skills applicable in intercultural competence for engagement with other voices in the intellectual community (Foncha, Sivasubramaniam, Adamson & Nunn, 2016, p. 3). It strikes me that, in spite of the diverse student's population in contexts like mine, issues of assessment on additional language students' construction of voice and subjectivity in academic writing still does not capture the much-needed attention (Hibbert, 2011b; Klapwijk & Van der Walt, 2016; Sheik, 2011). Owing to the above arguments, my study foregrounds the multilingual context of South Africa and the need to develop student's voices in literacies that reflect the linguistic diversity and social change of the twenty-first century. In order that views as those quoted in Vygotsky, (2012, p. 266), necessitate, 'new paths from thought to word leading through new meanings must be cut'.

In order to further expand the above-voiced view, Ivanic & Camps, (2001) refer to identify markers in writing that shrewdly reveal issues of self in which students as writers live. This suggests that the same way speech carries identity makers that reveal the identity of an individual from spoken voice; writers, notably additional language students also carry identity makers through vocabulary, style, structure and conceptualisation of arguments in academic writing (Ivanic & Camps, 2001). This likening of speech to the writing process previously cited above in my study seems to be an indication of the importance of awareness of context as well as the audience when responding to assignments by students. For instance, in response to assignments, students' writing role plays the first impression a lecturer; tutor or facilitator will have of the particular student. In the same way, an interviewee makes an impression with his or dressing immediately they enter a room (Ivanic & Camps, 2001). In this connection, I liken additional language students in my study, and the manner in which these students mostly voice written ideas as a representation of themselves; contrary to

34

required repositioning which gradually permits them to write in established ways of the discipline and academia. From an emotional perception, academic writing could be unfeasible for some additional language students in their first years of university. Unless these students are encouraged through scaffolds and motivations for the students to start thinking constructively, success and throughput could be deferred (Lantolf, & Poehner, 2008).

In light of the above-mentioned position, Ivanic, (1997) alludes to a complex socially constructed identity that requires students to take on multiple selves in the academic context they are placed (subjectivity). This identity could initially further muddle some students' effective authority in the writing process. Due to some common assertions of the intellectual community mimicking the greater society for the fulfilment of its members' desires through responsiveness for mutual easiness (Bakhtin, 1981). It should be noted that novice students on entering into universities are believed to assimilate intellectual social codes populated with historical selves for academic functions (Prior, 2001). Apart from this, activities and desires are communicated and realised through reading, listening, speaking and writing as vital language skills that enhance students for success. As a rule, academic writing in this context does not allow the student to choose roles or merely represent themselves. On the contrary, students are expected to take on or given fresh proactive practices that are sometimes alien to these students' previous experiences. Even though, those vital language skills established to enhance students' success sometimes function as exclusion tools to some students who are not aware of the shift in identity. Interestingly enough the collective intellectual voices of the university inevitably yet organically reposition the novice students, including additional language students, into their new selves of discursive discourse (Foncha, Sivasubramaniam, Adamson & Nunn, 2016).

In keeping with the above-mentioned points, Vygotsky, (1986) 's inner speech (voice) mutely bears multiple functions where uttered speech or written words responds to an audience, in a context, during a social activity, yet the speech is regulatory in nature due to context and the audience. Yet again, inner speech, as the written piece expresses the writers' cognitive awareness of appropriate response or initiated ideas to hold on the conversation for self-fulfilment (Shaw, 2010). Thus, according to constructivist language philosophies, inner speech arguably develops in a child's neuro-system. Organically activated by particular areas in the brain and initiated by the senses of sight, feelings and eventually speech (linguistics). This view to me seems to contrasts with the traditional language philosophies which view language as an intellectual activity that can

35

only be taught to children to stimulate the expression of ideas. As argued in this study, consensus might not be evident on the impact of inner speech on the individuals. Yet, like Vygotsky, (1986), Bakhtin, (1986) identifies context, language and social audience as a determinant of what is spoken or written by different individuals. Essentially, academic writing places new students within the required intellectual status as the student starts sounding scholarly through writing that questions and critique other's views. In my view as an insider investigator, this form of writing is sometimes challenging to students who speak and write English as an additional language.

To support the above views, current research in literacy as a social practice cultivates an active student population as opposed to a population that is only capable of passive reproduction of the ideas. Likewise, as a speaker with a responsive expectation, the language in the practical sense eases the link between personal ideas and learnt concepts for validated intellectual expansion (Bakhtin, 1986). This is to suggest that, students' subjective interpretation of the assignment question is also very important since engaging in an answer means participation in a discussion or responding to dialogue. My study inclines towards these views with the intention to promote new ways of interpreting and constructing knowledge through the use of language that empowers each student.

Though the concept of knowing seemed entrenched in English as a language of teaching in higher educational contexts, the genealogy of voice in students' writing dates back seven decades, from the 1960s with perceptions on voice construction altering constantly in academic research and teachings (Elbow, 2007). Thus, from assertions of voice as a representation of self in writing to an amalgamation or socially constructed cultures individuals assumed in new subject positions of being literate; writing to expressivity theorist is crucial in renovating students' construction of multiple meanings. Renovation in this view is observed from the writer's sense of self, established in the students 'written piece (Shaw, 2010). This analysis underpins Bakhtin's, (1986) 'utterance' as an expression of voice. Likewise echoing the utterance as an expression of voice, Elbow, (2007) correlates spoken words uttered through language to an audience to; written words intentionally weaved by individuals for an imaginary read audience. Hence, likened to speech, written words are positioned to the reader as writers' voices on the page since these words are populated with concepts as well as personal experiences. This resonates with arguments that the words on the page are not just random choices to express the students' viewpoints; rather, the words are permeated and carefully woven to respond (speak) to clear academic ideas (Hyland, 2008; Prior, 2001). I

36

move along these aforementioned views to accentuate that responses in assignments construct the ways the individual students understand issues in the context of writing and the greater society.

Therefore, contrary to a passive recitation that occurs, for example, during a lyrical presentation by a student, in the construction of voice in academic writing, students combine physical speech with inner thought on paper. According to Bakhtin, (1986), the utterance that appears on paper is always influenced by 'socio-cultural voices' and constitutes in the language of communication (Shaw, 2010, p. 7). For example, students, express views in response to the disciplines' tasks in which they are placed. In this context, students are required to draw on other voices within the discipline and either respond in ways that achieve the purpose of the task or propose ideas to justify a line of thought (Tardy, 2012). The above response involves the language of the particular discipline which is inundated with the valued knowledge in context for effective communal communication and comprehension. Though academic writing in this context values only the required knowledge expected from the students, literature elucidates written ideas to be infused with the students' emotional views of the theme or topic of discussion (Bakhtin, 1986). This is because, even with the social context of the discipline motivating the choice of vocabulary and ideas constructed on the students' paper, interpersonal functions of awareness are inevitable (Sivasubramaniam, 2015).

2.3.2   *Additional language writing and voice construction*

In this section, I will discuss the perspectives of voice in the context of additional language writing and some theoretical insights. Empirical studies that support my argument of a probable influence of English as a language of communication in the academic writing context will also be discussed. Bakhtin, (1981) points to an inevitable conflict that emerges in every written thought described as a centrifugal and centripetal force. This force seems to creep out from an ignored heteroglossia of both language and voices within a widened intellectual and society in general. This interpretation denotes that students' writing responds to academic tasks that do not only provide answers in the required "formal language' or required ideas. It could be argued that, instead, written pieces also actively reveal the languages (heteroglossia or diversity) and cultures of these students' social lives, manifested in the choice motivation of vocabulary and reviewed ideas in writing. Hence, the centrifugal view of language that bears the students' sense of self somehow erodes in an attempt to fulfil a centripetal harmonised required academic language in the construction of written thoughts.

37

Upholding a socio-cultural perspective, Boughey, (2008a) observes how language and the social context of a university in South Africa conflicts with the languages and cultures of some additional language and differently cultured students. Problematizing, the written texts entry-level additional language students are given to read and analyse, Boughey, (2008a) demonstrates language and knowledge constituted in written text as a factor that could influence the way differently cultured students engage with the written text. In the context of this study, issues of voice in the academic writing of additional language necessitate constant probing amidst current debates of transformation in higher education, notably in the African context with mostly second or even third language students. Thus, the concepts of voice, agency, and inter-subjectivity is mostly argued to be fluid due to the unquantifiable nature of the human mind (Sivasubramaniam, 2015). A fluidity that could influence the way different individuals use language to express thoughts.

Like the above, Krashen's, (1982) theory of Second Language Acquisition, enlighten researchers on different factors that could influence an individual learning an additional language. Indicating an implicit and explicit link when it comes to the acquisition a second language Krashen, (1982) argues that, man is to an extent a natural language acquisition device (LAD). But for individuals to be fully functional in any language of usage students need holistic support in the form of effective scaffolds that will function as language acquisition supports (LAS). Likewise, the natural input to adapt and accommodate learning new actions that include languages need to be developed in students through motivation which is sometimes challenged by students' attitudes towards learning an additional language. Yet, a degree of consent reveals acquisition as an implicit process and learning on the other hand as mostly an explicit process, thus difficult for researchers to be insensitive on issues of articulated views in an additional language student. In the same vein Lantolf & Poehner, (2008) echo a Bakhtinian notion of voice as a personal construction of identity and argue that words are infused with feelings, emotions and aspects of identities. In the context of this study, it could be argued that acquiring and learning a second language could be challenging to students if the atmosphere or classroom environment seems to be of no value to the students (Van Schalkwyk, 2007). Worst still constructing voice in academic writing in ways that shows subjectivity of required intellectual concepts.

Writing in a South African context, Boughey, (2008a) expresses additional language students' frustrations in an attempt to express what these students comprehend in written English. The

frustration is exacerbated when these students draw from their experiences and give conflicting analyses to the views expressed by the author in the text these students need to analyse. This illustration indicates that, when additional language students write in English as an additional language, these students do not only require knowledge of the language. On the contrary, these students need to consciously adopt and accommodate English in the context of writing for comprehension and effective construction of ideas. Hence, I uphold arguments that in the context of academic writing expressing what students think inside on paper could be daunting to students who are not fluent in the English language (Mgqwashu, 2008).

In view of the above-mentioned thoughts, voice issues in students' writing especially multilingual students remain a challenge due to the complex nature of the silent voice that requires the right vocabulary for audibility on the page. More challenging is the fact that speaking and writing takes place between two or more interlocutors; situated within social contexts; with communicative intents such as discussing or partaking. I hasten to add that speaking and writing require some form of voice to intention, with speech generally viewed as internal with an audible voice, while writing, on the other hand, is external with a silent complex voice, cocooned in linguistic complexities (Bakhtin, 1986; Elbow, 2007; Vygotsky, 1986). These and the previously discussed arguments above, make academic writing challenging primarily to additional language students. This challenge is besides writing's inherent role in the success and throughput of students in their academic literacy development. Thus, the ongoing research is useful to highlight debates on issues of voice in additional language students especially in the multilingual context of this study.

In view of the above-discussed points what is largely ignored in the African voice is the influence of the context by cultures of story-telling and orality. Meanwhile, South Africa is no exception to my study. There appears to be congruence in the view of more than three scholars that, oral fluency might not necessarily translate into or equate to written accuracy in academic tasks. Reasons being that, the written voice requires a meta-language and apt linguistic choices for sense-making in the discourse of academia (Boughey, 2008a; Gonye et al., 2012; Mgqwashu, 2008). With this in mind, most academic literature in South Africa indicates concerns on additional language students' understanding of academic discourse and these students' engagement with their own text and that of other scholars or writers (Archer, 2007; Van Dyk, 2005; Mgqwashu, 2011; Shalem, Dison, Gennrich, & Nkambule, 2013). Due to the multilingual settings of South African universities, most arguments point to explicit scaffolds to students on the relevance of reading, as well as spoken

39

knowledge as probable resources for suitable vocabulary to construct ideas in written tasks. By the same token, I resent a central understanding of competence for a more flexible understanding in order for academic writing to be effective as an expression of the aforementioned students' voices (Nunn & Adamson, 2009a).

In the same vein, contemporary writers problematize evaluation on additional language students' writing that does not recognise these students' values with concerns of classroom practices that either disrupts some students' sense of self or fail to develop voice construction (Sperling et al., 2011). Boughey, (2008a) discusses a South African situation in which some students evaluate a text that is supposed to appraise Desmond Tutu as a Nobel Peace Prize winner. Differing, a student evaluates the Bishop, a renowned and respected Church Minister in South Africa as being greedy. In this case, the naivety of context and the social-cultural voice of this student should not be ignored by the lecturer when assessing this task since there is no background knowledge or extra-textual identity of the author in the text that signposts the student on the interpretations or assessing of these texts (Sperling et al., 2011; Tardy, 2012). Moreover, the student shows no awareness of context thus, language is straightforward with a possible interpretation of meaning from the students' daily knowledge. This interpretation draws from lives' beliefs and conflicts with that of an academic context. Conversely, academic references require empirical evidence to substantiate standpoints. I, therefore, articulate the need for a holistic scaffold of linguistic and culture of disciplines for new students to effectively reposition in roles that require understanding and knowledge construction in academic writing.

With the above in mind, unlike the familiar oral intrinsic communicative competence, most of the above-mentioned additional language students are usually conversant with, concise writing (voice) for discursive membership in academic tasks is flawed (Boughey, 2008). Ensuing, the context of my study relates to diverse South African students, especially first language IsiXhosa and Afrikaans students mostly from disadvantaged backgrounds of schooling. Previous studies done in this context have expressed concerns on these students' comprehension of subject matter in English (Mgqwashu, 2008). In addition to this, shaping ideas or responses in the concise writing stated above is a vague puzzle for some new students. Needless to indicate that most evaluation on the scripts of most of these additional language students shows no awareness of these students struggles or formation of new selves (voices). Thus, this study celebrates and echoes a feasible academic literacy approach to academic writing that substantiates the "cultural diversity in South

Africa to foreground a need for the acquisition of intercultural communicative competence" (Foncha, Sivasubramaniam, Adamson, & Nunn, 2016, p. 32). In that case, voice, agency, inter-subjectivity in academic writing is congruent to the context, cultures as well as linguistics of the South African students in their statuses as speakers of English as an additional language; thus, nurturing a sense of self-worth (Clarence & McKenna, 2017; Lillis, & Tuck, 2016; Papashane & Hlalele, 2014). On the whole, relating the fluidity of the concepts of voice and subjectivity and language in academic writing.

In light of the above discussions, socio-cultural theorists maintain a subjective view of voice and subjectivity in academic writing over an objective view. This is in the conviction that, written thoughts are always infused with subjective, emotional and evaluative language made possible by lexical, morphological and syntactic features (Bakhtin, 1986). In the context of my study, as a social science student exploring issues of voice and subjectivity in the academic writings of English additional language students, I believe that my efforts to establish authority, creativity and logical arguments is invaluable to my study. As such, my voice as a researcher is integral to the conversation that I am a part of. Thus, I centre myself as an insider additional language investigator with required metacognitive thinking skills of relocating read knowledge for contextual arguments (Kamler, 2003; Tardy, 2012).

Needless to point out the role of languages in my study, my voice is constituted in the language constructed in this study. Built on the thoughts of other scholars who previously articulated issues of voice and subjectivity in the academic writing of English additional language students (Bakhtin, 1986; Canagarajah, 2015; Hirvela & Belcher, 2001; Ken Hyland, 2008; Murphey, Fallout, Elwood, & Hood, 2009; Riyanti, 2015; Shaw, 2010; Spivak, 1988; Tardy, 2012; Vygotsky, 1986). My reflections are therefore relevant in evaluating, as well as analysing my lived experiences in addressing my research questions (Foncha & Sivasubramaniam, 2014; Sivasubramaniam, 2015). Although my thinking is enhanced and widened by the views of previous scholars, theories, and interpretations from cohorts, I want the reader to find it interesting to engage with responsive arguments for an ongoing intellectual conversation and not just a frozen or sterile written piece (Hyland & Jiang, 2017).

2.3.3   Voice as agency/power/authority in academic writing

In this section, I will discuss some theoretical insights on voice as agency, power or authority in academic writing and its relevance to my study. This will be elaborated by some empirical literature. Social cognitive theorists perceive agency as the development of humans through conscious cognitive control over their lives and decisions within their social context. As such, the human mind is capable of generating, reflecting and being proactive for conscious actions (Bandura, 2001). This view opposes the positivist view of the agency where man only reacts to situations but has no power to generate any situations that could effect change in their environment and life. However, conscientious theorists criticise the positivist banking model for recycling knowledge that makes no valuable change to both learners and their environment (Paolo Freire, 2018). Hence a foreground of the agency as a developmental tool in current language and literacy, where students are enabled to create signs that will direct their behaviour to mentally interpret and alter their positions becomes a non-negotiable necessity (Sivasubramaniam, 2015). These views resonate with my arguments on the crucial role of academic writing as a canvas that grows students' thoughts as actions which inform, persuade and declare powerful ideas that could influence both the student and the life of others.

In relation to power, Bakhtin, (1981) profiles the power of a single literary language on diverse individuals and the suffocating effect these consecrated languages manifests over other varieties (heteroglossia) of languages. Bakhtin's theory advocates a movement away from the centripetal understanding of language to a centrifugal understanding that acknowledges the diversity of languages as well as the users of the languages. My study echoes the above view supported by arguments that the diverse nature of language makes it impossible to be used in a unified manner. In addition, studies show that individuals relate differently to issues with identity also constructed differently in any given discussion (Foncha, Sivasubramaniam, Adamson & Nunn, 2016). Thus, generally, language involves the history, cultures, values and worldviews of different individuals in various communities. As such, literature indicates the language constructed in the process of academic writing to mostly function as an instrument. I somewhat add that language either authorizes the students to consciously engage and interact in a discussion or quietly exclude the student through inappropriate language or irrelevant views (Murphey, Fallout, Elwood, & Hood, 2009). Likewise, achieving a rhetorical awareness in the academic writing of additional language students necessitates an expressing of thoughts in a medium that allows these students to have the most effective power.

https://etd.uwc.ac.za/

The above-mentioned points lead me to discuss authority in academic writing. It is complex for it is inextricably linked with the rules and conventions of academic disciplines amidst curriculum and language policies (Hyland, 2008). More than one writer articulates the academic convention of acknowledging all sources of information in academic writing through referencing that evade plagiarism or academic theft displays some controversies especially on the issues of voice in additional language students (Boughey, 2008a; Canagarajah, 2015; Gamache, 2002; Prior, 2001; Wingate, 2007). In relation to language, Bakhtin (1986) again argues that, though the voice is constituted in language, the writer's thinking is mostly shaped by the context, with thoughts building on the thoughts of previous scholars. For even if the student as a writer uses vocabulary to construct what she/he comprehends, these views are established in historical concepts of the discipline indexing what the student is studying for expansion in the ongoing discourse. This study highlights the concealed value of printed texts as prompts to somehow signpost novice students on required concepts and conventions. This is because the assessment of some additional language students' response might misjudge some of these students' views. Likewise, two people perceive understanding as problematic in the context of answers to assignments. For example, some students seem to be naïve of applicable language that could enable them a question, challenge and alter views that they as students do not approve of (Prior, 2001; Sivasubramaniam, 2015).

Drawing on Bakhtin (1986), the language employed by students is indicative of their voice and subjectivity in academic writing because it constitutes thoughts that are infused with subjective emotional evaluative language made possible by lexical morphological and syntactic features. Thus, it can be argued that academic writing is never devoid of voice and is not just a reconstruction of technical skills of reading and writing. On the contrary, a South African context reveals written thoughts to be absorbed with social practices, culture and histories plus new voices foreign to novice students' daily subjective lives (Boughey, 2008a; Clarence & McKenna, 2017; Mgqwashu, 2011; Papashane & Hlalele, 2014; Sheik, 2011). Consequently, written thoughts are thus responsive to past linguistic experiences and context of learners. For these reasons, written thoughts require pedagogical and innovative scaffolds so that students are able to effectively reconstruct institutional and linguistic practices. According to some scholars when nurtured, students learn to write and just like birds in the nest, naturally express other scholars' thoughts in an informed voice that contributes to academic conversations (Chokwe, 2015; Kamler, 2001; Sivasubramaniam, 2015; Zhao, 2013; Zhao, 2017). Thus, students' responses to assignments or

research papers should not mould them into passive recipients of knowledge; rather, responses should be indicative as authority to actively grow a dialogue.

It is a well-known view that the global premise of academic writing as a social practice is problematic in the African continental level in both linguistic and epistemology (Mgqwashu, 2008). Reason for that being is most African educational curriculum is rooted in western epistemology. Equally, most of the concepts and theories are based on linguistics and contexts that might seem related but not fully display the African socio-economic and socio-political context (Lillis & Scott, 2007). This might suggest a knothole into issues of culture, race, gender, linguistic and orality, which might influence written voice in some African students (Brammer, 2002). Interesting enough is the argument that even where there are oral creativity and fluency, it is not certain that these will necessarily translate into or equate to written precisions (Gonye, Mareva, Dudu, & Sibanda, 2012). Reasons again being that, oral fluency is mostly narrowed to a target audience, moderated and facilitated by cues of oral communication (reader response); while written voices entail not only a meta-language, but also a meta-cognitive thinking skill of coherence for sense-making (Brammer, 2002). Further to this, some students, in the African context are sometimes unaware of the situated writing that crafts language to evaluate and inquire other scholars as discussed opinions in scholarly culture (Lillis, 2003). The South African context of my study mostly indicative of the above mention challenges.

Focusing on orality and literacy Ong, (2013) displays an intellectual link in thoughts and verbal expression observable in oral culture though not clearly theorised in modern notions of literacy. Likewise, Vygotsky (2012, p. 87) construes a child's realisation of the naming of objects as an intellectual awareness raising of a link between thoughts and words (speech). This suggests that the socio-linguistic impact on each individual especially when expressing thoughts in writing might not be under looked during the assessment of academic essays. This is because regardless of the popularly held notion of the primacy of writing in academia, as art that transcends time and geographical spaces, writing seems to naturally reside in orality as a means of expression. This is sometimes visible in learners of English as an additional language who are encouraged to read aloud for imaginative learning. Thus, the relevance of academic writing in literacy context necessitates holistic scaffolding on additional language students in the South African context, in order to demolish situational thinking of orality based on belief systems and help these students emancipate from ignorance (Ong, 2013).

44

Furthermore, the literature shows that words as events are not only populated with social thought but are powered to give awareness to the self through the solitary activities of writing and reading inherent in speech (texts). This is to suggest that, if the students are not aware of the honed power of the word, writing is flawed. Even so, three scholars think alike in that, readers whose customs and experiences for formal discourse are governed by inflexible oral mind-set could interact differently with text than readers whose sense of style is essentially textual (Boughey, 2008b; Brammer, 2002; Ong, 2013). Thus, in the context of academia, though the skill of academic writing seems to isolate the students, it ultimately authorises the student to link the natural act of orality that unifies societies, thus strengthening a sense of self for an informed response. In this regard, the effortless recreation of written thoughts by additional language students will then be based on the holistic and diligent scaffolds previously alluded to, and equally, linguistics that will enable these students' success and throughput in academia (Bakhtin, 1986; Boughey, 2008).

To further illustrate the above-mentioned points, Arhin, (2014) describes the effect of Akan, a Ghanaian first language on undergraduate English additional language (EAL) students' construction of voice in academic writing. The study revealed that these students drew on historical and oral cultural experiences to understand new discourse associated with academic writing. Even though these students were inducted into an American-oriented Academic Literacy Courses to improve their English for Academic Language writing skills, evidence of their orality as a social practice was still obvious in their written assignments. This foregrounds the importance of student identity, voice and plurality of literacy as a social practice. Ignoring these muted voices could create unequal power relations and undervalue the ways in which these additional language students view and participate in the world and the communities to which they belong (Sivasubramaniam, 2015). Indicative of another point that, while other disciplines lessen the subjective self to highlight the issues under study, social sciences featured in the context of this study project a personal voice in writing that authorises a sense of self that powers agency. Thus, expression of personal culture in some additional language students' arguments, as that of the African context is an indication of pride in their social values of respect. This can be seen as a prominent aspect in assignments even where there is a need for these students to free themselves from situational thinking and show their awareness of academic language. Deliberate avoidance of personal pronouns even in relevant instances to reinforce personal understanding reveals the fluidity of the concepts of voice and subjectivity.

45

In light of the above-stated reasons it is mostly argued that successful voice construction in the academic writing of additional language students is commonly built on linguistic choices of disciplines and the cultural experiences these students draw on; and not simply on the context meaning or read texts (Hyland, 2002; 2008). I, therefore, line up in this study with some additional language students in the South African context in my efforts to successfully voice as well as ascertain thoughts on issues of voice in a multilingual context (Boughey, 2012a; Masri, 2015). While research is ongoing on the concepts of voice and subjectivity in academic writing of both first and additional language students, there are more concerns about the influence of these concepts on practical classroom pedagogies in that; some assignments or academic tasks do not signpost most novice students' role in response to conversations. Notably, between the lecturers or tutors inbuilt in answers of assignments (Tardy, 2012).

The above-mentioned form of personalisation of knowledge that uses precise utensils (language) and injects reflections becomes almost unfeasible to some entry-level students who are mostly naïve of the demands of intellectual writing as a discussion (Boughey, 2008a; Tardy, 2012). Although challenges are across first and additional language students' population, a higher failure rate is mostly registered amongst first-year additional language students. This uneasy situation forces most scholars in the South African setting to attribute students' slow progress, low throughputs rates; and even dropout rates mostly to frustrations that build up from poor comprehension and poor engagement with text, for serviceable voice in academic writing (Badenhorst, 2012; Boughey, 2008; Carstens, 2011; Lewin & Mawoyo, 2014; Lillis & Scott, 2007; Mgqwashu, 2011; Pineteh, 2014; Van Schakwyk, 2007). My subjective interpretation and description of issues are imperative. Consequently, some writers argue that the South African context of voice and subjectivity stands out because of its multilingual student population that consists of students with historically disadvantaged schooling backgrounds (Archer, 2010; Shalem et al., 2013; Sheik, 2011).

The literature on issues of voice and subjectivity is worrying (Sperling, Appleman, Gilyard, & Freedman, 2011) with mostly English additional language students of the above-mentioned schooling backgrounds seen to display tendencies in writing that opposes theoretical understanding of voice and subjectivity in academic writing (Boughey, 2008a). Thus, from a diachronic view, additional language students from disadvantaged backgrounds and schools have been exposed to

46

the linguistics of other languages that do not have the same structure as the English language (Boughey, 2008; Mnqwashu, 2007). The complex concepts of voice and subjectivity to students, who are mostly integrated into personal or narrative writing practices, articulates the written voice as a myth (Swain, 2007). I somehow interject that the structure of English might not be the bigger challenge in the context of writing since unfamiliarity of a required knowledge shift could be overwhelming to some additional language entry-level students, especially in the South African context of my study.

I am inclined to believe that the transition from high school into university demands a shift in knowledge and cultures making the expression of written opinions more challenging to additional language students. The South African educational context reveals the relevance of language in literacy where language features as key in learners' academic success from as early as a primary school (Barnett, 2014; Carstens, 2011; Dornbrack & Dixon, 2014; Janks, 2000). Academic writing further demands competence in language as a means of communication in most disciplines as well as the knowledge of concepts which are mainly founded on the vocabulary of these disciplines. Comprehension of concepts or theories for negotiation and engagement in active discursive writing rests on the knowledge of these concepts or theories embedded in the language of tuition (English in this context). Negotiation and comprehension for meaningful engagement with other scholars' thoughts could be stressful to some additional language entry-level students who need to think in their first language and express ideas on paper in English (Archer, 2010; Boughey, 2010; Van Dyk, 2005; Mnqwashu, 2007; Shalem et al., 2013).

In light of the above, increasing access into higher education in South Africa authorises curriculums for enrolled first-year students that could develop and orientate these novice students in the discourses, conventions and vocabulary of various disciplines (Badenhorst, 2003; Coffin, Curry, Goodman, & Hewings, 2003; Lillis & Scott, 2007). For example, the academic literacy course, EDC111, 2016-2017, 2018-2019 is offered in the University of the Western Cape in South Africa. The program is designed to serve first-year senior face education students in four and five years of an extended teaching degree. The academic literacy course is intended to assist new education students in the following: read academic texts; write academic essays; use academic conventions and language appropriately; display information literacy skills. At the same time is uses basic technological tools with the expected outcomes of students being able to: understand a range of metacognitive and discourse-based strategies that will enhance their ability to engage with

47

academic reading and writing tasks; develop an awareness of the social, personal, cognitive and knowledge-building aspects of reading and writing; explore a range of strategies and processes for improving writing skills which include an ability to identify and make appropriate language choices at the level of genre, register, global and local coherence relations, modality; create, interpret and manipulate or transform basic statistical data-table, charts, graphs (EDC111, 2016-2017).

Challenges are still eminent when it comes to issues of voice in additional language students; for most of these courses are initiated to develop English additional language students' vocabulary and enhance academic writing within disciplines (Klapwijk & Van der Walt, 2016; Lillis, Theresa, Harrington, Kathy, 2016). In fact, these struggles are noticeable even with the prevalence of the above-mentioned academic literacy courses, which are meant to develop reading skills that could nurture voice construction in these additional language students' writings. It is worth noting that, though academic development courses might scaffold students on the vocabulary of the discipline, these courses might not automatically excavate the implicit value of creative fluency relevant for discursive writing in academia (Janks & Makalela, 2013). Voice in this context might be impossible to mine gold from the minds of the student with technical quick fixes (Vygotsky, 2012 p. 263). To the contrary; language in this context is a utensil that gives consent for students to respond and contribute intelligently through the written conversation.

For instance, the language in my study embodies the university context as the place of my research; yet at the same time language is a utensil for me to express my understanding of research and teaching in academia. Consequently, more than three scholars argue that language in literacy is complex serving as an instrument of getting knowledge across, and equally embedded with multiple meanings, implicitly established in the vocabulary and teaching of various disciplines (Boughey, 2012b; Ryshina-Pankova & Byrnes, 2013a; Sperling, Appleman, Gilyard, & Freedman, 2011). This is to suggest that, new students are not only expected to know what is being taught but are rather required at some point to value modelled knowledge in reconstructed views. An awareness of the conventions of the discipline is crucial for reconstructed opinions which require evidence, theories and vocabulary of disciplines; yet voiced in language that shows comprehension of issues. Besides, enriched scaffolds are essential for a language to be resourceful for novice students. Hence, though there is a need for research to link with practice (Boughey, 2012a), the

48

South African context remains a challenge in that, researching teachers are mostly postgraduate students who leave after graduation, making scaffold teaching to be an inconsistent action.

I hasten to suggest that language in literacy courses could influence students' expression not only for the fact that, the language is a second language to the students but also because; some writers have indicated that most additional language students do not use language as resource, which limits interaction and engagement with these students' thoughts and those of other scholars (Boughey, 2008a; Sheik, 2011). I, therefore, inject my exploration of the influence of this naivety as recognition of the multiple meanings embedded in English as a language of expression in my study. This is because the language allows me to interrogate others' views on the influence of English during the construction of voice in academic writing while at the same time helping I identify my own voice as an additional language speaker of English. Though my evaluations might be influenced by my subjective interpretations of reading issues, my command of concepts drawn from the works of (Ivanic & Camps, 2001; Kamler, 2003; Leibowitz & Mohamed, 2000; Lillis & Mckinney, 2013; Lillis, 2003) sustain my concerns on the necessity to use academic writing as a social practice in multilingual universities.

2.4   Socio-Cultural Views of Voice in Academic Writing

In this section, I will discuss aspects of the socio-cultural theory that underpins my study. This will explain why a sociocultural standpoint underpins the concepts discussed in my study. Finally, the literature reviewed in this section will further elaborate on why other theories may not be appropriate in the South African context of this study. Socio-culturally, there seems to be a degree of congruence in more than three scholars that, both individual and social factors shape voice in writing (Bakhtin, 1986; Hyland, 2008; Ryshina-Pankova & Byrnes, 2013a; Sperling et al, 2011; Tardy, 2012). That is why in the construction of meaning in academic writing, students more often than not draw on their established language resources to negotiate, adapt, appreciate and resist ideas, which highlight students' voice, subjectivity and identity (Gee, 1990). Even though this orientation plays out in all students, however, for multilingual students, aligning thoughts with academic concepts that might not be found in the first language is difficult.

In the same way, Hyland, (2002; 2008) indicates that, what entails voice in academic writing, is the use of suitable linguistic choices that can achieve the academic objectives of a discipline. I am inclined to believe that this position links with Bakhtin, (1986)'s argument of voice being formed

49

in language that builds on the thoughts (utterance) of other scholars. In that case, for the thoughts to make sense, they need to be continuously shaped over the process of interaction. Collaboration is functional through the teaching process in which the lecturers and tutors as facilitators use the language of the discipline to stimulate thinking in the new student. The student's response to course work by expressing the utterance (which in this context is an internal thought), to externally connects with other scholars' views on paper. This articulation enables the student to actively understand the concepts, with evidence being academic writing (Bakhtin, 1986, p. 69).

This study is driven by my epistemological stance on knowledge production, which views literacy as a social practice (Luke, 1991). Socio-cultural theorists of language and literacy commonly front social interaction within students as a stimulating factor to language development (Lantolf, 2000). My study aligns to the above view which challenges a prevalent centripetal knowledge stance to approaches that factor in a centrifugal knowledge stance of the plurality of knowledge expansion (Bakhtin, 1981). Mindful of the dialectic utterance subtly sandwiched in the centrifugal versus the centripetal force of what counts as knowledge; I agree that convincing voiced thoughts versus internal discussions seem inevitability in some students' writing (Bakhtin, 1981). Hence, my study echoes the conversation that, it is not feasible to understand the world through one reality (Postman & Weingartner, 1969). Some empirical studies signpost the South African context of my study as an example where reality is mostly constructed in ways language is taught and learnt in this multilingual setting (Boughey, 2008b; Foncha, Sivasubramaniam, Adamson & Nunn 2016; Foncha & Sivasubramaniam, 2014; Mgqwashu, 2008; Sheik, 2011).

In the above context, some learners, mainly additional language students of these diverse universities mostly do not use language in the same way language is used in other contexts. On the contrary, the literature on two studies reveals that these students form new identities through the ways they relate to issues (Boughey, 2008b; Foncha, Sivasubramaniam, Adamson & Nunn, 2016). Supporting these previous views, the context of my study, therefore, portrays voice and subjectivity as emancipatory concepts that could help decolonise additional language students' minds. As such, voice, agency and inter-subjectivity might not flourish effectively with a central understanding of competence and meaning construction in English as a language of instruction. Rather, a centrifugal view of reality predicated on open dialogue assumes prominence in my study underpinning voice and subjectivity as fluid and open-ended concepts practicable in a human mind that cannot be quantified (Sivasubramaniam, 2015). Thus, my study highlights and celebrates a

literacy predicated on multiple meaning constructions with academic writing tied directly to each student's objectives.

Evidently, academic writing is thus valued as a responsive experience between students, peers and lecturers about issues that really pertain to their daily living. Purposeful writing is one, where students apply their thoughts, collective skills, great voice about the topic, and think effectively in response to the academic conversation while acknowledging and contributing knowledge. At the same time, it is worth noting that, academic writing historically is said to be situated as a social practice in the educational society, as an art that articulates students' inner thought (as voice), while opening spaces for these students to talk around the written text; yet allowing students to address issues that could improve their success and life (Bakhtin, 1986; Hyland, 2008). As such, academic writing is a skill that either student gets inoculated with as opposed to a skill they have or lack that needs to be taken out of a prescribed textbook teacher use in classrooms. In the context of my study, additional language students become exposed to a diverse choice of words, which allow these students to answer assignments, as social practices in university, and engage with other scholars' thoughts, while expressing written thoughts without replicating the experiences of other scholars. A process of interaction, which enables students to synthesize, appropriate and argue opinions ensuring creation and sharing of knowledge as scholars (Luna & Ortiz, 2013) (NB).

According to Shaw, (2010) voice is expressed between what Vygotsky (1986) refers to as an inner speech and verbal thought. The intersection between the concealed inner speech and what other people hear or see is what writers (students) articulate on paper. These ideas on paper (voice) signify the writer's entrance ('the gateway') into the intellectual conversation ('dialogue'). Notably, entrance is equally manifested through citation of other scholars by entry-level students, who are actually also responding to these previous scholars' views while finding niches for themselves to partake in discursive writing. Yet the thoughts uttered by students in solitary writing are influenced by both the socio-cultural background of the students and the social context in which the students are writing via language (Bakhtin, 1986).

I hasten to allude to Ivanic & Camps' (2001) linking of articulation of thought on paper to physical speech. This is because just as the same way speech carries identity markers, voicing of thoughts on paper significantly carries identity markers, characterised in the form of semiotic choices, infused by students' feelings, thoughts and identity (Bakhtin, 1981). It is important to note that, in

additional language students, the above-mentioned fusion could be challenged by a separation of the mind from the choice of words, or if the meaning is unclear to learners. According to Lantolf & Poehner, (2008 p. 178) for the agency to manifest in the context of writing, there must be, "physical, mental and emotional energy invested in the language produced" by the student. My study echoes voice as a semiotic mediation, where meaning is assigned and not gotten (Postman & Weingartner, 1969). As such every meaning is a sign used with language to signify the emotional development and intent of the learner (Foncha, Sivasubramaniam, Adamson & Nunn, 2016); exemplified by, a birthday card that does not only express what is written on the card but symbolises the full intention of the presenter.

In light of the above-stated point, a Vygotskian approach is consistent with understanding what benefits the students and teachers to practise inquiry-based learning on their own teaching as teachers of writing and language. Academic literacies that are consistent with sociocultural approaches, value the plurality of voices in education yet reveals English for Academic Purposes (EAP) potentials to resolve academic writing issues in both first and additional language students (Coffin & Donohue, 2012). According to Shaw (2010), academic writing bridges concealed inner thought for visibility in the academic discussions. The theory of thought is thus complex since students think through the speech before constructing it on paper. The concealed thoughts could be challenging to link with a visible speech on paper since all concealed thoughts can never be extricated because the student is aware of the audience. Voice in academic writing thus becomes a continuation or ongoing written communication and not an outcome. Although thought or the utterance comes from the individual, it is influenced and shaped by the previous ideas in the field with the students positioned, as an artist to rework and fine-tune his/her own voice for other reader's response.

Sperling, Appleman, Gilyard, & Freedman, (2011, p. 71) define voice as a 'language performance that is always social, mediated by experience and culturally embedded'. This includes students' experiences and perceptions. Like Gee, (1990) the definition indicates that voice in academic writing involves the whole 'identity kid' for effective participation in the intellectual class, which include language, culture (reading, listening, speaking and writing) and all other conventions and constraints. That is a mesh that permeates language and thought for sense-making in writing that teaches. However, just as the human body that is sometimes dysfunctional due to ill-health, the

52

metaphor of voice in its feasibility is most problematic in the context of additional language students due to its diverse challenges.

Canagarajah, (2004) defines voice as a manifestation of one's agency in discourse through the use of language in relation to historically defined identities (p. 267). This view considers the students' class, race, culture and linguistics; yet is guided by institutional roles of students' ability to act on their own will. This is to suggest that, though the voice is influenced by an individual's class or race, the individual's institutional roles as students, teachers and the ideological subjectivity to which each one is attributed is crucial (Canagarajah, 2015). As such, a convincing voice demonstrates students' incorporation of discipline-specific preferences for habitual imaginary conversations with other scholars within the discipline as lecturers, tutors, educators and other educators (Van Heerden & Kerfoot, 2015; Shaw, 2010). This again suggests that, if students are ignorant of their roles, these discipline choices, becomes constraints, and students struggle to respond and engage with varied voices as well as lecturers and tutors as direct audiences. Consequently, different linguistic backgrounds and limited repertoires like in the South African context can influence students' voice and subjectivity when writing assignments or research papers.

Canagarajah, (2015) confesses pedagogical awareness of roles as key in the successful construction of multilingual students' voice, where through pedagogical scaffolds of relevant vocabulary students achieve. The vocabulary, therefore, functions as resources students could contest ideological biases and construct a text that coheres; thereby expressing their voice and subjectivity as a dialogue with other scholars. This not only suggests a need for teachers of writing to recognise their importance in the classroom setting but also the role that their own voices as teachers play on how the students they teach view and express voice in writing. The fact that a Japanese additional language student, Kyoko's voice in (Canagarajah, 2015) is influenced by that of Canagarajah as a teacher indicates not only the relevance of context in constructing students' views in writing but also the value of the teacher in an additional language identity. Though the students try to merge historical aspects of the discipline with the language that constitutes her voice in writing, the role of the teacher as the facilitator who scaffolds this student's voice is not unnoticed. As such, what seemed previously as constraints for this student can help further define the voice and subjectivity of the students (P. 124 &125).

53

The above-mentioned view supports Prior's, (2001) argument that a socio-cultural perspective of voice as dialogic might not be perfect, but it fronts academic writing as a genre of communication that is not mainly reconstructed on the individual skills of students. This is to affirm that expressing written ideas in academic context involves a melange of concrete 'histories of reading, writing, talking and using texts in the heterogeneous domains of social practices (ecology of university classrooms & society in general). Yet in the melange, students acknowledge and transform previous views in the present while projecting some desired future' (p. 79). Thus, a voice in written assignments might be relevant in that voice signifies how learning is conceived by both student and lecturer. Therefore, for this voice to be feasible, in the writing of mostly additional language students, these students might need an awareness of the linguistics. Contexts are again relevant to make students aware of their roles to effectively use language as artefacts for voice construction in academic writing (Canagarajah, 2015).

Sivasubramaniam, (2015) defines voice as an attempt by students to break free from objective thinking of writing as a practice that is asocial. This inclines towards a subjective construction of voice which emancipates both the students and the society in which these students live. This perspective of voice does not remove me as a student investigator from the process of this study. To the contrary, my voice and subjectivity are constituted in the way I understand, describe and present views in the context of my study. This could be exemplified as pointed out by Nunn & Adamson (2009) in an upholding of voice as the manner in which writers show their uniqueness as intellectuals.

According to Hirvela & Belcher, (2001) voice in additional language context is problematic when defined as something to be taught. For contrary to traditional views that students are voiceless, there appears to be some degree of congruence in two scholars that, most new students to show that they have developed a voice in the lived experience of their first language (Hirvela & Belcher, 2001; Sivasubramaniam, in Nunn & Adamson, 2009). As such, the voice does not play an instructional role in the classroom; on the contrary, the voice is viewed as a building tool for additional language students to understand themselves properly in the new identities of speaking or using an additional language to express opinions. This, of course, is serviceable to both the teacher and the student in that the teacher understands how students construct meaning in this context through their senses of touch, taste, smell, sight and even hearing. These scaffolds influence functional ways of constructing voice as a social practice, in that, though the writing is

done in solitary, the words that relocate views for shared understanding on the page are historically and socially rooted making it impossible for views to be asocial (Kamler, 2001) highlighted in my study.

This echoes Isaac, (2012) in the discussion on the understanding of voice that helps students to conform to disciplinary requirements of externalising thoughts in academic writing. A view that however, uphold an ongoing constructivist practice in academic literacy which assignment questions are aides-mémoires for the student to show individuality through a response that integrates with other scholars. These views and others resonate with my exploration of academic writing as a curious platform on which diverse students consciously shift between discourses and engage linguistic features that speak to issues or research findings (Graff & Birkenstein, 2010; Martin, 2016; Martinez-Lirola, 2015).

Further to what I have discussed above, meaning in the above-mentioned context is subjectively understood although reading is meant for these students to study for possible expansion in a written assignment. Literature indicates meaning in academic texts selected for students' assignments requires linguistic comprehension from students to construct written assignments (Boughey, 2008a; Ryshina-Pankova & Byrnes, 2013a). Thus, in this context, 'language as an instrument of communication' is placed alongside 'language as a resource' of making meaning and knowing the world in which students' place is vital. This language needs to be explicit as well as holistically taught to students. Hence, for reading to be effortless, students need to be academically literate in order to diligently read, integrate and engage with other voices within and without the academia. In the same vein, entry-level students might not just need passive technical skills in reading, writing, and listening. On the contrary, the additional language in this context needs functional cognitive and critical thinking ability, for written responses that advance ongoing intellectual conversations which differ from responses in speaking (Boughey, 2008, p. 15).

Needless to say, that, the South African Ministry of Higher Education has put in place various strategies to address learning barriers through academic development programs in universities, (AD). Some post-1994 academic literacy development programs have not adequately catered to the variant statuses of students' dialect from different sociolinguistic backgrounds (Bozalek, Vivienne & Boughey, 2012). Highlighting the relevance of voice as a social practice, Van Heerden & Kerfoot, (2015 p. 11) uphold that "if all writing contains voice, then first-year students need to

55

find a voice that sounds academic and therefore requires shifts from everyday discourses to projecting an objective stance in which they draw on the voices of others while maintaining their own voice'. This is because, additional language students of English without relevant resources will mostly be termed incompetent, lacking a voice and sounding incoherent. I am therefore inclined to think that, an understanding of the voice as a social practice in academic writing resonated in this study could be useful as a resource that students bring to the act of writing, while at the same time indicating students' subjectivity in academic discourse (Van Heerden & Kerfoot, 2015).

I confess my intention in advancing the debate on first-year additional language students as I have come to realize that the teaching of academic writing in English has become a global priority. This will continue to highlight diverse students' emotional struggles in constructing written voices within disciplines for possible solutions (Boughey, 2008b; Hyland, 2003; Matsuda & Tardy, 2007; Mgqwashu, 2011). My study thus focuses on voice and subjectivity as assertions in academic writing that involve students' awareness and ability to communicate effectively in the discourse of academic writing.

Needless to say, that novice students may be uncertain between this requirement of voice and the required disciplinary conventions in academic writing, most university pedagogies do not clearly address issues of voice in written discourse (Neville, 2010). Yet, when new students write assignments, teachers as facilitators always try to situate these students' voices in their writing. Unwittingly, students respond by indicating the use of the personal pronoun 'I', which if not supported by evidence might not be understood as a voice in academic writing in a socio-cultural frame.

In light of the above-stated view, social constructivists argue that, for voice to be effectively modelled in novice students' assignments, these students need to be clearly instructed in the standard language (English for Academic Purposes in this context), as to explain the importance of academic writing in university (Coffin & Donohue, 2012; Street, 2004; Wingate, 2012). In light of this, my study supports socio-cultural appeals for a rational pedagogy, which recognises that not all students are equal to the language demands of academic writing. I wish to argue that the global dominance of English as a language of teaching and learning inevitably complicates active participation from some additional language students in my context. This is because, without

56

knowledge of vocabulary, concepts are sometimes difficult to interpret and comprehend, leading to poor engagement and limited construction of voice in a written response. A constructivist view of academic writing, therefore, enables additional language students to use semiotic structures which range from linguistic variety to auditory, spatial and sometimes visual cues, in expressing written voice in the social class of academia (Bakhtin, 1981). This is opposed to the intolerant positivist ideological forms of knowledge that pollinate reproduction and reduce the subjective nature of voice to an objective concept in academic writing (Coffin & Donohue, 2012; Sivasubramaniam, 2009 in Nunn & Adamson, 2009).

While I am aware that other theorists have theorised on issues of voice and subjectivities in student's writings, my interest is on literacy as a social practice in academic literacy. This, I believe is influenced by an understanding that literacy cannot be divorced from the society in which the students come from and live in (Luke, 1991). On the contrary, academic writing should add value to additional language students' self-esteem and equip these students with gratified intellects to serve as respectable teachers for the growth of the South African as well as the global society. Arguably, my inclination to academic writing as a social practice acknowledges the many voices in academia plus expressed social issues discernible in new students' responses. Equally, my study venerates an understanding of voice that fosters a plurality of meaning which in my South African context is both invaluable and inevitable for English additional language students' success in academic writing. Therefore, the university as a social community for new students to practice lived literacies; yet contribute in academic discussions for voice development should then assume particular prominence in my investigation (Coffin et al., 2003; Lillis & Mckinney, 2013; Street, 2004). Thus, my study is meant to reiterate the importance of scaffolding voice and subjectivity in academic writing as a foundation that could help free the literacies students do enter at the universities with. As such an agency is given to novice students notably additional language students.

In the construct of literacy as a social practice, voice and subjectivity arguably develop as key features in academic writing highlighted in my study. Thus, a degree of congruence in three scholars voices the point that, though in articulating thoughts, some new students gain agency to alter perceptions on class and race; these students, however, acquire skills that stimulate deep-thinking for retention and success (Canagarajah, 2004; Kamler, 2001; Sivasubramaniam, 2015). Furthermore, prominence on the function of language as the thread that links students' thoughts to

the voices of previous scholars and the intended audiences in academic writing makes it difficult to overlook the interpretations of the new students (Halliday, 1994; Bakhtin, 1986; Lantolf & Poehner, 2008). In the context of my study, competence in the language of instruction is applicable for students to engage as active members, in their new roles as scholars. Competence that could allow some students to harmonise personal views with the concepts and theories of the discipline. Although I earlier cited Ivanic's, (1997) standpoint where students are not permitted choices in their roles as scholars, I hasten to indicate that, in the context of additional language students taking on new roles involves creating new identities as additional language writers as well (Hyland, 2008).

For the reasons mentioned above, this study draws on the notion of literacy as a social practice, with an Academic Literacy's Framework informed by New Literacy Studies because it, values voice and subjectivity in academic writing. Such a framework foregrounds, student identities, their established literacies and voice in the construction of academic writing (Coffin et al, 2003; Street, 2004). As a result, academic literacy aims to equip novice students especially those with diverse linguistic backgrounds with appropriate discursive practices to navigate their voice and subjectivity in disciplinary writing (Lillis, 2003; Street, 2004).

This study acknowledges the arguable notion of voice and subjectivity in academic writing. It thus draws on Bakhtin's dialogism to explore the responsive nature of academic writing and the impact of language on constructing voice in academic writing. Discourses are created within the scholarly context where students function, and these discourses are inundated by voices these students draw on, to voice ideas and resolve issues. It is thus questionable if external skills will/can enable students to understand the meaning in this context which is determined by the multiple and conflicting practices of each discipline. Since no social practice exists outside of the domain of the semiotic; that is the practice and the production of meaning.

In light of the above, literacy practices will then harmoniously constitute all acts of intelligibility from linguistic resources to social, cultural and ideological comprehensions of meaning in academic discourse. On the contrary, English Additional language student's context contrasts with the social constructs' views on voice construction where not being tolerant of deviant forms of text productions brands the subjective concept voice, to an objective concept in academia. A South

African context, post-1994 will be difficult to neglect issues of class in that it is highly prominent especially in language education.

2.4.1 Voice and class in academic writing

In this section, I will explain some theoretical views on voice and class in academic writing in relation to my study, supported by some empirical studies. According to Bakhtin, (1986) thoughts can only be realised in the contexts in which the speaker or writer finds himself. He further argues that, though the words of a language belong to nobody, thoughts are always realised within the social class, eras, families and schools and certainly not in isolation (p. 88). This supports arguments that the words of a language are always half someone else's; as exemplified in the references and quotations I have used earlier in this chapter of my study. This makes the university a new context to novice students who are required to fill diverse positions as add on to previous positions in their social lives. This is to suggest that, what is read, said and written contains the historical and cultural context of the university alongside the cultures of whoever is reading, speaking or writing in the context (Sperling et al., 2011). I am not excluded from these considerations since language and literacy theories, as well as curriculum and students' concerns, are some imperatives that I have allowed to assume immediacy and primacy in my study. My study further stands as a response to a discussion on voice as a social practice (Stock & Eik-Nes, 2016b). Therefore, the words on this page constitute my voice and a conscious dialogue with other scholars while at the same time persuading and causing an effect for continuity in discourse.

Luke, (1998) queries technical techniques of reading designed to shape students to other identities and voices that do not value these students' beliefs. Technical approaches defy and omit crucial issues of class, ethics, values and culture inherent in these novice students. Thus, not being tolerant of deviant forms of text productions pollinates reproduction and marginalises other classes. Hence, there is an urgent need to link research and practice in ways that could nurture voice construction and literacy as a social practice thereby embodying the diversity in academia in ways that are inclusive to another context like that of the South African in my study (Boughey, 2012a).

In view of the above-raised issues, Neville, (2010) in particular has focused on referencing styles in universities as an issue under review which could enable students' reference without reproducing or suppressing their own voices. For instance, references in this study are motivations to my thoughts as a novice researcher; yet at the same time, the scholars I draw on are my access

to diligently expressing my own understanding of the beliefs of these previous scholars. Hence in response to these previous voices, I am evidently revealing my awareness of ongoing issues thereby positioning myself to be observed by others as well for continuity in the academic conversation. Choice motivation thus enables me to engage with theories as well as views of previous scholars, demystifying the value of language in academic dialogue. However, most novice researchers (entry-level students) struggle to engage and negotiate other writers' views in discursive writing due to challenges that range from a shift in knowledge to linguistic and cultural shock (Boughey, 2008b). As a result, these students mostly fail to situate their thoughts within the existing knowledge in ways that could bring out their voice in academic writing. I intend to open up access for these students to express their thoughts through attempts to answer my research questions.

A quest for vocabulary sometimes forces new students to either express individual thoughts without evidence or copy the works of other writers in an inconsistent manner. Referencing trails students' awareness of the mutual intelligibility within their disciplines, yet justifying a voice and subjectivity that comprehends and nurtures writing as a social practice in the social class of academia (Boughey, 2008; Janks et al., 2012; Neville, 2013). As previously discussed somewhere in the study, linguistic challenges could deprive additional language students of an opportunity to socialise as responsive members of a scholarly community. Which could further deprive these students of a voice in an ongoing discussion and agency as argued in Bakhtin, (1986). Equally of concern are the degrading disciplinary measures for plagiarism, which sometimes jolt some students and shrivel their efforts to establish a voice in academic writing. Academic literacies as an approach can foster voice in students' writing as a social practice. This student's perceptions of voice will inform my understanding of diverse views in the social class of academia as opposed to students' social lives.

I am aware that the technicality of referencing in this context is also flawed for these students who do not understand the importance of referencing to support a stand. Ellis & Levy, (2010: 203) highlight that "most novice researchers/students find it extremely difficult to put their ideas in relation to relevant theories and concepts in writing as they experience problems with academic writing." The lack of familiarity with academic writing is the main challenge, for academic writing involves a number of conventions such as writing for argumentation, persuasion, voice and subjectivity and doing clearly as well as logically structured discursive writing conversant with

the discourse of academia (Boughey, 2008a; Mgqwashu, 2008; Sebolai, 2014). Thus, there is a mismatch between what counts as knowledge in the university context and what counts as academic writing to these novice students. For these reasons, any attempt to bring students to reason draws frustrations, conflict and anxiety in academic writing leaving students to despise it as an alien practice that conflicts and contrasts with their experiences and thinking (Boughey, 2008).

The above-stated study by Boughey, (2008a) suggests a subtle resistance that manifests in students due to the injection of critical reading in university contexts. For if I am reading to learn, then I should be allowed to relate to the reading knowledge in ways that will best enhance my understanding. On the contrary, the study shows that reading in higher education mostly requires reading for merit purposes. The study reveals that there is a need to shift thinking from the neo-liberal process of meritocratic reading for success in schools to reading that makes students "important potential agents in the transformation of the academic field" (p. 31). This signals a resistance on habitus injected reading to learn formulas that do not make students self-reliant but rather force them to recycle them into the robotic class of educators (Sivasubramaniam, 2015).

With reference to relation to class, Mgqwashu, (2011) advances factors as age, gender, race, language, aptitude, or level of contact with the language that is mostly ignored during the evaluation of additional language students. Likewise, Sheik, (2011) maintains that academic writing needs to be pedagogically taught to EAL entry-level students in English for academic purposes in order to demystify the power of language while at the same time displaying language as an inclusive resource for competence in academic writing. Such a stance challenges dominant discourses that pathologies some English additional language students for lack of competency in academic writing, yet ignoring the dynamics of the twenty-first-century ontology that underlie individual variation in language learning (Boughey, 2008b).

Archer, (2010) and Van Schakwyk, (2007) argue for a variation in language, and the need, for the issue of variation on language to be deliberated when assessing voices in additional language students' writing in South African universities. My study echoes these views while highlighting awareness of language variation, by educators in the South African context. This awareness foregrounds arguments that, "assessment practices for multilingual students' need to point towards principles of linguistic diversity, intercommunication and multicultural appreciation; while

61

striking the correct balance between language proficiency and content proficiency" (Sheik, 2011, p. 189-190). In this sense, the language will relate to students' identity and promote a centrifugal understanding of meaning in universities (Bakhtin, 1981). A stance that could address concerns of entry-level students who often are being torn between the bridge of required conventions and the need for an opinion in the essays that these students are required to write (Neville, 2010). This is due to reasons that, first-year students are not only required to respond to assignment questions in linear writing but, construct sense in writing, these students need to weave intellectual responses in intellectual styles for continuity. Some additional language students who are not conversant with the discourse of the intellectual community like those of the South African context, find this form of writing very stressful (Mgqwashu, 2008).

Literature indicates the positive influence of writing centres and tutorial programs mostly facilitated by postgraduate students to address students' writing challenges within disciplines in South African universities (Archer, 2010; Boughey, 2012a). Nevertheless, the same literature indicates concerns when it comes to 'allowing students to find a "voice" due to positivist views of voice that view it as a personal effort of the students (Archer, Pond, Carpenter & Mangino, 2007, p. 4). Unfortunately, the need for the expression of knowledge that signifies personal understanding is unfeasible in some South African context due to difficulties in directing students to their own truth. Students in this context become anxious when given written texts to evaluate, lacking a sense of what counts as their own understanding of knowledge on paper (Boughey, 2007). Regrettably technical remedies by senior students mostly understood as temporal strategies sometimes really do not address issues of voice because, these aids are mostly meant to assist with technicalities in writing (Archer, 2010). In this study, I attempt to qualify language as a meaning-making resource paralleling previous scholars (Sivasubramaniam, 2015; Sperling et al., 2011; Tardy, 2012). A sociocultural view highlight languages' role in the construction of voice and subjectivity in additional language students' writing in which, the voice is contemporarily being understood as a form of knowing (Ryshina-Pankova & Byrnes, 2013b; Sperling et al., 2011; Tardy, 2012; Pfeiffer & Sivasubramaniam 2016).

Having presented and discussed an array of issues and insights that can help provide an overview of the importance of academic writing as well as academic voice within academic literacies, I now propose to address the focus of my study, which is voice and subjectivity in academic writing and which in this context could be perceived as an icebreaker for knowledge construction. Entry-level

students feel pressured during their first year' of study as their writing needs to indicate a trajectory of implicit and explicit recognition of the many cognitive processes required to produce a piece of writing (Cummins, 2008; Dornbrack & Dixon, 2014). The implicit requirement of academic writing demands that all students possess cognitive skills, and abilities to relate language that constructs thoughts for shared understanding in this society. As such, all students, first and additional language student's alike ought to diligently mould, model and remodel words in writing that creates meanings in response to assignments (Bakhtin, 1986; Carstens, 2012; Gee, 1999; Hyland, 2013; Janks et al., 2012; Kamler, 2001).

I am choicelessly aware that the concept of voice and subjectivity among other university conventions of referencing, structuring and meaning in writing limits creativity for most first-year students, mainly English additional language students (Boughey, 2008a; Neville, 2010; Shalem et al., 2013). This is partly because entry-level students might struggle to differentiate their thoughts from the knowledge as well as claims of other writers since academic voice requires students to express understood concepts in their own words (Gamache, 2002). In fact, Graff & Birkenstein (2010) argue that, even in cases where most students understand the need for evidence to support and respond to arguments, challenges are still visible. This is because expressing one's own personal voice in writing using relevant concepts is complex since it requires comprehension of the subject in order to express voice. This could be exacerbating to students with little or no knowledge of the language that will express these thoughts in clearly articulated writing (Graff & Birkenstein, 2010, p. 2). Of interest is the fact that most additional language students are unable to see past the subtle masks of language's role in constructing and contesting varied subject positions, identities and voice in academic writing (Harste, 2003; Mgqwashu, 2011). Inappropriate language resource, in some additional language students, is a pacesetter of emotional violence in an attempt to construct a voice that understands subjectivity in academic writing.

 Awareness of class, culture and conventions as well as practices are prerequisites for students' success in universities (Ryshina-Pankova & Byrnes, 2013a). This is because, that in addition to the linguistic shift, novice students are required to read discipline resource for evaluation that indicates learning in constructed written voices. This is to suggest that there is a need for accommodation and assimilation of the cultures of reading, listening, speaking and writing in ways that will permit students to meet up with assigned tasks. Understanding meaning in highly dense English academic texts, where meaning is sometimes coded, subtly limits access to information

63

for some additional language students with first languages that sometimes conflict with English concepts (Klapwijk & Van der Walt, 2016; Street, 2015). Limited interpretation from reading text leaves some additional language students with no choice other than to draw on popular discourse within their communities to justify what they understand in their writing (Hasan, 1989; Swain, 2007). This study explores first-year students' comprehension and construction of meaning in the social class of university and highlights the need for being academically literate to develop critical reading and thinking. Hence, I draw on literature that indicates reading, listening, speaking and writing as relevant practices in higher education that in turn informs and familiarises students to the discourse of academic writing (Barnett, 2014; Graff & Birkenstein, 2010; Harste, 2003; Anderson & Poole, 2009; Kamler, 2003; Luke, 1998; Street & Hornberger, 2008).

Notwithstanding what I have said above, some first-year students are not aware that critical thinking does not develop in separation but from what they as students read and listen from other scholars, in order to communicate in their own voice (Sperling et al., 2011) which is an awareness that aligns with Bakhtin, (1986)'s claim that words do not exist in isolation. On the contrary, words are always in context, initiated by someone through writing, speaking or reading for a reaction. Thus, the words on this page can be compared to clay that I have carefully set to express the way I understand the theories and scholarly beliefs that have influenced my study. In this way, I acknowledge previous voices, while 'relocating the personal' in a reconstructed sense that reveals what "they say, I say", but in my own voice (Harste, 2003; Anderson & Poole, 2009; Kamler, 2001; Luke, 1998). In doing so, I establish the concept of voice and subjectivity in social practice in academic writing.

In keeping with the above discussion, this study presses ahead with the debate on voice and subjectivity, because other explanations on academic writing, sometimes either do not explicitly say much on voice and subjectivity or rather present a narrowly characterized view of these concepts. Yet, when students write in university, teachers as facilitators always require students' voices in the writing of assignments and research papers. Unwittingly, students respond by indicating the use of the nominal pronoun 'I', which mostly represents the students' viewpoint and the context in which the students understand the issues being discussed. The relevance of empirical evidence is thus sometimes relegated to the immediate discussion caricaturing the need for interaction with the previous voices that initiated themes and the contributions of the novice students (Sivasubramaniam, 2015). Taking cognisance of the importance of the use of the first-

64

person pronoun "I" in my study is not in any way a simplistic coverage of 'I'. On the contrary, my study strongly upholds the view of 'I', as an indication/marker of personal comprehension of knowledge which is grounded on empirical evidence.

The above-stated view locates this study in a social constructivist view of students' voice as an expression of critical thoughts in the way these students understand knowledge; while related thoughts build on previous voices articulated by linguistic choices in academic writing. According to Sivasubramaniam, in Nunn & Adamson, (2009) this view challenges a positivist view of voice that removes the writer from the process of writing and denies the student of critical thought, turning these students into empty containers ready to be filled with knowledge. Current literature indicates a struggle in academic writing, especially English additional language entry-level students, with these concepts assume particular relevance (Boughey, 2008a; Clarence & McKenna, 2017).

2.4.2   Linguistic Capital versus Student Repertoire in academic writing

In this section, I will discuss the effect of the linguistic change on additional language students and some empirical studies that speak to my study of exploring issues of voice and subjectivity in the writing of additional language students. Academic writing as a concept represents diverse ideologies ranging from communication to conserving and sharing information from one generation to the next. Globally, it is perceived that becoming literate is the core issue in the communicative competence for learner's academic success in schools, with increasing relevance in higher education. At the level of higher education, academic writing then becomes central and necessary in the evaluation of students. Thus, academic writing develops an influential role in education as students' writing competencies are constantly under scrutiny to point out if it is indexical of success or failure. As a result, academic writing has capital because students' understanding and conception of knowledge and theories are constantly evaluated and assessed in extended written works. Hence writing, in general, has evolved from just being an ability to read and write for different purposes to a major role player of assessing success and throughput in higher education (Wingate, 2012).

Like Bakhtin, (1986)'s argument on the influence of a consecrated language on perceived realities in society, Bourdieu, (1994) associates linguistic capital on the language of dominance. Linguistic capital in the academic context will thus comprise students' competency in the language of tuition.

It is equally a form of cultural capital that gives purpose to students in their roles as novice participants in scholarly or scientific practice. In other words, it is what Bourdieu, (1994) calls as linguistic habitus or symbolic power (1991, p. 38). Linguistic capital in (Gee, 1990)'s claim is an 'identity kit' which comes complete with the appropriate costumes and instructions on how to act talk and often write, qualifying students for discourse. Competence in English as the formal language of tuition in the context of this study is the linguistic capital novice students are required to possess, irrespective of their status in it, which may be first or additional language. Notably, three scholars view language to be not only an aid for students to achieve credibility in academic writing but equally, as a tool to validate comprehension (Hyland, 2008; Ryshina-Pankova & Byrnes, 2013a; Tardy, 2012). As such, the influence of the code of English as linguistic capital or lack of the 'identity kit' might not be ignored in some students' writing (Brammer, 2002; Bourdieu, 1994). I argue that the naivety of English as a language of tuition would limit some additional language students' progress when it comes to expressing voice as personalisation of knowledge in academic writing (Boughey, 2002).

Further to the discussion I have presented earlier on the centrifugal and centripetal conflicts as revealed in Bakhtin's (1986) notion of diversity in expressed language and thoughts, I wish to note here that according to Bourdieu, (1994) each word or expression potently denotes dual conflicting thoughts reflected in the writer and reader's interpretations. Thus, when it comes to additional language and expressing written thoughts Bongartz, (2016) identifies differences in linguistic means of achieving cohesion alongside cross-linguistic issues from one language to another. Hence a Bakhtinian centrifugal sense of language in this study underpins my interpretation of ideas for a shared understanding and yet it can edify me as a scholar upholding voice as a social practice. Further to this, my study believes that the fluidity of language makes it a flexible, open-ended tool for students to freely engage in it for the enjoyment of the intellectual dialogue (Nunn, 2011a). In this context, academic literacy serves as an additional source of linguistic contribution to the language of expression.

According to Klapwijk & Van der Walt, (2016), Bourdieu's (1994) definition of linguistic capital as cultural capital or an instrument of power is problematic in a multilingual context that prevails in South African academia. This is because as Bourdieu believes that, individuals do not only speak to be understood but to be valued, and therefore if South African students cannot manifest fluency in articulating the language of the institution, there might be a mismatch in values. Current

studies show that the majority of South African students are failing due to the lack of linguistic and cultural capital in English as a language of opportunity and success (Klapwijk & Van der Walt, 2016). Interesting enough is the metaphor of symbolic power conferred to linguistic capital. This could suggest that, if students are not competent in the language of tuition, they might never attain symbolic power. In consequence, there could be a build-up of symbolic violence caused by an emotional struggle. Therefore, two views invoke a need for the command of language repertoire by novice students in order to engage in academic writing and express ideas in the style in which they wish would respond to assignments (Bakhtin, 1986; Nunn, 2011b).

Antia & Ivo, (2013) discuss how the language policy in South African higher education establishes English as the dominant language of instruction with Afrikaans in a few contexts. This further calls for effective scaffolds and effective development of academic terminologies across local languages. They further observe that success in EAL students is unachievable if students are not empowered with the knowledge of disciplinary terminologies not found in local languages. This is consistent with an observation previously identified in Nunn (2011 p. 24-25) on issues of collocation in multilingual contexts of English and its varieties. Recognition of the variety and diverse cultures in linguistic capital could allow English additional language students a platform to confidently engage with another writers' text. Possible through analyses, evaluation and synthesis of empirical literature in ways that support voice construction in academic writing. Further explaining the South African conceptualisation of academic voice, Barnett, (2014) alludes to voice as a library resource that students draw on to contribute knowledge and validate positions in academic writing. This could be problematic in a context featuring students from disadvantaged backgrounds with limited linguistic resources (P, 11 & 13).

Kamler (2003) critiques the view of voice in academic writing as therapeutic arguing for a foregrounded view on students' engagement with other scholars to enhance personal growth. Thus, students rather relocate their personal narrative style and yet align with other voices and express the link between concealed thought and visible speech on paper. In addition, Boughey, (2008) argues that engagement could be enhanced through scaffolding students to comprehend meaning in context as thoughts that need to be expanded by relevant experiences they brought to a guided conversation. This in my view links up with the assertions of Vygotsky, (2012) for a need for scaffolds to be instituted till students achieve the zone of proximal development before the scaffolds are gradually lifted. Only in such a context, an academic writing approach feasibly

67

expresses the concept of voice and subjectivity that attains universal goals. As such, together with other voices link with sociocultural as well as emancipatory pedagogies' goals of liberation and social transformation in students' sense of knowing (Canagarajah, 2004; Coffin et al., 2003; Ivanic & Camps, 2001; Kamler, 2003; Street, 2004).

What still worries me is the lack of awareness of the hidden resource of language that could enable some English additional language students craft and shape other scholars' thought to express their own thoughts, holding the conversation (Lillis & Harrington, Kathy, 2016). More worrying is the fact that not all facilitators seem equipped with the know-how to teach academic writing courses and scaffold first-year students into seeing this writing as a dialogue with them and their peers or lecturers as participants. Access to the relevant linguistic repertoire, is, therefore, a prerequisite to equate success in written tasks, meant to assess and point students to relevant concepts while supporting them to model answers in a personal voice for clarity (Lewin & Mawoyo, 2014).

Accordingly, in universities, academic literacy becomes a crucial requirement as if these students are not academically literate, though they will read but will not understand. This is because, besides expressing ideas in the proper linguistic register for sense-making in academic writing, reading to understand and constructing meaning in correlation to the writing needs of various disciplines is crucial for students. Thus, most entry-level students are presumed to have mutual intelligibility of the cultivated reading culture that governs writing as a social practice in university curriculums (Barnett, 2014; Graff & Birkenstein, 2006; Harste, 2003; Anderson & Poole, 2009; Kamler, 2001; Street, 2003a, 2015). However, reading complex disciplinary vocabulary could exacerbate these students, who are already struggling with the proactive academic style. Coupled with the fact that, meaning read in written text is again understood in context, without the linguistic ability to differentiate why messages are codified for different purposes and audiences, some additional students struggle to construct meaning in academic writing (Hyland, 2003).

Academic writing in this study is seen as a social practice that opens up grounds for multiple interpretations of meaning while recognising students lived experiences and supporting a plurality of knowledge construction. In due course, students are suitably and critically made aware of the type of discourses in an academic text, while assignment responses enable learning in academic writing (Leibowitz & Bozalek, 2014). However, some entry-level students do refer to their own considerations in the evaluation of academic texts that require empirical statements in academic

writing (Boughey, 2007). A greater challenge at this point seems to emanate from the poor linguistic register for sense-making in academic writing. Challenges are believed to be prominent in the presentation of systematic reports; analysing text; enquiring or discussing ideas in written coursework of short assignments or students' essays (Shaw, 2010). The students' struggle to reconstruct thought in a limited repertoire sometimes reproduces a subjective self and a subtle resistance not understood in academic discourse (Hyland, 2002).

From the above deliberations, it could be argued that, through its official implications, academic writing is coated with subjective, emotional and evaluative language made possible by lexical, morphological and syntactic features which students employ to evaluate positions. These according to Bakhtin, (1986) and other constructivist theorists symbolically belong to nobody; yet, these same words are like buried treasures, withholding the thoughts of differently cultured writers who crave to be read on paper or heard. It follows that constraints of resources in the writing process, reduce additional language students to builders without a plan. Reasons being that, these students usually possess the communicative and integrative (centrifugal) codes of linguistics that clash with the centripetal force in academia (Bakhtin, 1986). Consequently, limited linguistic capital in the form of relevant vocabulary that constructs inner thoughts on paper earns some of this additional language not only failure but sometimes prejudices. Thus, assessing all students through assignments in text form seems to generalise students' strengths and weaknesses in academic writing, giving an advantage to some.

A move from a centripetal force of culture to a centrifugal force is thus not only required from the students in my context but also from the university as an intellectual society in other to accommodate literacy as a social practice susceptible to constraints and conventions. Thus, continuous evaluation of students' English language proficiencies in written academic assignments aligns most research in South Africa to queries of English Additional Language (EAL) students' understanding of academic discourse, in regard to these students' active engagement with their own text and that of other writers (Archer, 2008; Boughey, 2008b; Mgqwashu, 2011; Shalem et al., 2013). Curiosity sprouts from widened access to all national universities, with the sustained presence of some apartheid executive principles that challenge policy executions and language policies in most South African higher institutions (Janks et al., 2012). This, as a result, leaves inclusive policy reviews by the Ministry of Higher Education to address learning barriers

inadequately catering for variant statuses dialect students thereby making voice construction in writing and language issues an ongoing endeavour (Bozalek & Boughey, 2012).

In keeping with the kind of issues I have pointed out earlier, much research is documented in South Africa on assisting first-year English additional language students to improve their English for academic purposes, through courses and writing centres (Archer, 2010). However, South African context remains complex when it comes to English additional language students' relating to content due to discipline-specific discourses and language of teaching and learning (Mgqwashu, 2008). Skill remedies put in place in most South African universities to assist English additional language students do ignore arguments that most of these students are not conversant with the discourse of academic culture (Boughey, 2008a; Mgqwashu, 2008; Sebolai, 2014). The most arguments centre on claims that first-year English additional language students are foreign to the discourse of academic literacy that signals them on how to challenge and alter issues. This study resonates with these previous views to echo a need for EAL students to be scaffolded on ways to engage with the text, as an attempt to flee the centripetal force of knowledge production to a centrifugal knowledge for serviceable writing.

In light of the above-stated points, my study takes the debate forward by exploring issues of academic writing in first-year EAL students as active participants in the world of academia (Boughey, 2008b; Hyland, 2003; Malakul & Bowering, 2006; Matsuda & Tardy, 2007; Mgqwashu, 2011). Although there are many theories on academic writing and academic reading, my interest is on literacy as a social practice. In light of this, my study thus focuses on voice and subjectivity as assertions that could devalue the competencies of some additional language students from actively voicing opinions in academic writing. This follows the point that teaching academic writing in English has developed to be a global priority. Thus, diverse students need a voice to resolve discipline specific issues and further their education as active scholars in intellectual dialogue. Furthermore, in an era of diversity, transnational flow and technological influence, student teachers need an informed understanding of the language for critical thinking and the construction of experiences in the academic literacy ecology. The South African context is challenging since theories and concepts are not mostly familiar in some ESL student's first languages (Mgqwashu, 2011).

Kamler (2001) contends that writing though done individually is always a social practice where the writer's autobiography is shared in the form of experiences. Thus, academic writing is conceived as clay that could be kneaded, pounded and shaped as students reconstruct language and shift register in discourse (Boughey, 2002; Kamler, 2003; Lillis, 2003). The South African multilingual context in this study depicts struggles of diverse schooling background students with insufficient knowledge of academic writing as discourse.

Concerned, Mgqwashu, (2008) yet again discusses the timeless nature of language, and metaphorically shows its ability to transcend geographical boundaries. Implying the asocial nature of language, the text is mentioned as a theory about a person's physical existence that captures the natural and social life in communities (Mgqwashu, 2008). Resonating with arguments that, language is primarily negotiated in the writing of English additional language students through struggles of conceptualisation and appropriation of meaning in academic writing (Boughey, 2008; Lirola & Cuevas, 2010). Echoing the above arguments, I deduce that, understanding theoretical issues that might not be defined in some African first languages might thwart engagement with another writer in some EAL students' writing. My argument is sustained, by Mgqwashu, (2011), (2012)'s emphasizes the relevance of indigenous languages in various disciplines in South African universities. According to Mgqwashu, (2011) Indigenous languages could empower L2 students to access theoretical concepts, epistemology and stimulate engagement with the reality of language in written discourse and social life. A view which could be challenged by the fact, meaning read in written text is arguably understood in context. Hence without the linguistic ability to differentiate why messages are codified for different purposes and audiences, some EAL students will still struggle to construct meaning (Hyland, 2003).

From the above discussion, proficiency in English as a language of learning and teaching might not necessarily enhance students' engagement or awareness with texts in academic writing (Sheik, 2011). In addition, Cummins, (2005) explains, that conceptual knowledge between L1 and L2 are interdependent, hence monolingual language instruction does not empower English additional language students with relevant concepts. In the Turkish context presented in Cummins, language transfer in academic writing is productive since pedagogic language programs though taught in a monolingual manner make it possible for cognitive proficiency of language transfer to happen. In a South African context, Mgqwashu, (2011) discusses the case of isiZulu students in a university who struggle to conceptualise meaning in English as a language of learning and teaching.

71

Language transfer in this context is flawed and students' repertoire restricted to the knowledge of the first language without relevant vocabulary and concept knowledge to construct opinions in academic writing. Therefore, I argue for a relaxed triangulation of linguistic styles of convincing voice as to accommodate and give strength to additional language students' writing. This could help additional language students engage more with other writers' text, and enable voice and subjectivity in academic writing in English as the language of instruction.

In positivist views, academic writing problems are student centred with the students expected to acquire skills that will enable them to write properly (Street, 2004). On the contrary, socio-cultural views relate academic writing as a developmental genre obtained by students through partaking in the academic discourse. Academic writing thus, shifts from the technical individual skill required from students to incorporating the university context in which the student is placed. Thus, writing in academia exclusively assumes the status of '...a social and disciplinary practice' (Lillis, 1999. P. 26), with students as the audience that partake in the process. In the same vein, Boughey, (2008) foregrounds literacy at university not as a totality of technical skills of reading and writing, but rather as a combination of new practices students take on including new identities, new social realities that are foreign to these students' daily subjective language and life. Students, in new subjects (roles) at universities (discourse communities) as writers, reposition themselves while forming new identities; new status; new class and an enlarged linguistic capital in order to be serviceable within these communities; yet still functioning within the values and practices they as students brought in (Ivanic & Camps, 2001).

In light of the above, the imposition of a banking system of the language used in writing could instil subtle resistance, especially in additional language students as they struggle to tease out what is required as academically correct from the heteroglossia of their linguistics (Bakhtin, 1981). According to Bakhtin, (1981) a heteroglossia is all the lived linguistic variety of each individual. The theoretical stand in my study views academic writing as a sight of struggle and resistance in that, every scholarly thought is the lived experience of someone who has already uttered that. New students in their struggle to construct their lived experiences utilise linguistics that is not in line with the centripetal view of formal language use in writing. On the contrary, not fully aware of the intellectual ownership that lurks within the demands of voice in academic writing, some novice English additional language students draw from their lived linguistic heteroglossia, which confuses meaning and breaks down communication. It is thus a limitation to ignore the lived through

72

linguistics of some students in academic writing. Since every articulated word is done within a social context, as 'centripetal' views of language erode the realities of 'heteroglossia' of languages that exist within communities of practice (Bakhtin, 1981, p. 270). My study pursues a move away from a centripetal to a centrifugal understanding of voice and subjectivity in academia that recognises and values the South African additional language students' views in discursive writing (Bakhtin, 1981).

2.5 Genre Theory and Additional Language Construction of Voice in Academic Writing

According to Paltridge, (2014) the word "genre" has a trajectory from the comprehension of second language writing (L2) to the use of English for special purposes in communicative contexts. Genre in the context of this study will be understood in terms of category or characteristic of scholarly written pieces. In genre theory academic writing response to acts of communication that constitute meaning, which in turn socialises the student through the use of diverse languages in which students equally construct meaning for shared understanding. Though genre theory might seem to complement socio-cultural theory in signposting language as a resource to construct thoughts in social contexts (Hyland, 2003), in the South African multilingual context, the genre might not be academically serviceable to additional language students. This might be because, genre standpoints that language 'is never independent of the social world, is mostly not practical in multilingual contexts because not all languages are valued in spite arguments that, language always occurs within, as well as shaped by cultural contexts (Gee, 1990).

Genre and socio-cultural theorists see academic writing as a social practice made possible through a dialogic response to different audiences that integrate a multitude of voices in its discursive writing (Bakhtin, 1986; Hyland, 2003). Yet in this academic context, a centripetal understanding of language is mostly elected and celebrated. Thus, first-year university students who are mostly naïve of the huddles of the academic arena struggle to engage with the thoughts of other scholars. In their ignorance, these students copy and paste, with major allegations of plagiarism warnings, that makes them even more nervous at this level. In this study, I attempt to argue for the recognition of each student's voice as expressed within the context in which the student is exposed to. Thus, though genre theory recognises language as embedded in social realities, this perception is fixed and might be impractical in contexts with diverse students' views shaped by forces outside these students' intellectual lives.

My study discusses a consensus in the genre and socio-cultural theory that points to a shift from the individual cognitive ability to an intellectual practice situated within the context of writing (Johns et al, 2006). But this should be viewed holistically in a sociocultural sense that values both first as well as additional language students' expression of ideas in academic writing. This is because, in the context of writing, novice students as scholars make linguistic choices to express thoughts. This is then seen as a choice that allows additional language students to artistically model language in theoretically insightful pieces of writing that expresses voice as personalisation of knowledge (Carstens, 2012;). Academically, genre theories propose an explicit and systematic approach of pedagogy that could empower English additional language students with the relevant discourse to explain how language functions in the social context of writing (Hyland, 2003). Therefore, though genre allows a holistic shift of additional language writing from, the psychological factors of students' struggles to a socially informed theory of language as social semiotics, genre theory is not flexible enough to be used in the context of my study.

Besides all that I have said in regard to the genre theory, the genre approach has contributed immensely to second language learning even though amidst great criticisms. It is mostly criticised for focusing on text, as well as seeing students' writing skills or shortfalls that require quick fixes if the students are provided with relevant tools (Hyland, 2003). In light of this, the academic literacy approach under literacy as a social practice approach fills the gap by viewing students' writings as constitutive (of identities and voices) to be contested rather than something to be fixed. These views also understand that interpretation of meaning could be a serious setback for some additional language students (Street, 2004). Accordingly, writing theoretically turns out to be a social practice, since it is always about something whether it is skills or reproductive learning.

2.6 Multimodality Theory in Language Education

My study drew on other modes of communications, like visual cues, and other spatial sources for clarity and comprehension of the concept of voice in academic writing in line with the needs of a fast-changing higher education (Archer, 2014). Generally, multimodal could be viewed as the artistic use of two or more communicative modes to construct meaning. These range from image to gestures, spoken and written language (Sperling et al., 2011). In view of globalisation, and relocating individual knowledge for the construction of voice in scholarly discourse, multimodality seeks practices that are beyond writing in academic literacy. For instance, the spoken language

could be given effect through various multimodal modes (Archer, 2006). Drawing on Archer, (2007) a multimodal theory in a South African context foregrounds literacy as a social practice and gives voice to multilingual students who struggle to express views in an additional language. It, therefore, links with the genre and socio-cultural theorists' claims of empowering additional language students with tools to actively participate and communicate in academic literacy for self-growth.

Drawing on Sperling et al.'s, (2011) performance metaphor, and the premise of voice as an infusion of values and ways of being in shared communities, I expand the need for the craft of written voice to involve all other semiotic systems in other to tolerate diverse voices in academic writing in the twenty-first-century discourse.

In closing, I wish to point out that, so far, I have discussed theoretical issues that I believe are relevant to my study. Of significance is also the review of some empirical views and claims of other scholars that underpin my understanding of the issue of voice and subjectivity in academic writing, particularly English additional language students of my context. I have also discussed a Bakhtinian sense of voice and subjectivity as a semiotic mediation in this study. Thus, I consider language in this study to be fluid, open-ended, provisional and flexible for me to interact and propose meanings in a continuous manner, a semiosis (Sivasubramaniam, 2015). My study, therefore, foregrounds a centrifugal view of language over a centripetal view away from normality since every meaning is viewed as a sign (Bakhtin, 1986).

In sum and spirit, I believe that my arguments here support Postman & Weingartner, (1969) assertion that, language needs to reflect the human condition and help man to make a difference in order to be effective in communication, likewise education. A view I ventriloquize in this study to support the functional value of language in the assessment process of some diverse students in first-year university writing. The words on this page, also express my identity, my voice and how I relate, to the world. Equally, the very basis of what some first-year additional language students do with language is very important to me as a language education student. For though these new students' emotional structure might say 'I can't do or understand it', when encouraged the mind filters and does it, educating the mind not to fizzle as "the Subaltern who cannot speak" (Spivak, 1988, p. 104), yet always needing a voice in writing. A need for deviation from the norm is invaluable in the South African context as to discard what does not work and institute what works.

75

Of pre-eminence in this study is the reinforcement of a Bakhtinian concept of voice that captures the issues of multi-voice in academic writing of diverse students. These issues will help design the study and further help to gather the data relevant to conduct this study.

In the next chapter, I will discuss the methodology of this study and why I selected the specific design to mine data that will help answer the research questions in this study.

76

CHAPTER THREE
RESEARCH METHODOLOGY

3.1   Introduction

My previous chapter presented relevant literature as an awareness-raising exercise in support of my arguments of a possible influence of English as an additional language that enhances students' creation of knowledge in academia. The underlying premise of educational research then subtly nestles into knowledge construction, with some scholars arguing that knowledge is ingrained in the language of any intellectual community (Lantolf & Thorne, 2007; Uwe Flick, et al, 2004). Similarly, I considered academic writing in my context as a complex instrument that enables the novice scholar, to voice shared knowledge. This is to suggest that, entry-level students' writing need to communicate and resolve the required intellectual issues for success. In this context, voice and subjectivity also project academic writing as a means of knowing. However, a nurtured voice and subjectivity in academic writing is irresolute due to the elusive nature of the language in practice (Stake, 2010). The above considerations might influence first language IsiXhosa as well as Afrikaans students in my study and motivate a functional understanding of voice in academic writing.

In light of what I have mentioned above, this chapter lays out the research methodology, the research questions, sampling techniques, research instruments and the procedure I used to collect data. The current study is qualitative (Blaxter, Hughes, & Tight, 2010 p. 123). A qualitative driven design in this context was influenced by the fluidity of language (words) and the unquantifiable nature of the human mind during the construction of ideas on paper (Merriam & Tisdell, 2016). Therefore, this chapter describes the various stages of the design and methodological construction of my study. It situates the sample and the population that generated the data I collected, which is followed by the needed detailed thematic analysis discussion for recurring topics. It will then present the research instruments, which were semi-structured interviews, document analysis and field notes justified by the theoretical choice of the instruments. I will discuss the research site after that. In addition, I will also present my role as a researcher. I will then include the period of the study. Finally, I will discuss ethical issues and reflexivity of the current study. These will heighten the scholarship in this chapter.

3.2   Research Paradigm / Research Methodology

According to Tuli (2011), a paradigm is a theoretical lens with which shared research communities see a phenomenon and the methods to be followed in studying the phenomenon. In the analysis of educational research, Cohen, Manion & Morrison, (2007) discuss the need for researchers to clarify the research construct they work in, which is mostly motivated by 'fitness of purpose'. This purpose determines how the researcher aligns actions and thoughts in search of a reality that communicates knowledge within a particular community, context or discipline. By the same token, Denzin & Lincoln, (2018, p. 56) argue that qualitative research takes place within a set of beliefs that are fused in theory, ontology, epistemology, and methodological process of interpretations. It is within this understanding that while some researchers argue that truth including experiences needs to be objectively tested for clarity, others argue that the individual as the real object of inquiry should be allowed an opportunity to report on their own lived experiences of the social world (paradigm) (Denzin & Lincoln, 2018).

According to Lune & Berg, (2017) our lived experiences are normative experiences which might not reflect the lived experiences of others. This is because the meaning individuals assign to certain things might come from the quality of the norm within a context or time. The focus of language in my study calls for the essentials of quality and those values which are in keeping with qualitative methods of data collection. That is why to understand the influence of English as a language of teaching and learning in the writing of some isiXhosa and Afrikaans students, within an academic literacy context, I used qualitative methods to collect and analyse data. The use of qualitative methods in this study was meant to understand students, lecturers' and tutors' perceptions of the comprehension of subject matter and voice construction in written assignments. My consideration of qualitative methods aligned with my arguments voiced above for the need for active participation in the meaning-making process by each individual as the objects of inquiry in my study. Denzin & Lincoln, (2018) refers to the research process as interpretive, though interpretations may vary within each research paradigm. I now move on to introduce the five standardised qualitative paradigms in order to justify why I considered my choice of qualitative methods was suitable for this study. These paradigms include positivist & post-positivist, critical, feminist, constructivist-interpretivism, and participatory-postmodern-post-structural frames (Denzin & Lincoln, 2018, p. 56).

Generally, positivist and post-positivist stances interpret the social world in objective and statistical methods. On the other hand, constructivist-interpretivist researchers refute this view of the social world with arguments of a multi-voiced reality construed differently in respective social context sometimes influenced by language (Cohen, Louis, Manion & Morrison 2018). Aligning with my focus on language, I am inclined to situate my present chapter in a constructivist-interpretivist paradigm that constructs the multi-voiced socially shaped reality in which students and lecturers were participants in the research.

Creswell, (2014) argues that constructive-interpretivism contests a numerical, proficient and solid understanding of society. By the same token, Lune & Berg, (2017, p. 12), argue that, since qualitative research refers to the meanings, concepts, definitions, characteristics and description of things, issues like feelings, interpersonal relations and personal values might be problematic to qualify. My use of qualitative methods in this study is meant to support the concerns of the human beings' development and the forces at work in each individual's life (Creswell, 2014) based on the principles of constructivist paradigms'.

The multilingual context of South Africa featured in my study merited a focus on language and comprehension in the writing of some first-year university students. My constructivist epistemology, in this chapter, facilitated the use of qualitative methods, like one-on-one interviews that gave me an insight into the forces within the particular participants' academic development. In this context, the lived experiences of the student participants, tutors and lecturers during comprehension and construction of knowledge in academic writing assumed particular centrality in my study. My positioning as a constructive researcher in this chapter asserts Cohen, Louis, Manion & Morrison (2018, p. 6) emphasis on "an understanding of the ways in which individuals and social groups create, modify and interpret the world in which they find themselves". It was, therefore, my consideration here that, for the 'knower and the known' to interact in ways that shaped one another, qualitative methods of interacting with the participants were necessary. These involved, semi-structured one-on-one interviews, analysing of assignments and the field notes during one-on-one interviews for specific data that could bring out required themes in my study (Denzin & Lincoln, 2018, p. 56)

In keeping with what I have cited above, a constructivists-interpretive approach in my South African context, was thus motivated by concerns of each individuals' ability to create their own

actions and negotiate ongoing meanings for the fulfilment of various needs (Cohen et al., 2007). My use of qualitative methodology which involved students and lecturers as participants were meant to signpost the natural environment of the university in which through language students and lecturers subjectively co-create multiple realities (Flick, et al, 2004). In order to signify my interest in this study, I made use of a variety of data collection techniques as a case study, semi-structured individual interviews, document analyses, field notes and personal experiences. This was to show consistency with qualitative scholars' arguments that human actions need to be either observed or interviewed and interpreted in order to enlighten the participants (Merriam, 2009). At this juncture, I identified the 'world views" of a socially constructed multi-voiced reality that influenced my attempt to understand the views of students and lecturers when voicing thoughts within an academic literacy course in my context (Creswell, 2014, p. 35). Based on what I have said so far, I am inclined to believe that my constructivist-interpretive lens resonates with Creswell's position in that, exploring a possible influence of English to additional language students when constructing voice and subjectivity in academic writing is consistent with the reality of the individuals.

In this study, the above-mentioned theoretical consideration stirred my curiosity to explore issues of voice and subjectivity in additional language students' academic writing. Thus, hemmed in the aims of this study was Cohen, Louis, Manion & Morrison, (2018, p. 175)'s assertion that 'an interpretive paradigm rest, in part, on a subjectivist, interactionist, socially constructed ontology and on an epistemology that recognised multiple realities, agentic behaviours and the importance of understanding a situation through the eyes of the participants' (p, 175). As I have argued above, in trying to understand human participants in their natural environment serves to embody personal views, meaning, personal values, interpersonal relations, beliefs as well as individual feelings of the participants. I am inclined to believe that these views resonate with the core of my study, which was meant to understand students and their thinking of issues in university as a community of practice they chose to join and experience membership in it.

In light of the concerns on issues of emotions as well as multi-voiced socially constructed world views I have raised above, this chapter is conceptualised within a constructivist-interpretive lens of a socially constructed and interpretive reality. As such, I was convinced that a constructivist-interpretivist paradigm, which is concerned in individuals, principled on small-scale enquiry, where participants negotiated meanings through participation was suitable for this study (Cohen

80

et al, 2007). Besides, the non-statistical data synonymous with the collective recreation of social life and meanings that could effect change was crucial to this study.

My methodology is meant to discuss the research process from the theoretical paradigm that informed the design to the methods as well as instruments of data collection and analysis (Cohen et al, 2012). Having signposted the theoretical choice of a constructivist-interpretive lens in my study, I felt that it was imperative for me to use those qualitative methods and instruments that would facilitate and support my exploration of the influence of English on first-year additional language students in academic writing (Paltridge, & Starfield, 2007).

3.3   Research Design

A research design might mean the logical or sequential steps the investigator employs to connect evidence to research questions and findings (Yin, 2014). According to Denzin & Lincoln, (2018, p. 54) 'a research design situates the researcher in the empirical world and connects them to specific sites, people, groups and bodies of interpretive materials, including documents. I envisaged the established constructivist-interpretive framing constructed this discussion as a qualitative study underpinned by a socially constructed reality (Walsham, 1995, p.77 & 2006).

Having been concerned with the language of academic writing (English in my context) my discussion in this chapter focused on the qualitative methods I used to understand some first-year students (isiXhosa and Afrikaans education students in a professional development course) in their new roles as scholars. According to Lapan, Quartaroli & Riemer, (2011: p. 1 & 8) qualitative research focuses on the study of a phenomenon within the world of the participants without attempting to generalise conclusions.

Based on the meaningful claim of particularisation, my use of qualitative methods in this study is not to generalise my understanding of all students. Instead, the qualitative methods of a case study I chose were meant to understand the thoughts and values of the particular student participants in my study. A case study approach seemed appropriate in the context of my field in that, English is not the first language of most students. My own experiences are therefore not excluded as I have stated before. Hence, qualitative methods that are either interpretive or critical and circled in hermeneutics, were applicable by me to facilitate a subjective interpretation of knowledge constructed from data to address the aims of my study (Merriam, 2009).

81

Needless to say, my subjective decisions in the collection of qualitative data, relates to constructivists views of lived experiences that enlightened me as an investigator in the research process. According to Tuli, (2011), this form of inquiry enlightens the sensible, and interpretive nature of qualitative research as an approach grounded in the lived experiences of individuals. Therefore, in this qualitative investigation, I discussed, and described, the ways some first-year students, express meanings within the context of an academic literacy program in education, and not the totality of the whole student behaviour (Newby, 2014). Hence, my context necessitated using the lived experiences of the participants as meaning-making agents for change or growth. The IsiXhosa and Afrikaans first language students under study necessitated understanding that is subjective to the norms of intellectual rhetoric. The reasons for this are that the meanings ascribed to academic writing as an intellectual dialogue are what gives quality to this form of writing (Lune & Berg, 2017).

My inquiry helped me to understand that, though the quality is subjectively understood, meaning that can cause change or growth within other forces of influence (language being one) in the academic context is mostly the ascribed context of meaning (Lapan, Quartaroli & Riemer, 2011). These considerations made this study qualitative research that was holistic and unique in my multilingual context of South Africa. The specific data collected only for the purpose of this study further nullified generalisations of any sort in my context. Although data was applicable in my context, it was never meant for the purpose of generalisation as it was meant to support the feasibility of this inquiry.

Current studies show qualitative research as a form of inquiry that values diverse and natural ways to explore and understand the phenomenon, flexibility that nurtures creativity (Creswell, 2003). I used daily conversational means with students and lecturers in my study as active participants in the construction of meaning in academic writing. The use of language, artistic works and other semiotic system removed the notion of a statistical laboratory in quantitative studies to the natural settings of a university classroom. The data collection process afforded me a unique comprehension of the meanings constructed by participants. Participants constructed meaning through the use of language and other semiotic means like facial expressions, gestures and deportment during interactions of data collection that enabled me to get thick descriptive information for analysis (Flick et al, 2004, p. 7). My position as a tutor in the faculty of education

gave me an opportunity to understand the challenges of some first-year students. In my experience, challenges are mostly encountered by additional language students from disadvantaged language background schools. This consideration resonated with qualitative researchers' interest to explore the complexities of social interaction and diverse understandings of issues in natural contexts (Creswell, 2010). In light of this, I organised my data to connect with evidence that could reasonably address the research problem and questions that guided this study (Cohen, Louis, Manion & Morrison 2018, p. 175). The diverse methods of semi-structured one-on-one interviews, document analysis, analysis of field notes and the artistic evaluation of language and deportment of participants made this inquiry more subjective.

Denzin & Lincoln, (2018) discuss the use of more than one method in qualitative research to provide more information on the researchers' concerns and to validate understanding of the research problem. I felt that a constructivist view of triangulated data in which the influence of language on some additional language students was considered from at least two or more perspectives was significant in the context of my study (Denzin & Lincoln, 2018, p. 779). The one-on-one semi-structured interviews on lecturers and tutors in my study allowed me to understand the research problem from different perspectives. Here I was made to understand lecturer's perceptions on student's ability to construct voice in academic writing in their new roles as first-year students. The use of more than one method of data collection resonated with Denzin's, (2012) claim of validity in research findings. In light of this, in order to understand the perceptions of additional language students, I have used qualitative methods, which I believed were suitable for my study and these were: in-depth interviews, Field notes from one-on-one interviews and document analysis (students' essays).

Typically, qualitative research uses various strategies, like a case study, ethnographies and grounded theory (Yazan, 2015). According to Denzin & Lincoln, (2018) case study is a strategy of inquiry that authorises the researcher to use specific methods like interviewing, observations and document analysis to connect to the collecting and analysing of data. This study employed a case study as a qualitative strategy of inquiry that enabled me to use specific methods to achieve the aims and answer the research questions. I, therefore, worked with a single case of ten first-year English additional language students, two tutors and two lecturers who made the participants for the phenomenon I studied in the University of the Western Cape. This was meant to help me understand the specific students (case) in the context of their lived world, the university in my

context (Cohen et al., 2012). The influence of English as a language of tuition on first-year additional language student's ability to construct voice and subjectivity in literary writing then assumed particular primacy in this context.

My choice of a qualitative approach appeared to be consistent with the research questions and the aims of this study. This is to suggest that it could have been problematic if I had tried to comprehend students and lecturer's perceptions in my context in a positivist rule-governed quantitative theoretical approach. As indicated above, qualitative methods that are entrenched in a constructivist-interpretive assertion are flexible to understand issues of the mind. That is why I believed that qualitative methods gave me room to explore social difficulties experienced differently through different perceptions and understandings (Ritchie, Lewis, Nicolls & Ormston, 2014). Since the purpose of educational research is to recognise new knowledge, a systematic qualitative design seemed to be commensurate with the interpretive lens, while validating my understanding of additional language students in their roles as students. The norm is for these students to acquire literate practices from lecturers and tutors in the roles of educators (Cohen, Louis, Manion, & Morrison 2018).

In keeping with the merits of qualitative research I have discussed in the previous chapter, I hasten to indicate that the characteristics of qualitative inquiry provide the stimuli and synergy for this study. The following professed characteristic of qualitative research by Stake, (2010, p. 15) underpins my argument of a possible influence of English on some additional language student's construction of voice in academic writing:

1. Qualitative research is interpretive and is intrigued by human affairs as understood by different people. Multiple meanings are valued according to context and time. The rationale of my study stems from my involvement with additional language students in the faculty of education at a university in South Africa. I felt the need to investigate the challenges of some first-year additional language students and their struggles to express written views in English within a literacy course.

2. Qualitative research is experiential. It is empirical and takes place in the field and not in laboratories. It emphasises observation by what participants see and not feel. It attempts to be naturalistic and in keeping with the view that reality is a human construction. The field in the context of my study was the university setting, where through one-on-one interviews and the analysis of documents each student's reality was understood by me as a researcher.

84

3. Qualitative research is situational. The research is concerned with individuals and happenings, each in a unique and detailed context and time. It is holistic in nature without generalisations. This study was built on an academic literacy course EDC111 in the faculty of education aimed to introduce novice students into acts of literacy

4. Qualitative research is personalistic. It is in-depth and works to understand individual perceptions through one-on-one interviews. It selects unique yet diverse participants. Issues are mostly viewed from an epic (Participant's) perspective more than an etic (researchers') perspective. Ethical consideration observed with no physical harm to human participants. The researcher is often viewed as the main instrument of data collection (Stake, 2010, p. 15). I obtained ethical clearance to explore the challenges of first-year English additional language students as part of my M.Ed. course at a university in South Africa.

I have considered the above-cited qualitative methods which further gave me an opportunity to understand why the individuals (students, lecturers and tutors) in the context of my study made certain choices. I envisaged that the empirical process of inquiry in this study was meant to afford me with knowledge of how some students' accrued knowledge could be scaffolded as lived experiences for creativities applicable in academic writing. This is to suggest that, the university in my context is mostly not tolerant of diverse perspectives of reality (Kirk & Miller, 2011). According to Flick, (2004) investigation that attempts to understand how personal experiences can be relocated for creativity in academic writing is feasible through interviews and documentation that theorized social life. I did mention language in my context as a tool to create written views. Language in the context of this study is tied to what could be viewed as knowledge and quality. A qualitative approach, to research, shapes the understanding of knowledge that is interpreted through the language the participants is most comfortable with. University as a natural setting shapes first-year students to comprehend and construct meaning using concepts that are coded in the language (words) (Creswell, 2003). I used qualitative methods as the research design that informed my judgments to address the research questions and aims of this study.

In my view, a quantitative methodology seemed bounded and not appropriate for me to explore the phenomenon of voice and subjectivity in additional language students' writing in light of all that I have voiced so far. Contrary to this, a qualitative methodology that deals with the nature of the phenomenon in social interpretive-constructivist can help relate to the core of my research questions. I wish to say that, the qualitative research methods I used afforded me with 'a holistic

understanding of the research participants' views and actions. This was made possible through the use of daily techniques of interviews, field notes and document analysis (Ritchie, Lewis, Nicholls & Ormston, 2014 p, 13).

According to Walsham, (1995, p. 75), an interpretive approach to research sees reality as a social construction which makes the researcher and the whole process of enquiry a social activity within a shared community of practice. In this study, I was actively immersed in the process as an investigator who collected specific data from participants in the university as a community of practice. Furthermore, as a student investigator, I am aware of the challenges some of the additional language students in my study could face when voicing thoughts on paper. Kirk & Miller, (2011) state the importance of objectivity in qualitative research. In this qualitative enquiry, objectivity is realised through the acknowledgement of participants in the university as their natural context. My explicit information to the participant that data collected by me as an investigator was for the purpose of this study only was meant to gain trust. I believe that this study could motivate further research. But for the sake of quality, the study itself might not be justifiable for reproduction by other researchers since context; time and issues might not be the same. Taking into consideration my discussion of the issues in this paragraph, I would like to say that, the neutrality of this study came through the empirical exploration of the phenomenon using various instruments for valid data, which had nothing to do with quantification or numbers.

I wish to explain at this point that the theoretical views I have mentioned oriented my exploration of how linguistic influence could impact the socio-cultural interaction as well as the academic advancement of ten first-year English additional language students. My study also tries to understand how these same students reposition themselves in the required clear and concise writing of academia. In other words, I wanted to see how these students comprehend and reconstruct meaning in answers to assignments submitted to lecturers and tutors.

In view of the stance of my study, qualitative research is sensitive to issues of identity, voice, inter-subjectivity and agency. The views in this study, therefore, reflect that of a socially constructed reality that is impossible to compartmentalise or prepared in a laboratory due to the varying perceptions and reaction on issues of meaning and knowledge construction (Ritchie, Lewis, Nicholls & Ormston 2014, p. 12). My reflection is based on the fact that knowledge permeates issues of culture as well as tolerance for what counts as knowledge. In addition, truth is mostly not

absolute and, in some context, it involves feelings and cultural values. The data collected from five isiXhosa and five Afrikaans students indicated a concern when the truth is amalgamated with numeric analysis as a unified truth. Language in the context of this study displays different interpretations from students. Attempts at voice construction in assignments also show little or some or sense of interaction in the written documents.

In my view, the qualitative design of this study resonated with multiple views of reality which is inter-subjectively constructed by agents through language and other semiotic patterns, rather than homogeneous recitalists of reality that is absolute (Stake, 2010). My interaction with students and the lecturers during the data collection process signposted a need for competency in literate English that could enable the first-year students in my study fully engaged in writing. My intention in this study was therefore not to undermine the students in any way. On the contrary, my purpose was to understand these students struggle for eventual intervention. Recommended intervention on these students could be done in ways that could stimulate and reposition already known daily knowledge of these additional language students to intellectual conceptual frames.

According to Creswell, (2003) qualitative inquiry is essential because it enables the use of imagery, and other holistic creativities by the researcher to bring together the voices of the participants and the intellectual process of the research. Likewise, Merriam & Tisdell, (2016, p. 7) state that, contemporary views, value qualitative research as a way of 'giving voice to marginalised people'. In light of this, within the academic literacy course, I based my study on language as a tool of subjectivity in academic writing. I have reasons to believe that this understanding, could make the language of the discipline a constraint or a strength to some additional language. These concerns resonate with my arguments on the need for an exploration into how some first-year English additional language students grapple to construct voice in scholarly writing that indicates membership into the academia. The use of qualitative methods of collecting and analysing data, I am inclined to believe gave voice to the additional language students who might have felt insecure to enlighten me on their understanding of voice in university writing.

The qualitative enquiry was, therefore, to gain an in-depth understanding of the particular group I was interested in, which was ten first-year English additional language students, rather than an arbitrary description of the general student population of the university (Stakes, 1995). This specification resonated with Ritchie, Lewis, Nicholls & Ormston's, (2014) argument that

qualitative research is inherently built within an interpretive and constructivist paradigm in a natural world where knowledge is studied and meanings interpreted. In the context of this study, participants were respected, since I interpreted meanings based on the views of these participants. It is in this theoretical understanding that I set my study within the context of a university.

The qualitative methods of document analysis in the form of assignments or hand-outs from lecturers' and tutors to these university students assumed a particular immediacy and centrality in my study. The field notes further presented me with valued knowledge on the complex role of language in the process of knowing and construction of thoughts. Thus, the desire to get rich unique data that addressed my aims, questions, without an attempt to generalise the phenomenon under study-oriented this study towards qualitative methods. Finally, through exploratory and explanatory procedures of collecting data like in-depth interviews, and document analyses that I have mentioned above, I attempted to understand each of these additional language students' unique reality as well as each lecturer's perceptions on voice and subjectivity in academic writing (Yin, 2014). The above prompted the use of precise techniques that gave the desired outcome that might further open up avenues for future research (Cohen et al, 2012).

The issues I have discussed so far can help characterize my study as a qualitative study that employed precise instruments and techniques during the enquiry. This is to suggest that qualitative methods mostly use words, images, artefacts in the forms of documents and thick descriptions to assess the quality of issues (Cohen, Louis, Manion & Morrison, 2018). Thus, my decision to conduct semi-structured in-depth interviews with five IsiXhosa, 5 Afrikaans students, 2 tutors and 2 lecturers was meant to get an insight into the experiences of these participants.

From the above-discussed perspectives, I hasten to suggest that the underpinnings of qualitative approach made it a meaningful fit for my study as a holistic inquiry. This, I believe is in keeping with the essential nature of the qualitative enquiry, that is interpretive, experiential, and situational, as well as personalistic (Stake, 2010, p. 14). The qualitative methods, therefore, resonated with Stake's, (2010) idea of studying the ongoing ways of professional people and how reasoning is shared within this intellectual community. Hence, in this study, I selected a single case of registered first-year education students who were busy with a professional development degree (B.Ed.). My choice of using English additional language students, then chimes in well with the position that Stake (1995) voices in support of the particular case and the negation of the general student

population. In addition, my position as the investigator who is needed to bring together students' individual ways of doing and the ways things are required to be done in the university as a research site, is consistent with Creswell's (2014) view of the researcher as the main instrument as a valued position in my study. As such, interpretation was crucial since my knowledge of explored issues was used to comprehend the participants' knowledge of how these participants view issues.

From my discussion above, I probed a case of five first-years, isiXhosa first language students and five first-year Afrikaans first language education students at a university in Cape Town, South Africa in this study. In order to have a feel of the pedagogical implication of the phenomenon, I made two lecturers and two tutors also part of the case. Their roles were to give in-depth information on how the phenomenon voice and subjectivity is valued in academic writing of first-year education students studying a four or five-year professional development course. Thus, the case in this study focused on additional language education students and the influence of English on this diverse group of students when expressing voice and subjectivity in academic writing (Merriam, 1988). Therefore, I attempted to identify and explain these students' challenges using specific qualitative techniques for data collection and analysis.

In qualitative design, case studies describe individual situations in-depth for the holistic handling of the specific case, bounded by some unifying factors, without trying to generalize issues (Cohen et al, 2012). I draw on Yin's, (2014) definition of a case study as:

> *An empirical inquiry that investigates a contemporary phenomenon (the case) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clear* (p. 16).

In organising, Yin, (2014) elucidates that, since phenomenon and context are not well distinguished in the scope of the case, procedural features become relevant in a case study. So in explanatory terms,

> *A case study inquiry, handles the technical distinctive situations in which there will be many more variables of interest than data points and as one result; relies on multiple sources of data needing to converge in a triangulating fashion, and as another result and benefits from the prior development of theoretical propositions to guide data collection and analysis* (p.17).

The case study in my context allowed me as a researcher to explore, interpret and describe real-world issues in academia as an attempt to afford a holistic understanding of what necessitated studying. In principle, Stake, (1995) defines an instrumental case as an object that arouses the curiosity of the researcher on participants' (students) challenges as agents of change in the concept of knowledge. The interest in this particular group of registered first-year students was stimulated by the statuses of these students as additional language speakers of English. I explored the perceptions of voice and subjectivity in some first language isiXhosa and Afrikaans students within a literacy course offered by the faculty of education to develop academic literacy in novice students. My aim was to understand how these particular students comprehend and construct meaning within an academic literacy development course when engaging in academic texts (Lillis, & Tuck, 2016).

According to Stake (1995) this type of case is instrumental in that it facilitated my understanding of the phenomenon for achieved study aims. The aim of the study was to precisely reconstruct and describe the important case that gave qualified answers to the research questions and not the character of the participants (students) themselves. I think that this further resonates with the goal of qualitative research, which is to 'rely as much as possible' on the views of the participants within the natural context of the issue under study (Creswell, 2003, p. 3). Thus, through the thoughts and actions of the participants (students) in the case of this study, I obtained the informed consent of how voice and subjectivity play out in some first-year additional language students' writing.

Generally, case studies are either single or multiple, realised through exploratory, explanatory or interpretive ways (Yin, 2018). The case of this study was an exploratory single case that gave me an in-depth understanding of the phenomena in the natural context (the university) of the students. This made the case exploratory and interpretive in nature where data collected through in-depth interviews, documents and field notes needed exploration as well as interpretation for findings. The process of analysis was also descriptive and heuristic to search for recurring themes (Merriam, 2009). Therefore, I decided to analyse data using qualitative methods of discourse analysis and documents for various themes (Flick, 2014).

I believed that the instrumental case that comprised ten first-year EAL education students registered for a four or five-year teaching degree in the faculty of education at the University of

Western Cape will provide viable data for my study. I specifically worked with first-year English additional language (EAL) students registered for a professional development program in the faculty of education, in order to gain in-depth, detailed and unique data that shed light on the challenges experienced by both these diverse students and their lecturers in the literacy progression at entry-level university.

In light of the discussion here, what was key was an exploration of how voice and subjectivity play out in one compulsory module, EDC111, (literacy and numeracy) as a bounded system that introduces these education students into literacy acts (Merriam, 2009). Perceptions on subjectivity in academic writing further surfaced from the interviews with two lecturers of the literacy course and two tutors of this same course. The ten English additional language (EAL) education students were made up of, five home-language (HL) Afrikaans speaking and five HL isiXhosa-speaking enrolled in this program. The lecturers' interviews gave prompts on the scaffolding of voice in academic literacy during teaching and feedbacks of assessments. This process was realised with various qualitative data collection instruments, as in-depth audiotaped interviews, document analysis and field notes during one-on-one interviews on all the participants.

The above-mentioned choice is underpinned by the characteristics of a qualitative case study cited in Merriam, (2009). According to Merriam, (2009, p. 43) a qualitative case study is particularistic, descriptive and heuristic in nature. The case of this study resonates with this characteristic of; particularistic in that, it focused on selected first-year additional language education students, registered for a four-year professional development program, required to study the compulsory literacy and numeracy course of (EDC11) in the faculty of education in a university. Reasons for this particularity is that, within this literacy program, all students are required to respond to assignments in academic writing that show understanding subject matter. However, English the language of the response is not the first language of some of these students, which might influence what these students understand and construct as answers of assignments in writing (Merriam, 2009). I am of the view that the need for research, to understand the struggles of these students is consistent with discussions on inclusive transformations in higher education.

Notwithstanding what I have said above, one more characteristic that underpinned this case was the descriptive nature of the phenomenon under study. The exploration process, one-on-one interviews with the selected group of students gave me an opportunity to understand the audiotaped

information from the students for interpretation to address my study focus (Merriam, 2009). In addition, the interpretation of field notes during interviews and documents helped add a thick description of the students' experiences as well as the lecture's perception of voice and subjectivity in academic writing.

At this juncture, I felt that the heuristic nature of qualitative case study also resonated with the above choice of the case in that the higher education context of my study is within a multilingual context, where the language is key in academic writing. This context necessitated an exploring of individual experiences to understand how some of these students as well as lecturers perceive meaning differently within the demands of knowledge construction and development (Merriam, 2009). Exploring students within their natural setting, the university as a place to acquire knowledge and growth resonates with the value of the qualitative case, which in my context is to capture the complex action of students and their perceptions of voice and subjectivity in academic writing as a response to assignments (Merriam, 2009). The justification of this research dwells in the point that, these additional language students are studying to go and teach in schools populated with diverse learners. Comprehension of what is valid as knowledge is thus invaluable in these contexts, which are mostly multilingual as well as heterogeneous.

The case in this study was the active participation of the selected students (from the functional faculty of education) in the exploration process for me to comprehend voice construction in academic writing. I as the investigator also physically identified with some of the challenges these students might have experienced. As a student, I have and is still experiencing diverse challenges in the course of my intellectual career as an additional language student. Hence drawing on Merriam & Tisdell, (2016), the unique case of registered first-year additional language education students enrolled in a professional development course was meant to understand these students' lived experiences. This is because an understanding of the personal experiences of these students in knowledge construction could minimise stigma where some of these students' thinking can be viewed as irrational in academic writing.

 The rationale of this case made it relevant in its embedded nature within the naturalistic context of an educational setting of academia. The case then deals with real-life issues of understanding as well as knowledge construction. This rationale correlates with arguments that almost all human interactions are infused with issues of cultures and historical background that might be problematic

if ignored (Stake, 1995). The views I have advanced in this chapter made this case focussed, holistic and descriptive of the lived experiences of some additional language students within the proactive context of university training (Merriam, 2009).

Taking into consideration the theoretical choice I have proposed and inspired by a perceptive socio-cultural constructivist epistemology, and ontology of human participants as the unit of analysis in the pre-selected case (Stake, 1995), I have proposed the following main research question for this study:

3.3.1 Research Questions

Main Research Question (MRQ):

1. How does limited English Language Proficiency influence first-year students' ability to construct voice and subjectivity in their academic writing?

I have proposed my sub research questions (SRQ) in the belief that these will help address the main components of my main research question.

Sub Research Questions (SRQ):

i. What are lecturers' perceptions on student's ability to construct voice and subjectivity in academic writing?

ii. What are English additional language (EAL) students' perceptions about their ability to construct voice and subjectivity in academic writing?

iii. What evidence of voice and subjectivity is visible in English additional language (EAL) students' texts?

3.4 Research Site

Historically, the research illustrates a highly problematic space in South African higher education, with its underlying premise being the apartheid regime that intentionally constructed a system of higher education that will serve its ideologies of white minority supremacy over the black majority (Street, 2014; Bunting, 2006). According to Bunting, (2006, p. 45), the apartheid government's objectives in establishing the University of the Western Cape for 'coloured people' were not to educate. To the contrary, the university training in this context was to enforce the socio-economic agendas of the apartheid government. A view which resonates with Wolpe's, (1995) assertions that though established as a higher institution for 'coloured people', the geographical location of the University of the Western Cape made it a factory of human resources mandated for the dominant

system. Notwithstanding this, the University of the Western Cape in 1982 under the leadership of late Professor Jakes Gerwel opened access to black students in defiance of the apartheid government, remarkably with an 'aim to reduce the racial inequality' (Wolpe, 1995, p. 283).

I wish to point out here that, the growth of the university I have mentioned persisted till the 1990s figuratively attracting attention to the University of Western Cape as a place for Africans. Notably, the non-compliance to the suggested academic support programs meant for unprepared students spurred change.

The adaptation of academic development programs that could be a beneficiary to all entry-level students made the University of the Western Cape what the late Professor Jakes Gerwel called 'an intellectual home of the left' (Wolpe, 1995, p. 286). I hasten to indicate that, this rendition of the late Professor Jakes Gerwel is profoundly important to this study. I am particularly intrigued by Wolpe's, (1995, p. 285) view as an interpretation of the programmes that were 'aimed at bridging the gap between the requirements of university studies and the resources the students bring with them'. The continuous interest of the university to include academic programs that could augment the first-year student in their new roles as scholars strengthened the scholarship of the University of the Western Cape. This assumes special relevance as the phenomenon of academic development programs that were aimed at cultivating entry-level students' literacy in this university was incorporated in the higher education policies of post-1994.

In light of the above-stated point(s) the late vice chancellor's restructuring that progressed into the post-1994 government of the African National Congress flourished in the resolutely altered policies on higher education. Such an alteration called for an end to racial enrolment, management as well as administration in order to meet the goals of equity, democratisation, responsiveness and efficiency (Bunting, 2006, p. 52). From the historiography I presented above, the realisation of the goal of linking students' lived experiences with university studies necessitated using certain stringent measures and policy enactments and implementations. In addition, the primacy of academic writing as a demonstration of an understanding of literature, arguments, concepts and claims that clearly justified relevant issues in discourse needed to be applied in ways that edify students.

In the context of this study, the language policy of South Africa came to play by promoting multilingualism (Leibowitz, 2004). The language in education policy also recognized cultural

diversity as a valuable national asset (Department of Basic Education, Act 27 of 2006). In the context of higher education, the revised higher education policy again emphasises languages' role as well as the need for proficiency in the language of learning (Government Gazette, 2018). This emphasis is to safeguard the right of each South African student and provide them with full potential to contribute in the socio-cultural, intellectual, economic and political life of their society (Basic Education, Nov. 2002, https//pmg.org.za/committee-meeting).

According to Leibowitz, (2004), there is a need for research on the ground in South Africa's multilingual context to understand factors that might influence language and literacy. In view of this, the University of the Western Cape has progressed as an intellectual field to research hubs, influencing policies, curriculum change and pedagogical improvement (Leibowitz, 2004). Despite this growth, it is argued that linguistic diversity has made the use of first languages in this previously disadvantaged area as a language of instruction difficult. The University of the Western Cape (UWC) language policy approved in 2003 is meant to foster and nurture cultural diversity guiding institutional language practices in order to further equity, social development, and respect for the multi-heritage of South Africans (UWC, C2003/3). The university also prides itself amongst some of the other universities with a good policy where Afrikaans, English and isiXhosa are supposed to be the official languages of the University. But due to the diverse nature of the student's population in the university which includes international students, English is the language of communication and study (UWC, C2003/3). Thus, though Afrikaans, IsiXhosa, Zulu, Sotho and other South African languages may be used at the primary and sometimes high school level of education, the University of the Western Cape adopts a language policy of English to accommodate diversity and global status (UWC, C2003/3).

It is against the backdrop of the above-stated language status that the transition from high school into university becomes complex, risking alienation when it comes to some diverse students from disadvantaged schooling backgrounds (Boughey, 2008a). According to Ivanic, (1997), the university as a discourse community foregrounds issues of identity that ought to be voiced by the student in their new roles as scholars. In this context academic literacy is complex and the university as a fresh ground requires resourceful lived experiences to negotiate and engage with other voices calls for more attention. This is because, primarily some learners start primary education in their first languages and complete in an additional language experiencing changes in the language of instruction in different phases and schools (Sheik, 2011).

Generally, some first language Afrikaans medium learners encounter English as an additional language in high school. Likewise, learners who have been taught in other African languages experience English in the senior phase as an additional language. Learners at the high school level have mostly spoon-fed information, with a less challenging task that requires them to critically think and use concepts to construct thoughts on paper (Mgqwashu, 2008). This includes additional language students who come from secondary schools that have rarely afford them opportunities to engage in critical writing activities (Dornbrack & Dixon, 2014). On entrance into university, these students are not only required to comprehend lectures and take notes but are required to produce thoughts using discipline-specific vocabulary and concepts (Boughey, 2008).

This is a requirement that sometimes isolates these entry-level students who might be dazed with the demands of academic responses. Research indicates this isolation mostly in additional language students' attempt to engage other writer's thoughts in reflective writing that indicates subjectivity (Boughey, 2008). This argument seems to say that, those who come from non-Anglophone backgrounds do not have a place in the university. This is to suggest that, students who do not come from English speaking or come from a French and other diverse background do not have a place in universities with top educators. For, academic writing is an assembling of scientific language in the form of words that facilitate critical thinking and the construction of knowledge (Government Gazette, 2018). As such academic responses to tasks by students necessitate effective use of the language of the discipline that embodies the scientific knowledge the student is exposed to. Therefore, inability to assign the required response to tasks seems to be an indication of not fitting in, which might justify why additional language students could be perceived not to comprehend this form of knowledge.

Taking into consideration the location of this study, the above-stated deliberations make the escalation of the University of Western Cape from its racial inception to 'a Place of Quality and a place to Grow' (Professor Cecil Adams, 1995) significant. Thus, the University of the Western Cape afforded space for me as a researcher to express my views in ways that the University can take pride as a place for continuous growth and fulfilment. In consistency with the new language in education policy, the language education department's socially-aligned with epistemology and open dialogue research approaches that nurture the accrual of human agency that sustains a non-racist, non-sexist and multilingual South African academe (UWC).

The faculty of education offers various courses to develop the diverse entry-level student population in academic literacy. This study was built on one such literacy academic development programmes that strives to develop education students to be professional teachers in the twenty-first-century educational context that demands critical thinking. The rationale for the choice of the research site resonates with Denzin & Lincoln, (2018)'s argument that the 21st-century society yearns for diversified voices and identity in academia as well as the general society that would value the old as well as new philosophies. Hence the relevance of research in the university setting as sites of development that further links to the greater society become crucial. The reason for this is that within the faculties and departments of various disciplines there are manifestations of real-world activities and individuals' struggle for growth. I wish to argue that a constructive bridging of the sine qua non of university studies and the resources additional language students bring with them could be reinvigorated through a comprehension of voice and subjectivity in academic writing, which this study explores.

3.5   Research Samples/Techniques

Population   **Sample**

Aim
To generate a sample which could afford me understanding on the perception lecturers and students have on the construction of voice and subjectivity in academic writing
To explore the influence of English on the comprehension and construction of voice and subjectivity in the academic writing of additional language first year university students

Technique
I believed that purposive sampling was the most productive sampling to answer the research questions. This was selected from registered students of a B.Ed. program in a university in Cape Town.
Ongoing interpretation of data presented the student participants who voluntarily participated in the study including the lecturers and tutors who helped identify missing voices

Size
The sample size that seemed to adequately answer the research questions until new categories of themes or explanations stop emerging from the data were ten students, two tutors and two lecturers
The time for data collection went over a year due to the fact that the literacy course used runs for six months only during the first semester.

Figure 3.1: The Population Sample and reasons for choosing this specific sample and size.

Actually, qualitative researchers attempt to understand people's experiences within their world context (Stake, 2010). On this ground, my qualitative research requires me to select a group from

97

the general population of interest for specific data that will answer my research questions and address my aims (Yin, 2018). According to Silverman, (2015) a purposive sampling ideally, illustrate the features and setting in which the processes I am interested in occur. Branded as sample, the data is generally classified in two ways: Probability or random sampling. The non-probability sampling refers to a general selection of the participants. My choice of sampling known as non-probability or non-random sampling consists of systematic, convenient and purposive sampling (Mackey & Gass, 2005; Merriam, 2009).

In order to get a good basis to find a response in my interviews, I chose a purposive sampling. The sample consists of ten registered first-year additional language education students studying a B.Ed. professional development degree at a university in the Western Cape (Mackey & Gass, 2005). The sampling was purposive in that I utilised a compulsory literacy program within the faculty of education in which these participants studied to develop their literacy skills, just selected students for substantiation of my study objectives (Newby, 2014). According to Ritchie, Lewis, Nicholls & Ormston, (2014, p. 113) it is a sample that serves the 'purpose' of the subject matter of the study for the representation of diverse opinions of first-year additional language students and their educators. These additional language students are in effect registered students enrolled for a four or five-year extended professional course in Education (B.Ed.) degree. On the one hand, while Mackey & Gass, (2005) critique this method for the possibility of being bias, Stake, (1995) refers to this type of sampling as an intrinsic case that provides unique data.

In order to comprehend issues of voice and subjectivity in writing, I selected additional students in a compulsory academic literacy course (EDC 111) since English is not these students' first language, yet they are required to respond to assignments in writing that show understanding of subject matter. I was, therefore, only interested to learn about this case, these additional language students' general problem of the influence of English on them when they construct voice and subjectivity in academic writing (Stake, 1995).

The first-year professional development programs are facilitated through tutorials taken by tutors after the lectures to the large group. The first-year student population are sub-divided into thirty to fifty students per group so as to ensure quality and effective academic development in students' performance. The diligent process of interviewing tutors provides competent tutors who are

inducted through a process. These tutors are mostly postgraduate students with some level of experience in the discourse of academia.

Participation of the additional language students in my study was through random selection that did not consider gender, age or level of proficiency in English as an additional language of teaching and learning. Individual students from two different tutorial groups made up the single case of my study. The indiscriminate choice was meant to evoke mixed participation (Ritchie, Lewis, Nicholls & Ormston, 2014). The lecturers were the two lecturers of this literacy course between 2018 and 2019. The two tutors were also the tutors of the groups in which these students attended. None of the students was in my tutorial group. This was to minimise the element of bias. I requested permission to tell the students about my project and asked for ten volunteers and their tutors with whom I worked for the whole semester. The choice of ten students, two lecturers and two tutors were to avail specific data, just enough for me to obtain an in-depth and detailed analysis as a portrayal of these specific participants' challenges on the journey of academic literacy (Cohen et al., 2012).

The discussions in this chapter so far were not meant to make any generalised definitions of what first-year students experienced in academic writing. On the contrary, through audiotaped in-depth interviews, field notes and document analysis of a case of ten students, two lecturers and two tutors, I attempted to obtain rich data of each additional language student in my case, which could be instrumental for me to comprehend the issues under study. According to Newby, (2014) this type of inquiry could eventually contribute to action and intervention for change. In the context of this study, the case was instrumental in giving me an in-depth understanding of each student's unique reality through one-on-one audiotaped interviews and the analysis of group assignments as well as some individual assignments as documents.

Table 3.1: Student Participants and their profiles

Participants 10 Students	Areas of Academic writing	Educational background	Home language/ First Language	Gender	First additional Language
Zondi	B.Ed.	Matric	IsiXhosa	Female	English
Nomsa	B.Ed.	Matric	IsiXhosa	Female	English
Nkosi	B.Ed.	Matric	IsiZulu	Male	English
Olwetu	B.Ed.	Matric	IsiXhosa/Sotho	Female	English
Evelyn	B.Ed.	Matric	isiXhosa	Female	English
Jadene Lott	B.Ed.	Matric	Afrikaans	Female	English
Zee	B.Ed.	Matric	Afrikaans	Male	English
Melissa	B.Ed.	Matric	Afrikaans	Female	English
Brad	B.Ed.	Matric	Afrikaans	Male	English
Cloe	B.Ed.	Matric	Afrikaans	Female	English

3.5.1   Students' profiles

3.5.1.1 Zondi

Zondi is a first-year IsiXhosa student from the Eastern Cape who is registered for the B.Ed. four years of education professional teaching decree. She is 23 years of age. Her level of proficiency is not really up to the university standard because, though her teachers were supposed to teach them the subjects in English, oftentimes teachers teach in IsiXhosa for the students to better comprehend content. Her dream is to be a teacher after her degree and make a difference in another learner's lives.

3.5.1.2 Nomsa

Nomsa is also the first-year IsiXhosa student from the Eastern Cape who grew up in Cape Town Khayelitsha. She is registered for the four years B.Ed. professional development course. Her dream is to teach and improve her standard of living and that of her family.

3.5.1.3 Nkosi (Lindelani)

Unlike the first two, Nkosi is from Johannesburg with home language isiZulu. Just like his isiXhosa colleagues, he is also registered in a four-year B.Ed. professional development program in education

3.5.1.4 Olwetu (Tracy)

Olwetu is both Sotho and isiXhosa speaker. She is twenty-seven years old and has been to university before but dropped out due to financial challenges. She came back after doing menial jobs to raise funds and complete her studies. She is registered in the four-year B. Ed professional development program. Her dream is to complete her studies and be of service to her community. She also volunteers as a motivator in the disadvantaged communities around Cape Town.

3.5.1.5 Evelyn

Evelyn is not like the four preceding students. She is 35 years old. She worked for fifteen years after her Matric before coming back to school. She also happens to be a mother of three but is divorced from her husband. Her dream is to complete her studies and look for a job out of South Africa as a teacher. She is isiXhosa first language speaker from the Eastern Cape. Completing her studies will give her an opportunity to work and take her kids who are with her mother-in-law in the Eastern Cape. Unlike the others, she is registered for a five B.Ed. professional development program because she came back to the university after a long time.

3.5.1.6 Cloe

Is a female of about 23 years old from Atlantis in the Western Cape. She was registered for the four-year B.Ed. professional development program in education. Her first language is Afrikaans with English as a first additional language. Her dream is to complete her studies and work for the sustainability of his family since Atlantis has very few opportunities.

3.5.1.7 Jaydene Lott

Jaydene is a first-year B. Ed four-year professional development program student. She is 27 years old. Originally from the West Coast, she now lives in Cape Town. Her first language is Afrikaans and English is her first additional language. Her dream is to complete her studies and make a difference in her life and that of her family.

101

3.5.1.8 Zee

Zee is a male from Atlantis. Just like Cloe his first language is Afrikaans. He is 24 years old and registered for four-year B. Ed professional development program. His dream is to complete his study and work out of Atlantis.

3.5.1.9 Semaai

Semaai is a first-year student registered for the four-year B.Ed. professional development program. She is 24 years old from the Northern Cape. Her first language is Afrikaans and English is her first additional language. Her dream is to complete her studies and go and teach to make a difference in the lives of the learners.

3.5.1.10   Brad

Finally, Brad was a registered first-year B.Ed. professional development student. He is 27 years old and comes from the Northern Cape. He worked for some time after his Matric before coming back to the university. His dream is to complete his studies and work to improve his life and that of his family.

3.5.2   Lecturers' profiles

Table 3.2: The profile of lecturers as participants

2 Lecturers	Gender	Age	Level
MC.	Male	34	PhD Student
Quincy	Female	36	Doctor of Philosophy Language Education

3.5.2.1 Mike

Lectures Educational development course. He was still busy with his Doctorate and was passionate about issues of voice and indigenous knowledge promotion in first-year students' writing.

3.5.2.2 Quincy

Lectures Educational development course. She was a Doctor of philosophy with a specialty on language and literacy. She strongly believes in scaffolding students to the right content knowledge in ways that enhance students to voice personal issues in writing.

Table 3.3: The profile of tutors as participants

2 Tutors	Gender	Age	Level
Sibou	Male	24	Fourth Year B.Ed. degree
Ismail Ive	Male	24	Bachelor in Education (Honours)

3.5.3 Tutors' Profile

3.5.3.1 Sibuo

Tutors Educational development course. He is 23 years old and an honours student in mathematical literacy in the Faculty of Education.

3.5.3.2 Ismail Ive

Tutors Educational development course. He is 24 years old and a fourth-year B.Ed. professional development program student

3.6 Data Collection Instruments/Tools

Data collection is an orderly assembling of evidence for a study through some procedural specialised sources (Yin, 2014). There are many sources like documentation, interviews, observations and physical artefacts. For this study, two sources of evidence were used, in-depth interviews, documentation and field notes from interviews. Each of this qualitative method was used to obtain the relevant data required to answer the research questions and help me as the investigator realise the aims of this study.
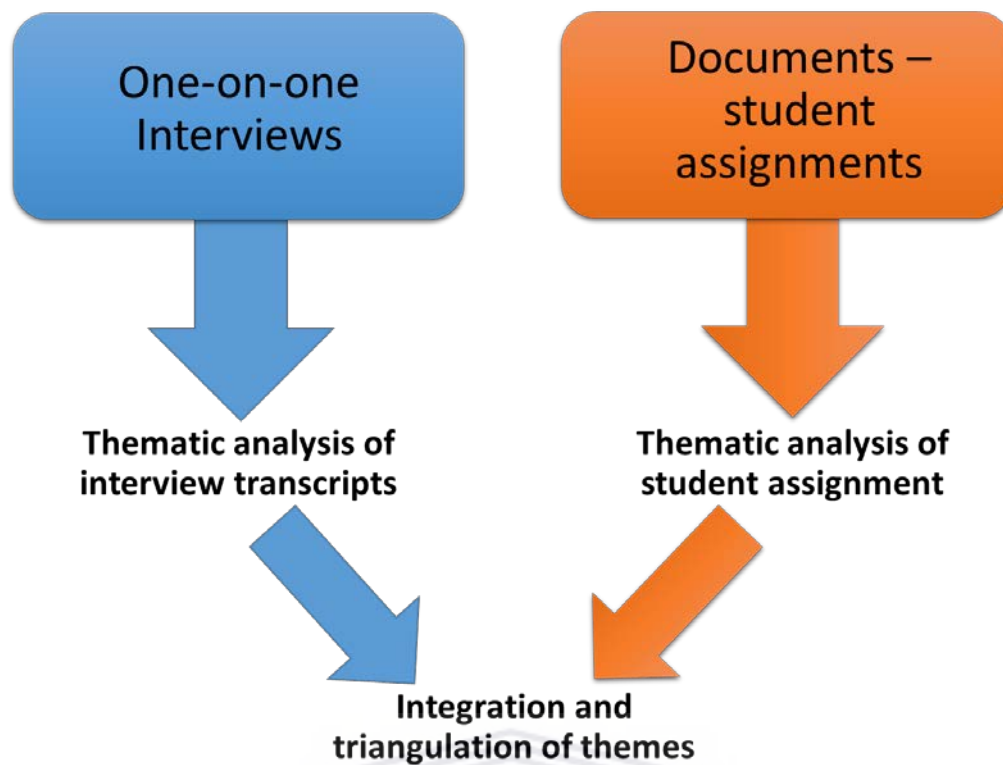
Figure 3.2: Data collection and analysis design

3.6.1   In-depth interviews of students

According to Stake, (2010, p. 95) 'interviews are done to obtain unique information or interpretation held by the person interviewed. This view resonates with the definition of interviews in Denzin & Lincoln, (2018) 'as a face-to-face verbal exchange in which one person, the interviewer attempts to elicit information or expressions of opinions or belief from the other person or persons' (p. 1000). This suggests that the interviews afford the multiple views of the participants that made the case. In the context of my study, semi-structured, in-depth one-on-one audiotaped interviews were conducted with ten students to obtain an in-depth explanation of the students' previous experiences, beliefs, culture and schooling background (Stake, 1995). The face-to-face interviews in this study resonate with the qualitative researchers' claims of these interviews providing a robust midpoint between the participants and the researcher (Ritchie, Lewis, Nicholls, 2014). This created a flexible environment where the participant expressed non-verbal communication cues through the nod of the head or the movement of the hands as a response to some of my statements and questions.

104

According to Denzine & Lincoln, (2018), these forms of interviews could be viewed as dialogues that are more flexible for the issues that might be important to the interviewee (p. 1002). Hence, the purpose of the interviews in this study was to obtain descriptions of student's real-life situation (lived experiences) in order for me to interpret the way voice and subjectivity play out in academic writing (Denzin & Lincoln, 2018, p. 1002). More importantly, the interviews helped positioned me as the researcher in the academic setting, with insider knowledge on the discourse of academic literacy. The interview questions were presented through an interview schedule that gave the prompts for questions that were focused on the phenomenon under study. The semi-structured interview with its open-ended discursive format of the interview questions gave the student participants room to tell their experiences which further assisted to bring up other relevant issues I had overlooked in the course of the study (Thomas, 2013; Yin, 2014). As such, the interview process was conversational and though I originally thought six questions were appropriate for first-year additional language students, I ended up asking more than the planned number of questions. This resonated with Denzin & Lincoln, (2018) arguments that, the premise of the interview is the conversational nature of life which necessitates eliciting responses to diverse understandings in order to educate and emancipate.

Constructivist-interpretive methodology views knowledge as a socially constructed concept through the language of each community alongside other semiotic systems (Merriam, 2009). This is visible through the instruments of interviews, transcriptions and interpretations of information to address the phenomenon in qualitative research. Thus, I did the interviews as a response to students' experiences that could offer me precise information in the natural context of this study. The prominence of in-depth interviewing as a qualitative research inquiry, that used daily conversational techniques to respond to real-life issues of students in a university setting confirmed the case of this study (Flick, et al, 2004). According to Denzin & Lincoln, (2018, p.113) qualitative research interviews are viewed both as instruments and as social practices. Interviews as research instruments refer to,

- What people say is seen primarily as reports, as a resource to study the subject matter
- Analytical focus on lived experience – the "what"
- Secondly, interviews as social practice refers to analytic focus on situated interaction, the "how"
- Paradigmatic examples include discourse and conversational analysis (P. 1013-1014)

105

To further elaborate the above assertions my constructive-interpretive epistemology in this study reckons the use of interviews as the most tolerable means of knowledge production both as instruments and as social practices in my study. My disputation is underpinned by Denzin & Lincoln, (2018, p. 1015) claim that the constructivist researcher "does not know how much of the human memory and the socially mediated nature of talk to treat interview talk as pure, unpolluted reports of experience". Hence, the articulated interviews in this study signposted both individual reports and the versions occasioned by the social context of academia. This resonates with my interest in the conception of voice in academic writing by isiXhosa and Afrikaans additional language students that show an understanding of subject matter in academia.

By way of Creswell's (2003) recommendations research protocol was observed during the interview procedures. The icebreaker was a transition question from high school into a university that set the pace for the student to reposition into the rhetoric of academic writing. The question that followed was a historical background and the language of instruction giving room for the students to bring up other issues that prompted more questions. The interviews allowed me to explore the students one-on-one although I originally intended to do a focus group. While organising the process of the interviews, I discovered that it would be of great significance if I get each student's unique experience rather than in a focus group. This was further influenced by my realisation that some of the students were shy to speak in front of others for fear of a reminder of their incompetence in the English language. The interview process was carried out in the manner as set out below:

- One-on-one interview with each participant at a venue most convenient mostly in a quiet area in the main library.
- Five home language Afrikaans students and five home language isiXhosa students
- Interviews were voice/ audio recorded to avoid the loss of information
- I also took field notes to note students' and lecturers' comportment during the interviews
- First, there was an ice breaker question followed by background question
- Other open-ended questions were then served as pointers for students to allow the flow of information on the focus of voice and subjectivity in academic writing.
- Other questions build-up from the issues raised by these students
- Ethical considerations strictly followed and I as the investigator included a consent form to each participant with a detailed explanation of the area of study and an interview schedule.

106

- I also explicitly explained to the participants that they were free to withdraw if at any point they felt I shifted from the study or they were uncomfortable (Cohen, Louis, Manion & Morrison, 2018).

In addition, I again interviewed two lecturers and two tutors to get their perspectives on how these additional language students construct voice and subjectivity in literacy courses in English as a language of study. As an additional language student, I was no stranger to the research process and therefore, I can attest as an insider investigator to what these students are experiencing as I actively immersed myself through the experiential inquiry. I present below the student interview guide:

3.6.1.1 Students' Interview Question Guide

1. Is English a first or additional language to you?
2. Can you explain your experience on the transition from high school into university now that you are in the first year?
3. What challenges do you face when using English to produce text?
4. Do you understand the notion of voice in writing in the essays you write to submit to tutor your and the lecturer?
5. What position do you take when writing? Do you just write from your own understanding or do you try to engage with other scholars' views when answering written assignments?
6. Do the measures put in place by the university to assist first-year students to benefit you as an isiXhosa home language (HL) speaker?
7. How can an explicit focus on voice assist you as an additional student to develop your writing?
8. If an opportunity was granted to you, what is it that you could change at this level in terms of teaching and learning?
9. Finally, what relevant tools can effectively assist you as a first-year student 'relocate your personal experiences in writing to critically engage with the tutor or lecturer?

3.6.2 In-depth Interviews of tutors

Interviews with tutors were meant to understand these tutors' views on voice and how the same tutors handle the challenges of the various students in assessments. I present below the interview question guide for tutors:

107

3.6.2.1 Tutors' interview Question Guide

1. What method do you use to teach the literacy course in your lectures?
2. Can you explain the method (s) you use for teaching academic literacy in your lectures?
3. When it comes to English (language structure) what are your perspectives on the students' voice construction in writing?
4. What are some challenges that you as a tutor face when teaching and assessing academic literacy course to first-year students?
5. How often do you pay attention to voice and subjectivity when facilitating in the academic literacy course in your lectures?
6. Do all students participate in the group exercises you do during tutorial classes? That is, do they respond and contribute ideas during the presentation?

3.6.3 In-depth Interviews of Lecturers

Interviews on two lecturers gave me room to compare the teaching methods of both lecturers for more understanding of teaching issues of voice in the chosen academic literacy course. I present below the interview question guides for lectures

3.6.3.1 Sample of Interview Question guide with Lecturers

1. In your practice as a literacy course lecturer do you support writing skills that could nurture language awareness in the construction of voice and subjectivity in academic writing?
2. Is the demand for a voice construction in academic writing understood by all first-year students?
3. How do diverse students express voice in their writings especially in essays and in explanation of relevant concepts?
4. Do you as a lecturer notice the influence of English language fluency in the answers of students in the manner in which they express ideas?
5. Which group of students in your opinion experience more challenges in assignment answers to bring out clear answers in clear and coherent discourse?
6. What additional assistance do you think could be given to English additional language students for success in expressing opinions in academic writing?

3.7 Document analysis/Artefacts

According to Merriam, (2009), documents denote a wide range of written, visual, digital and physical material that is of importance for the study (p. 162). In the same token, Denzin & Lincoln, (2018) state that, documents help the researcher to give voice and meaning to the issues under study. The views in the assignments revealed themes in the study and assisted my comprehension of how additional language students construct opinions in writing. The students write two essays as part of the academic literacy course. I selected one of these assigned essays for analysis. These essays were analysed to find patterns of voice construction. In addition, they were meant to provide a first-hand understanding of the skills and challenges the students exhibited and how these challenges were resolved in written answers. Further, I scanned for lecturers' and tutors' feedback on students' marked assignments. This was explicitly examined and analysed for recurring themes and theories that featured as prominent when these additional language students voice ideas in academic writing (Cohen et al., 2012). I again made note of how these EAL students attempt creativity in discourse and to what extent they understood discourse as an imaginary conversation with the lecturers as reader and peers as other writers or audience. I also assessed the rhetoric of the assignments to understand the level of academic repertoire the students possess as linguistic capital.

Yin, (2014) refers to the artwork as physical instruments that could be examined to give a broader perspective of participants' thoughts and understanding of the phenomenon under study. According to Ivanic, (1997), literacy activities construct voice, therefore, an objective view of voice in writing divorces students from academic writing, and discourages critical thinking. In contrast to objective thinking of voice in academic writing, reader-response theory views the text as an analytical site open to a subjective interpretation of meaning to address discipline expectations. As such, students' academic writings and the impression they make in their assignments will be shaped by their "prior social and discoursal history" (Ivanic, 1997, p. 24-25). According to Canagarajah, (2015) artefacts are any reading materials that students use to enhance their understanding of subject matter for voice construction in writing. In analysing the written assignments of students, I attempted to understand if the case in this study understood the need to read scholarly articles to enhance their own voices. I provide below two samples of document analysis. I proposed to bring in more samples in my data analysis chapter:

3.7.1   Sample of Document

My school days it were very different then now. My parents did everything for me and i still complained and had my problems with my parents.

It really were a big a thing for me to get use to my fellow roomates but i am very comfortable now. I have the chance to meet new people and get to know their views in life . And learn new cultures . In school i did not have the opportunities to explore the options. The one thing i learned is to respect and understand people and their views in life.

Sport really does play a major part in our lives and really helps to bring out the spirit inside us. There is a huge difference between university and school when it comes to sport . The intensity is much higher and the spirit is really big on university levels. When i played for my school the mindset were to win but just go out there and have fun also . When we play for our universities the mindset is to win and play more proffesional.

One thing i learned is that you must really belong in university by joining a group or political party . Otherwise you will get lost in the shuffle. When i were on school i could stand on my own and still be noticed but university is way bigger for me to make a difference. I must atleast have some support behind me to make a mark on universty .

Social life plays a big part in transitioning from high school to university. We get to meet more people and there are lot more parties. And i will say again there is no one going to look out for you . It is everyone for himself. Atleast on school level i had my friends watching my back and my parents warning me of going to parties and the results of it.

The big aspect is adjusting from high school to university . Not a lot of people can do that successfully . Because they crack under the pressure . There can be a lot of reasons for that . Mostly because of decision making is not correct. On school level we had our parents to fall back on.

Spending time correctly and being responsible plays is huge success in transitioning from high school to university. The other one is to know your goal and to stay on the track . You control your life so make it count

introduction : 2.5
paragraph : 3
language and style: 2
conclusion : 2.5

10

* Please, note that the first person pronoun is always a capital letter (I)

Figure 3.3: Group 1 assignment of students marked with a lecturer's feedback.

110

I believe

↳Education is the most powerful weapon one can use to live a successful, simple and better life. As we all know that South Africa is still a developing country that affects the Educational standard of the country due to shortage of teachers, resources and financial support. As a result, that delays the South African literacy rate. In this essay I will discuss the reasons for choosing Bed senior phase program, and the contributions I believe I could make in the improvement in South African education.

Firstly, the main reason for choosing Bed senior phase program as my career is because of the passion I have for teaching. Growing up I always knew that teaching was my calling and that I love and care so much for kids. Although I didn't actually know which classes or which age I would like to teach, then as the time went by, I realized that senior phase program will be best for me because it consist of young people reaching their teenage stage, for example when kids that stage they get confused and end up making bad decisions, putting their lives and studies at risk because of less knowledge and that needs not just any teacher but someone with passion to handle such people.

This is — *avoid long sentence*

Secondly, I would like to be a teacher because I have patience, which will consequently assist children reach their goals. I know many people do that teaching for their self-benefits which is quietly bad for education. Then I decided for the that I can tolerate or handle children with good or bad behavior, which is what is needed for this program. There are types of learners such as slow, hardworking and fast learners which need to be attended in different ways, so they can all understand and be clear about the lesson and need someone patient.

Thirdly, continuous learning is another reason for me choosing senior phase program. For the fact that senior phase learners are kids reaching their adult stage and trying to reach their goals. I would like to play a vital role by helping them to expand in skills and skill sets through learning and increase their knowledge about life, as they will be facing life changes meaning they will need to adapt personal and professional skills for them to make it life. For example, as kids they need academic and personal guidance.

Furthermore

And also, quality of education is one in many reasons for me choosing the Bed senior phase program, because more children will be well trained and skilled on how to behave and work hard in their studies and therefore that boosts the qualities of education as a result there will be an increase in the rate of literate people that will be future teachers and transfer knowledge into other children. Therefore, I would be so pleased knowing that I had enlightened some kids to see life in a positive way.

Teaching qualification is the most important reason that keeps me going on this choice that I have made to become a teacher, because I believe that by teaching those teenagers will not only help them fulfil their dreams and improve the quality of education but will also help me gain strategies and skills of being a good and an effective teacher. For example, dealing with teenagers is a challenge, I remember when I was doing grade 8, I would yell and laugh while the educator is in front of me giving me a key to life. Which will help me reach my goals. It's

Figure 3.4: Group 2 assignment of students with a lecturer's feedback.

3.8   Data analysis method

In my data analyses, I used the lens of literacy as a social practice where themes emerging from interviews showed to what extent students saw themselves as victims or actively engaged in the process of obtaining and sharing knowledge. This resonated with the theoretical lens of constructive-interpretive epistemology of constructed knowledge through lived experiences. All data collected above was analysed to understand the interpretations of subject matter and the

emergence of themes. Cohen et al., (2012) see the process of analysis as giving meaning to the first impression that links to relevant theories in the field of study. First, data from the interviews were transcribed, coded and analysed using the thematic approach to understand how students position themselves at entry-level and their conception of voice in academic writing. Furthermore, the main research question and the three sub-questions guided the analyses. All written material from field notes during interviews to student's written work was analysed for further answers to the research questions, which highlight the conceptual framework of literacy as a social practice. A detailed content analysis of interviews and documents was done for emerging themes.

Primarily, I was trying to understand how students position themselves with their writing and their talk as well as how they can articulate their own subjectivity and voice. I attempted an explicit analysis of my three research questions as a source of data, and how each set of data was analysed, (Cohen et al, 2012). The rationale was to check interpretations with research subjects, as to demonstrate reflexivity, as I collected data for credibility, to provide a rich resourceful and consistent account.

These questions dictate the design of this study

Table 3.4: Summary of the Data Collection Plan

Research Question	Participants	Methods of data collection	Instruments of Collecting Data	Methods of data analysis
MRQ How does limited English Language Proficiency influence first-year students' ability to construct voice and subjectivity in their academic writing?	● Ten Students, ● Two tutors ● Two lecturers	● Interviews ● Document Analysis ● Students assignments ● Assignment topics (student writing)	• Semi-structured interview guide • Document analyses schedule: • Criteria for document analyses: • Assessment criteria, Topic of Assignments	• Thematic analysis: • Schedule, Key points are • Subjectivity and voice. • What are the stages of writing that are engaged? • Is it a process Approach? • What are the assessment criteria?
SRQ 1 What is lecturers' perceptions on students' ability to construct voice and subjectivity in academic writing?	• Lecturers • Tutors • Students	• Interviews • Face-to-face • One-on-one	• Three types of interviews scheduled relevant to participants	• Content analysis: Transcribing, coding, categorising

112

SRQ 2 What are EAL students' perceptions about their ability to construct voice and subjectivity in academic writing?	• Students	• Thematic analysis of document: workbook, course reader, assignment topics	• Schedule for Interview guide: • Face-to-face • One-on-one	• Identify themes and categories from historical information and interview notes.
SRQ 3 What evidence of voice and subjectivity is visible in students' texts?	• Students' Essays	• Document Analysis	• Some individual assignments and group assignments with lecturer or Tutor's feedback. • Field notes during interviews and my personal journal.	• Text analysis of both transcribed interviews, interview notes and assignments.

(Cresswell, 2010)

3.9   My Role as a Researcher

According to Cresswell, (2010) the researcher's role is to comprehend the participants in the context of the inquiry. For Stake, (1995) I am positioned to assume more than one role. For example, a teacher, that enlightens my readership through the information I generate. An advocate, an evaluator, and an agent of new interpretations, of new perceptions and new ideas (p. 92-99). This suggests that though I as researcher need to be able to identify prejudices, I should sometimes point the readership towards a belief for effortless reading. However, Norman & Denzin, (2018, p. 52) argue that, in a qualitative research process, "every researcher speaks from a distinctive interpretive community which configures in its special way the multicultural, gendered components of the research act". This is to suggest that, my personal background as an additional language student, an African woman is very important in the processes of data collection, analysis and interpretations of the findings. In addition, my status as a non-South African, mother, wife and student were fused into my experiences during this research process and somehow influenced my knowledge of reality Stake, (1995, p. 100).

Generally, I feel like an insider investigator because my struggles on issues of academic writing made me consider this topic. After coming back into academia some years after my degree and my professional teaching diploma, I felt like an alien when I was asked to write a research proposal as part of my honours program. Encouraged by my then lecturer Michelle Van Heerden, I felt that it could be relevant if I explored challenges entry-level students face on the transition from high school into university. I believed that this exploration might lead to an intervention that could improve success, progression and timely completion of maybe not only additional language students but some students who might struggle with issues of voice on paper.

113

Gaining permission to the University of the Western Cape as my research site was not a huge challenge since I am already a student of this institution. On completion of my research proposal, I had to indicate that, my study had no potential human risk for the ethical consideration of permission to the ethical committee of the university. My experience as a second language student might interfere with certain judgement because in most of the interviews I identified myself with some of the students. The research site was chosen because I wanted to understand how the student participants experience the issue under study at the university. However, there were challenges getting selected students to fully participate in this study and two of my participants dropped out after the interview was scheduled. In an attempt to add two other students, I later discovered they were isiZulu and Sesotho speakers. This turned out as a strength because in the process of the interview I discovered these students shared common challenges with the IsiXhosa as well as Afrikaans students. All the Afrikaans participants were first language Afrikaans users but for the fact that the Afrikaans they spoke varied from place to place. For example, the Afrikaans spoke I the Northern Cape was different from that in Atlantis (Creswell, 2014). According to Creswell, (2003) the researcher in this context is the main instrument since he or she interpret and analyse what the participants say.

Based on the above considerations, I as a researcher through qualitative methods of interviews and document analysis learned to find meaning from the participants about their own lives. However, I was to an extent also neutral for these were registered first-year education students with limited awareness of the shared intellectual dialogue (Creswell, 2003). The relevance of the instruments of data collection in my study illustrates the systematic qualitative research process that explored first-year Education additional language students in their academic roles as novice scholars.

In exploring reasons, opinions and what motivated first-year English additional language students or challenged them when expressing voice and subjectivity in academic writing, I, might have brought my own history and cultural experiences as an additional language student. As such, my lived experiences might also have been expressed during my interpretations of what was viewed, read, heard or comprehended during interviews, document analysis and field notes (Arthur, et al, 2012). Needless to mention that, the qualitative methods helped me as a researcher to discuss, describe and tell the meanings of specific issues, rather than explaining or predicting student's behaviour for generalisation (Newby, 2014). All in all, the constructivist-interpretive approach of

my study fortified the centrality of my role as an "interpreter and gatherer of interpretations" (Stake, 1995. p. 99). Deep-rooted in my process of data collection that signposted a collaborative, inter-subjective non-conventional constructivist process of knowledge creation. Through subjective actions, that could enlighten and encourage the growth of competency, my study enabled sensibleness, for socialising and freedom for the student participants.

3.10   Ethics

Denzin & Lincoln, (2018) assess qualitative research to be more ethical on issues of value, empathy, and appraisal than quantitative research. This is feasible through one-one-one conversational interviews format which hones response to issues that could edify as well as emancipate individuals (students in this context). To clarify the objective behind the voice in writing, I made the students understand that, by narrating and expressing our experiences we can develop greater self-awareness about our own literacy backgrounds and understand the influence of the articles and other materials that we read as to develop own writing. This made one of the students to ask me to re-play her interview which I did with her. She was elated and decided that she would try to always tape her part of the presentations when they do group work. I followed all ethical procedures and made sure that in each and every interview I informed the students of their right to withdraw.

To illustrate the above, my study observed the following ethical considerations by (Ritchie, Lewis, Nicholls & Ormston, (2014)

- This study was ethically cleared and no unreasonable demands were made on the student participants
- All the participants signed an informed consent form and were not pressurised
- The participants of this study volunteered out of their own free will to participate and share their thoughts
- There was no human risk or harm involved to participants as all interviews were performed during the day, on the university premises at the convenience of the participants
- Before each interview, I explained to the participants that, instead of their real names, pseudonyms will be used for confidentiality and anonymity, which is what I did so long in this chapter (Ritchie, Lewis, Nicholls & Ormston, 2014, p. 78).

Furthermore, my study was never disruptive of the students' study as I met them at their convenient time and place, although all the interviews took place on the university campus.

Some limitations in exercising some ethical consideration came at the level of one-on-one interactions with the students who sometimes felt uncomfortable expressing their thoughts in English. But, this gave me an opportunity to motivate them through verbal and non-verbal cues to tell their stories even though some struggled to express their viewpoint.

3.11   Reliability

In general, view of reliability for the value of generality in research has been contested by constructivist with arguments of a multiple reality which might be impossible to capture for replication due to context and time (Ritchie, Lewis, Nicholls & Ormston, 2014).

3.12   Voice and Validity

According to Denzin & Lincoln, (2018, p. 245) "voice is a multi-layered problem due to its varying meaning to different researchers. In the context of this study validating issues of voice and subjectivity was complex since I as a researcher used language and other cues to bring out the participants voice. For though the additional language students spoke for themselves in the process of interviews, the same study done by another researcher, at a different time and context might not interpret the views of the participants the same. Therefore, though Denzin & Lincoln, (2018, p. 239) claim that validity could be feasible through triangulation or the interpretive process, they again argue that this validity is only effective when all participants voices in the inquiry process are fairly represented in the texts. Validity seems embedded in the ethical process because, 'the ways in which I as the researcher know is tied up with my relationships with the research participants' (Denzin & Lincoln, 2018, p. 244). Therefore, the positioning, voices of the participants together with my interpretations and judgements express the multi-voices in this study which might be impossible as one truth (Denzin & Lincoln, 2018, p. 245). Through triangulation of the interpretations of interviews, the themes from documents and the analysis of notes taken during fieldwork, recurring themes showed a multi-voiced perception of meaning and knowledge construction (Denzin, 2012).

3.13   Reflexivity

Denzin & Lincoln, (2018, p. 246) defines reflexivity as "the process of reflecting critically on the self as researcher". I as the human instrument that collected data through a systematic process, analysed and coupled the interpretations altogether. In qualitative research, reflexivity challenges the subjectivity of the researcher as an active participant in the enquiry process. Thus, in the same

116

way entry-level students are required to reposition from their beliefs, backgrounds and values, the researchers fill different positions and eventually voice out the process and findings of research for reading and evaluation.

Although my study got delayed due to my personal challenges, the notebook I kept during my research process served as guidance to complete the research journey. Challenges along my research journey resonated with Denzin & Lincoln, (2018, p. 247)'s argument that multiple identities created during the research process could be problematic as most of the times, I experienced presentation challenges where I was not sure which voice to present. Yet qualitative enquiry requires the researcher to question himself/herself and fairly present the voices, beliefs and perceptions of all the participants (Creswell, 2003).

During the interview process, the views of the isiXhosa and Afrikaans additional language students made me continue reading on how to better present these challenges for comprehension. The issues of voice in first-year additional language education student brought out multiple selves in me sometimes as a tutor in the university who needed more experience to be able to enlighten these students to succeed as teachers. I discovered that I could not fix my study to perfection, or else I will never complete this study. It is probable to indicate that, in the process of exploring voice and subjectivity in academic writing of first-year isiXhosa and Afrikaans additional students, I went through the same process of trying just like these students to voice out thoughts in my context as an understanding of subject matter. Therefore, I presented multiple selves as a novice student, a researcher and an interpreter and presenter of other's voices (Denzin & Lincoln, 2018).

3.14   Conclusion

This chapter presented the theoretical underpinnings of the constructive-interpretive methodology through which I conducted a qualitative case study to explore the influence of English on additional language students' construction of voice and subjectivity in academic writing.
As indicated in the body of this chapter the interviews were conducted in English since I could not speak any of the languages of the participants. The interview process gave room to the students to tell their stories as part of the reality in the natural setting of the university. The marked assignments of the students that served as documents enlightened me of the breach between what is mostly required in assignments and what some additional language think.

I will present the data I collected in the next chapter, wherein I propose to analyse the qualitative data by using the analysis methods mentioned elsewhere in this chapter.

118

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1   Introduction

In my previous chapter, I presented and discussed my research methodology, which focused on my choice of design, sampling techniques and the instruments to be used for collecting the raw data. In this chapter, I present the raw data collected from various sources so as to link my main and sub research questions with my findings (Cohen & Morrison, 2018, p. 644). This, I believe will help me lay the groundwork for discussion in chapter five. According to Merriam & Tisdell, (2015, p. 203) my goal in analysing this data is to make sense out of the raw data and find answers to my research questions. In order to realise this objective, I am required to merge, summarize, understand intentions, describe, interpret and generate themes based on what I have heard or read from my participants.

Flick, (2013) defines qualitative data analysis as,

The classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it (p. 5).

To Stake, (1995),

Analysis is a matter of giving meanings to first impressions as well as to final compilation, meaning taking something apart (p. 71).

In light of this, my choice of design permitted me to take my interviews and documents apart in order to sort, edit and code relevant data strands chronologically. This action was to allow me to present the relevant strands in categories or themes for comprehensiveness. Therefore, I have also based this action in keeping with Merriam's characterization, (2009, p. 203) according to which my case should be seen as 'an intensive, holistic description and analysis of a single, bounded unit'. Hence, the data of the single case of this study was obtained through a natural daily conversational process of interviews, notes taken during these interviews and marked assignments of students as documents analysis.

For the purposes of verification, information and putting data together, I have made a Case Study Database with the selected strands of the raw data (Yin, 2018, p. 201). In my view, understanding the perspectives of some English additional language students and their educators in the interpretation and construction of meaning in academic writing could minimise misconceptions

119

and accommodate new ways of knowing. The qualitative nature of my study has yielded data that is not statistical, yet this data is highly valued in that, I "seek data that represent personal experiences in particular situation" (Stake, 2010, p. 88). I then interpret these experiences to create an understanding of my readership that shows how things work or might not work in my context. The study is also non-racist, not so conventional, it is inter-subjective, it is collaborative, and therefore it is a kind of discourse which need not obey the conventions of academic discourse.

In order for the collected data to make sense and reflect the meanings expressed by the participants, I have done an in-depth analysis as to explain the cultural, social structures, meanings, context and influences (Cohen, Manion, & Morrison, 2007, p. 461). Therefore, in the context of my study, meaning-making could equally refer to subjective signs manifested by some additional language students as a means to understand subject matter or the meanings conventionally required by the scholarly fraternity.

I hasten to indicate that, the instruments I have used to collect the data of this case study yielded an enormous quantum of data that appears to show congruencies when brought together. Therefore, due to limited space, I have decided to make a rigorous choice of data strands that I include here for presentation and analysis. This in practice means I have included larger samples of this raw data in the appendix. The research questions presented in chapter one guide my data presentation and what it says.

Main Research Question (MRQ):

How does limited English Language Proficiency influence first-year students' ability to construct voice and subjectivity in their academic writing?

Sub Research Questions (SRQ):

  i.   What are lecturers' perceptions on students' ability to construct voice and subjectivity in academic writing?

 ii.   What are English additional language (EAL) students' perceptions about their ability to construct voice and subjectivity in academic writing?

iii.   What evidence of voice and subjectivity is visible in English additional language (EAL) students' texts?

On this account, the data stands I present in this section were constructed during face to face one-on-one in-depth audio-taped interviews with the fourteen participants of this case. Strands from

field notes taken during the process of my research and document analysis from marked assignments of the students also form part of my data presented here. For the ease of reference and understanding by my readership, I present the data under the following themes:

1. Academic writing as a dialogue or discussion in the intellectual domain requires a shift in both linguistic and awareness of context.

2. Pedagogical scaffolds by lecturers and tutors of additional language students on how to relocate personal knowledge and reconstruct voice in academic writing in proactive scholarly positions.

3. Academic writing as an inclusive tool that emancipates and gives a sense of self-worth in a diverse intellectual conversation.

4. A sociocultural perspective of voice and subjectivity that displays diverse students' lived experiences in writing that accommodate inclusivity and diversity of the student population in this context.

I collected invaluable data from five first year Afrikaans B Ed students and five isiXhosa B Ed students in the literacy course EDC 111. Two lectures of the same course and two tutors also yielded this invaluable data. At the time of collecting data, the student participants belonged to different tutorial groups of either twenty-five or thirty as part of the development program. My purposive sampling of these ten additional language students out of almost three or four-hundred students, their two tutors out of five and their two lecturers was meant to enlighten me on issues of voice in academic writing of first-year education students at that time. Based on the ethical considerations of Denzin & Lincoln, (2018) I approached the tutors in their tutorial venues, introduced myself and asked for the student volunteers. For the purpose of gathering more information on the students, I worked with the tutors of the student participants who voluntarily worked with me. I then approached the lecturers of the literacy course who also voluntarily accepted to work with me. I worked with two lecturers in order to gather unique pedagogic information.

The rationale for presenting raw data strands is meant to augment its credibility and its capacity for generating confirmatory support for the central tenets of my study, which I believe is an equivalence of validity. This is because I understand that, though I need to give clarity to the chunks of data presented, there is a need for raw data that ensures each participant in the various situations (Denzin Lincoln, 2018, p. 649). Apart from that being a validity check, I must confess the need of the participants' voices in a study that deals with issues of voice and subjectivity in

academic writing. Hence the need to take on board what participants themselves say and write could be highly valued.

4.2 Demographic Presentation of Sampling and Coding

The study included fourteen participants in a one-on-one interview. Student participants as indicated above were enrolled in a four or five-year professional development course registered in the first year B. Ed in the Faculty of Education at the University of the Western Cape. These students were also English additional language students. Of the five Afrikaans students three were females and two males. All of them had been schooled until their high school completion in Afrikaans. Of the five IsiXhosa students four were females and one male for whom IsiXhosa was their first language. One of the IsiXhosa students were taught in English from grade 8, who was fluent in spoken English but experienced challenges when presenting ideas on paper. The other four IsiXhosa students went to Township schools and high schools where they were mostly taught in IsiXhosa. Most of the interviews were done in the main library of the university as it was a convenient and comfortable place for the students.

The two lecturers were male and female. The male lecturer was a PhD student and the female lecturer was a Doctor of Philosophy in Language Education presently lecturing the literacy course EDC 111 and another literacy course at the faculty of education. I conducted one-on-one interviews with each of the lecturers. The Lecturers interviews took place at the comfort of their offices. This was to ensure a relaxed and comfortable environment for educators.

One of the two tutors was an isiXhosa first language speaker and the other one Afrikaans first language speaker. I purposely made this selection to have first-hand information from the tutors themselves since I do not speak any of the additional languages. The tutors were to act as tutors for the EDC 111 literacy course for one semester only.

Again, the documents came from the student participants who either worked in groups or alone.

This summary of the participants is to guide the readers into the data. In order to enhance the presentational clarity and focus, I have coded the data as follows:

I refer to myself as the **Researcher** = **R**

The two lecturers as, **Lecturer 1** = **Lec. 1**

Lecturer 2 = **Lec. 2**

122

The two tutors as, **Tutor 1** = **T1**

Tutor 2 = **T2**

The five Afrikaans students are coded as;

= **Cloe 1stAS**

= **Zee 2ndAS**

= **Jaydene 3rdAS**

= **Brad 4thAS**

= **Melissa 5thAS**

The five isiXhosa students are coded as;

= **Zondi 1st KS**

= **Nomsa 2ndKS**

= **Evelyn 3rd KS**

= **Olwetu 4thKS**

= **Nkosi 5thKS**

Signs of a cognitive shift in language for efficient writing that clearly communicates ideas are daunting, especially in the context of additional language speakers. Yet, for some conventional pedagogy, language is basically a neutral value-free means of communication. Fienegan, (2014) argues that the written part of language might be lacking in a portrayal of language as a system of communication that consists of spoken and written sounds. This is to suggest that, contexts like that of my study do not merely require students to describe and discuss issues. On the contrary, the written words are meant to achieve precise intentions. It is therefore in sync with this understanding that my study foregrounds Canagarajah (1999) assertion of language as an "ideologically-loaded" (p. 29) system of communication that serves individuals' sense of reality and subjectivity. However, research indicates the dominance of English as a language of instruction in most contexts, irrespective of an eminent difference in signs when placed in diverse contexts like that of my study (Alexander, 2004).

Owing to the linguistic hybridity in universities in my South African contexts, some additional language students might have been limited by the vocabulary that could enable these students construct voice, subjectivity and a sense of self in academic writing. This limitation might be worth mentioning given that, the language of teaching and learning in the university encompasses the

values, cultures and the accrued knowledge of that institution. My focus then is supported by empirical evidence in language education and second language acquisition theories that show a neuro-diversity in language (Amstrong, 2011). In view of the arguments I have signposted, critical pedagogies see language in discourse as value-laden artefacts (Canagarajah, 1999).

There is, therefore, increasing concern that some additional language students are being disadvantaged when expressing opinions in academic writing. As such, the language in this study served as a comfortable means of constructing participants' views during the interviewing process. The discussion process revealed how speaking or writing could be intimidating when one is not proficient in the language of communication. Moreover, Some Afrikaans and isiXhosa speaking students appeared to be enveloped in the way they studied writing in high school. In my attempt to make the student participants comfortable, I realised that these students have mostly attended Afrikaans or isiXhosa schooling half of their lives making them vulnerable when they are required to study in English, which they view as a language of discomfort. For the purpose of in-depth analysis, valuable chunks of data strands from all the student participants were used. Transcribed interviews signposted challenges that ranged from, structuring, to comprehension to presentation of ideas on paper. By the same token, my rudimentary analysis featured deep feelings of students stating that their incompetence in written English seemed to them, a deprivation of voice and an identity in academic discourse.

By the same token, the two lecturers and the two tutors detailed some of the conversation's students have had with them when these students are not awarded good marks due to inconsistencies or incoherent written pieces they thought that they wrote well. The interpretive/constructivist paradigm used to collect the data is also used to interpret meanings in the analysis. I present the following data from Interviews.

4.3   Interview Data from Afrikaans Students.

For the purpose of maintaining a certain degree of consistency in my focus, I find it necessary for understanding to state the questions in some areas so that the reader can understand.

R: So, in that regard, what do you think changed in terms of study?

Cloe 1stAS: It is the workload and nature of the writing. In school you could just write an essay without referencing. Here you must do a research if you do an essay or an assignment. Eh like we did in school, I know I did it. In high school we just go to Wikipedia, then we will

124

copy the whole Wikipedia in our essay. But here in university you can't do that. You must
get the declaration.

Here **Cloe 1st AS** expresses a lack of awareness of context when she entered the university.
When I inquired why she is worried about the declaration of plagiarism she had this to say:

Cloe 1stAS: But in high school, we didn't. The workload. Eh I am going to say the
vocabulary become at a higher standard than the one we use in School. For me who is
Afrikaans speaking is, for me it's terrible to speak English. And the English where I school
is a lower level. And at university now it's a higher level.

Again, when I asked….

R: What challenges are you facing this year when learning, especially reading and
writing in terms of English as a language?

Cloe expressed this sentiment when I asked the challenges, she is facing due to the
linguistic shift to English.

Cloe 1st AS: Coming from Afrikaans medium of learning it is a huge adjustment. I have
to adjust in English and in at school, it was easy for me to explain myself in Afrikaans.
But now I am in an English university I see its better one is sitting at the back. So that
when the lecturer asks questions we won't answer. Because I am scared to make a fool
of myself. Because I can't speak. Not that I can't speak but the way I speak English isn't
the standard that we must have in university. So, I won't answer or ask. Sometimes I
know the answer but it's harder to explain myself in English so I won't answer. As I
said, there are certain terminology that the lecturers especially use. Sometimes, Like I
am a Geography student. The terminology. They say the word and okay what is that?
Did I do it in school? Then maybe the lecturer starts to explain, oh! That. Then I think
about the advance word, then it that that the lecturer is talking about. Like the
terminology make you think that you are stupid because you don't know the terms the
lecturer or the tutor is using in English. So, you think you don't understand the word,
but actually, you do. This if it is Afrikaans that I speak I could understand it properly.
(03/05/2018)

This Afrikaans student indicated that, when she was in high school, their English language teacher
taught them in Afrikaans because she wanted them to be comfortable in the language of learning.
She further indicated that being in university felt to them like an alien place where they have been

125

left to fend for themselves. As such, **Cloe 1st AS** from Atlantis led me understand that many students get a fright when they hear the medium of instruction in most of the universities is English. In the same token, another Afrikaans student **Zee 2nd AS** voiced the same feelings when it came to structuring and grammar in academic writing in these words;

> You don't know when to write is and when to write are (grammar rules) because and it's really confusing and your sentence structure and all those stuffs. And you think in Afrikaans and the obviously you will directly translate it which will make it wrong. And then the tutors most of the time, especially the lecturers, they don't' think of…wait let me see from which place this child is coming from. Eh maybe grew up in Afrikaans or maybe grew up in Xhosa so there would be slight differences, so let me just quickly look at the background stuff first. They don't do that so they just assume that as a student you have to know it because your medium here is English and so, I think, they just think that we need to know English. On a on a high standard (03/05/2018).

These strong sentiments from the student are filled with feelings of frustration, intimidation, and doubt. Furthermore, another Afrikaans student I interviewed expressed similar sentiments coming from a high school system wherein he was also taught English in Afrikaans because the teachers wanted them to understand. This what **Jaydene 3rd AS** said;

Jaydene 3rdAS: And also, what happens is that all the English teacher is sometimes Afrikaans. So, they don't speak a lot of English with you in class. Then you come at university, then you struggle.

R: Okay when you say the English teacher is Afrikaans, you mean that, instead of teaching you English, the teacher uses Afrikaans to teach you English?

Jaydene 3rdAS: Yes, they sometimes speak in Afrikaans to express themselves better (21/05/2019)

This same information also came from the fourth Afrikaans student who said that in the high school where she came from all her subjects were in Afrikaans. The only subject she had in English was the English language. The English language was also taught in Afrikaans as expressed by Melissa another Afrikaans student

R: So, every subject was in Afrikaans?

126

Melissa 5ᵗʰAS: Yes, in Afrikaans except for English for second language learners.

R: Oh Okay. And now you are studying in an English medium university where everything is English? In that regards is the academic English a challenge?

Mellissa 5ᵗʰAS: A big big challenge. Very challenging. I feel like we weren't expose that much on school to English as it on university campus. So, it's quite difficult if you come from a background like mine Afrikaans. (Laughs) my expectations, I didn't even think that it was gonna be, especially writing essays and stuff. It's quite difficult. I feel like I'm not given the opportunity to, to do my best, when doing things like that. How can I say, I wanna explain it in the most comfortable way I can, but because I really struggle with English and I don't fully understand the **grammar** rules? It is quite difficult.

Again, in the same vein, as stated above, **Brad 4ᵗʰAS** enlightened me as the researcher that, he is not only first language Afrikaans he actually speaks what is considered lower 'Kaps' and studied in the Eastern Cape in Afrikaans.

Brad 4ᵗʰ AS: For me, it is very complicated because I, my home language which is Afrikaans, so now I have to, I already think in Afrikaans, now I need to transcribe my sentences in English, so now, sometimes my word-formation, eh don't make sense, but when I go through, through re-work, then I will, I will get the right eh formation of my sentences. But for me well, it is very difficult. Eh, because my first language, because I am from the Northern Cape

R: Okay.

Brad 4ᵗʰ AS: So now we normally speak em, em Afrikaans, but the plat Afrikaans and in my Afrikaans, there is also a blare, like the r, r, r, I can't pronounce the r very properly, but I think it is genetically inborn in my genes, eh eh, from my family.

R: Okay, so is English as a language of teaching in the university, is it having any impact on you?

Brad 4ᵗʰ AS: It, it, it have, surely it have. It got an impact for me surely as a first-year student sure particularly because what we were taught em in high school is just to to the the verbs, nouns, pronouns, adjectives, that type of thing. But now in the English when you write essays, you need to construct, you need to analyse, and that is a much deeper. I already have the obstacle of, of of that English because I have limited em English in my vocabulary, already. So now it is a bit difficult for me. But I think with

127

em a lot of reading, I will over overcome my fear or I will overcome the obstacle that I am currently facing. (22/05/2019) 12:30 in the library foyer)

At this point, I Present **IsiXhosa** students' interviews that showed commonalities with the same language as the Afrikaans students. I begin with Zondi who expressed the following views:

Zondi 1ˢᵗ KS: It's isiXhosa

R: Okay. Zondi, what is your additional language?

Zondi 1ˢᵗ KS: It's English

R: When did you start studying in English?

Zondi 1ˢᵗ KS: Actually, eh eh we started eh eh at we call it call it junior eh eh junior school in Eastern Cape and

I realised that, although Zondi struggled to articulate in speech, she had improved when it comes to writing. To add to this another isiXhosa student **Nomsa 2ⁿᵈKS** had this to say regarding teaching in high school.

Nomsa 2ⁿᵈ KS: And then in our high school, like English, the subject English was the only subject that were taught in English. All the other subjects, like life orientation and life sciences teachers use to explain these subjects in our own language isiXhosa. That is how we understood it (these subjects).

R: Okay isiXhosa? So, is the teaching in the English part of the challenge?

Nomsa 2ⁿᵈ KS: Ya, because some teachers like their accent, accent, like they speak faster, then or even like the way they pronounce words.

Also, this isiXhosa student expressed a similar sentiment in the words as presented below:

Evelyn 3ʳᵈ KS: English is my second language so I am a bit slow because I need to internalise what I read or listen before I can be able to answer any written task. And sometimes I am not sure if what I have written is good enough for the lecturer or the tutor, I have expressed my opinion in English (12/04/2019)

This isiZulu student now studying in Cape Town had this to say. Though he volunteered as an isiXhosa, student, he made me to understand that, although he speaks isiXhosa he was schooled in

isiZulu in Johannesburg. His challenges were not different. In fact, they were exactly similar to those of the first language isiXhosa students.

> **Nkosi 5ᵗʰKS:** From school usually, I was taught in isiZulu
>
> **R:** That is from grade R to Grade 12?
>
> **Nkosi 5ᵗʰKS:** Yes, from grade R to Grade 12
>
> **R:** Okay
>
> **Nkosi 5ᵗʰKS:** Yes, I was taught from grade to grade 12 in isiZulu. So maybe our teachers, our teachers taught us, teachers use to teach us in isiZulu because they want us to understand, more or the content, or maybe make things more related
>
> **R:** Mmmmmm.
>
> **Nkosi 5ᵗʰKS:** Into our culture, maybe you can understand what I am trying to say… (23/05/2019).

To support the students' concern on linguistic shift, also on a code switch, **Lect. 1** also indicated early in the interview that he was aware that most of his students are additional language students coming from so-called disadvantaged background schools that are not ex-model C schools.

> **R:** When it comes to English, that is English for academic purposes, what are your perspectives on your students' voice in academic writing?
>
> **Lec. 1:** Well, the most part in the South African multilingual context is that most of my students were English second language students and I knew that it will be a challenge. In this context, it will not be a challenge only on an academic level, but also on a personal level, because language shapes **our identity**
>
> **R:** Okay.
>
> **Lec. 1:** And our ability to speak, to voice and as we shared earlier, these **two are synonymous voice and identity.**
>
> **R:** Yes.
>
> **Lec. 1:** If I feel intimidated because of my lack of proficiency in a language, it automatically does something to **who I think I am. You know my identity**
>
> **R:** Exactly!
>
> **Lec. 1:** So yes, I was very much aware of that, as a lecturer, as a teacher as a facilitator. And I had to be sensitive to that (20/05/2018).

129

Nomsa 2ⁿᵈ KS: Sometimes I understand, but sometimes they lecturer use like very high words neh, that I think in my mind contradict because I think it means something, whereas the lecturer actually means something else.

Thus, the second lecturer was aware of positions like that of the isiXhosa student Nomsa, **2ⁿᵈ KS** in the following statements in which the lecturer acknowledged the linguistic challenge faced by most additional language students early in the interview process in this response:

R: My first question will be, as a lecturer of the literacy course that you are teaching, what methods do you use as a lecturer?

Lec.2: Actually, when eh it comes to literacy for the first years it's eh a kind of complex situation because these learners, these learners come with diverse kind of diverse background.

In order to be more precise on the diversity in the classrooms, **Lec. 2** again had this to say on students' linguistic shift and its effects especially on the first-year additional language students

R: Okay building on that, when it comes to English, like the language structure, what are your perspectives on the students' voice construction in writing?

Lec. 2: Most of the first-year students as I mentioned before, eh they come from various cultural backgrounds, with different types of first languages, and most of them, actually more than three-quarters of the students are eh second additional language learners, and so in this case there eh that eh tendency of eh them always like kind of eh that is kind of interpreting from their mother tongue into English English additional language. That you you see this when you read their writing. When they write, it's like they are translating directly from their mother tongue.

R: Building from your response if I understand you properly you mean they sometimes write the way the talk?

Lec. 2: Yes, that is what I am saying. Sometimes they write the way they talk. You can like when you read when you read a script, it's like eh if you had to listen to them talk, it's like the spoken language itself. The students put the spoken language into the written form.

R: okay. If I may still build on that question, in that context, it means most of the diverse students seem to think in their first language and then attempt to translate it into English from the way they write?

Lec 2: Yes

R: So, it will be a direct thinking in the first and translating into English when they write?

Lec 2: Yes, and translate it into English.

R: Okay.

Lec. 2: So, it makes their writing not eh fluent sometimes if I can use that word.

R: Okay. Again, building on your response, what are some of the challenges you face when teaching and assessing this academic literacy course to first-year students, including the writing or assessment of the writing?

Lec. 2: Yes eh, like I was saying when these diverse first-year students translate directly they write as if they are interpreting directly from their first language into English and this becomes a challenge to me. This is a challenge because, while reading, while trying to eh eh assess their writing, I realise that eh eh most of the time, these students' work is not cohesive. That is it doesn't have that cohesion that it needs to have. It also doesn't flow because of the kind of construction, the kind of sentence structures they have. The way these students express their ideas becomes unclear because you find certain words that are being used that were not supposed to be used. But if it was in the context of spoken language, these words could be taken into consideration. But since we are talking of academic writing, the written piece would not be taken like a good piece of work. (10/04/2019)

In the same vein**, Lect. 1** also had the following response when I asked a question on this same topic of challenges. He stated this about the linguistic status of some of the first-year students;

R: What are some of the challenges you face when teaching academic literacy to first-year students especially these second language students?

Lec.1: One of the first questions I ask students is 'what is the meaning of academic literacy?' And, 'have you ever heard of this concept in your high school years?' And every single one of them had the same response that they have never heard of it, and they don't understand it. Some of them would say, ya it's about learning to read or learning to write, but they have not been prepared. You know we use this word (laughs) underprepared.

R: Yes. Underprepared?

Lec.1: They are underprepared. So that was a challenge, because now I have to take several steps back, and I share with them that, in a nutshell, we are going to go on a journey, towards intellectual maturity. It is not necessarily about English, eh and about

grammar and syntax, as those are important but they are not the most important when it comes to academic literacy.

R: As follow up from that, which is not in my interview guide, you mean you have to go back to high school and give the student an entry route into the new course which is academic literacy which maybe would have been prepared from high school?

Lec. 1: Yes. And, and, the way I do that is I constantly probe. I want them, instead of me giving answers which don't engage them, I keep on, which is part of my class also, part of the material that I prepared

R: Yes

Lec.1: I keep on asking questions using day to day things. For example, I ask them a silly question. 'Can anyone give me the atomic mass of calcium hydroxide? They will all ask 'what?

R: Laughs

Lec. 1: Then I will ask them 'what language did I speak now? And they will say 'English of course' then I will say why didn't you understand it?

R: Exactly.

Lec. 1: Then I will say 'this is discourse'. We are dealing with the discourse of Chemistry. It's in English so as part of this academic journey, we become familiar with this discourse of university language. And I give them many, many examples. And one thing I do emphasis to them hopefully is they should never never feel intimidated to ask any questions.

The above data strands I have presented helped me to build up understanding of the first theme I have presented this data in. The importance of awareness of a required linguistic and context shift in the expressing of written ideas by first-year additional language students. The data indicated concerns with little or no awareness of the language in use and the mutual intelligibility of the written discourse. This was discernible from feelings of anxiety, frustration and less self-worth voiced by the student participants themselves, with their lecturers and tutors to agreeing. Although these feelings of anxiety and frustration seemed to be shared across the student participants of Afrikaans and isiXhosa speaking students, they really wished to have an education and a better life subsequently. This percentage of student participants appreciated the opportunity they were given to study here in the university wishing to make the best of it even if there were challenges. This is

132

illustrated by one of the isiXhosa participants, **Nomsa 2ⁿᵈ KS**, who had this reply when I asked how she dealt with the language challenges:

Nomsa 2ⁿᵈ KS: Not really, for my greatest dream is to succeed in university. Maybe my progress can be slowed but I am willing to work hard because I want to make my dream.

Paralleling their colleague, **Nkosi 5ᵗʰ KS** and **Olwetu. 4ᵗʰ KS** echoed these emotive responses;

Nkosi 5ᵗʰKS: Yes, sometimes I wish they understand. But I am here at university so I have to understand how things work here and work hard. Because what is on my mind now, failing is not a problem it's the way we can build what we don't understand. So, I take the feedback from the lecturer and tutor and I work on it.

R: Okay. That is interesting. Almost the last question. So, do you think the measures that the university has put in place to assist first-year students to build up their literacy experiences are of benefit to you as an additional language student?

Olwetu 4ᵗʰKS: Yes, I think they actually, they doing their best. We have thousands of students in the university and so much we have only much of the staff working in the university. I think they are doing their possible best. However, besides my, my feelings towards the university saying that, if they allow me to interview people only, the rules and regulations that we have to live by, we have to, as much as we are diverse people, there is something that has to bring us together to work towards one direction. So, I actually think that the university is doing its possible best because we have the writing centre, we've got our tutors who when we need help from them. We've got consultation hours and so forth. They actually are doing their best.

At this juncture, I present transcriptions of interviews with lecturers that showed lecturers and tutors' support for additional language students to relocate their personal knowledge and construct voice in academic writing.

R: So, you are not the focus of my study. The students are, but your expert knowledge as their lecturer is invaluable in enabling me to explore the issues I am searching in the context of my research. Thus, the consent form spells out all your rights which ethically I am bound to respect.

Firstly, Mike as a lecturer of the EDC111 literacy course, which method do you use to teach the literacy course in your lecture?

133

Lec.1: I adopt several methods. Eh I like to come down to a level of interpersonal communication

R: Okay.

Lec. 1: That I mean, right in the very first few classes I place the students at ease. That they do not see me unreachable, that we are exactly at the same level. So, I try to engage them from day one

R: Okay, so the first method will be **Engagement?** So, in relation to that, can you explain how you engage with the students as a teaching method?

Lec.1: On a practical level?

R: Yes.

Lec.1: I usually set up for 2 weeks, I follow the module outline. Eh 2 weeks again, and I set up eh power points. Eh every every class ends with and action item list.

R: Okay.

Lec. 1: I have to engage them so that I get them to do some research. Eh, whatever the specific topic was.

At this point, the lecturer enlightened me of the ways in which he generally tries to engage his students during lectures. **Lec. 2,** had this to say;

Lec. 2: So, during my lectures, I do not follow the conventions or particular conventions of teaching.

R: Okay.

Lec. 2: I am not, I don't base my lectures on eh the lecturer centred kind of context. So, it's open because it's an open situation because I believe at this stage we are forming, we are moulding critical thinkers, so that gives room for free expression.

R: Okay. So, you mean your teaching method is more student-centred?

Lec.2: Yes, but it is not really student-centred, because when it or if I say it's student-centred then I'm out of it. And the students cannot teach themselves so I would rather say the method I use is neutral. It's like the students meet me halfway. When I say halfway because it's eh it's a kind of interactive method that I use. It's like a give and take. I give them the room to be able to express themselves, in as much as I lecture them. I lecture them what they are supposed to, I give them the knowledge they are supposed to have but in an interactive way.

In order to add my knowledge of the content of the literacy course and the expected outcomes on the perspective of the teacher's voice in academic writing**, Lec. 1** here expresses her desire to develop diverse students' minds in ways that these students experience the shift and try to construct voice in a subjective language comfortable for them:

R: Okay Doctor Bee, building on that question, though you have touched on some of the issues in your previous responses. How often do you pay attention to voice and subjectivity when lecturing this academic literacy course or when assessing mostly written work?

Lec. 2: While lecturing, while lecturing, actually eh eh like I said before at the beginning eh eh, during the lectures the students are free to express themselves. So, they are not given a particular standard of what they need to say, or what how they need to say it if it's open for them to express themselves. So, while eh eh or during the lecture while lecturing, even if the students express themselves, in their kind of more, more in their first languages, I still accommodate that, then I correct them. I tell them, that you don't say this you say that. In order for them to pick uprightly when they are given an assignment. But that notwithstanding, when it comes to writing these students still repeat some of those eh errors because eh actually, you find eh somebody writing as if he or she was talking to the neighbour or kind of, it's kind of like using a lot of slang. Or you find the student writing, writing as if he or she was talking Afrikaans for example. The construction tells you that, that person, or it can even identify to you which first language that student is using. Yes, from the construction, you will be able to know if the students is Afrikaans, if he is eh eh isiXhosa, because of the way they eh the way the student constructs. Because when you hear these students talking you as the lecturer already know how they construct their sentences both in the first language and in the second language. You will be able to match which is their first languages. So, there is that eh challenge of eh writing in pure English what they want to express. There is that problem of expressing themselves clearly in English. But I think that is also part of being a first-year student.

R: Ya.

Lec. 2: And that is why these first-year students have this course EDC111 literacy module.

R: You mean that is why the new students mostly the diverse group have this course to build them?

Lec 2: Yes

R: So, this literacy course is meant to be like a scaffold to these diverse group of first-year students?

Lec. 2: Yes, it's like a kind of scaffolding process for first-year students that is why it is called, it's meant for first-year students, moulds them and actually prepares new students for the other modules they will be introduced to later. This is why this literacy course touches on a little bit of everything, which is the language learning part of it, through building vocabulary for academic writing, design structure and argumentation which include conventions. So, eh because in this course I check on the students' sentence structure which helps these students to be able to write better when they go to other modules that require much writing. So, by the time we come to the end of the course, they are able to write better than the first days of entry.

R: Okay. From what I understood, this literacy course is a type of scaffolding course?

Lec.2: Yes

R: But in spite the scaffolding strategies that you are using, you still discovered that, in writing, even though you have tried to scaffold these students during the lecture, some of them still make those errors.

Lec.2: Yes. Some still make those errors. You can't eh, normally it's eh, that's why we say its' eh certain things are just but normal because remember these are first-year students and there might be some other factors for any beginner in anything, there is always a beginning and there is always a stage were, where you improve and you move further. So, the new students repeating the errors in their corrections are very normal. It's not like something like a taboo or something that cannot be improved. It's something that we expect the new students to have. Those challenges. That is why you have modules like this one structured for first-year students. Ya. It builds the new students up because we know that being new in the field of academia they will obviously have these challenges at the beginning

Lec. 2: Yes, shifted a little bit their minds from the first language. Because at this stage some of these students are basing their minds a lot on the first languages. And they keep saying 'in my school, I was taught in eh Afrikaans until this class. In my own school, I was taught in eh isiZulu from a very tender age to this. That is why in addition to this, we have eh eh other modules where these students with challenges will be taught like they are being taught in English. You have eh methods of English, there the course outline will be expecting most of these students to move away from that knowledge, from that background, that first language and reposition themselves into using more of English constructions. This

136

is in order to neutralise or to meet halfway, that is why we talk about subjectivity of the voice, because subjectivity of the voice when we talk about that is referring back to your title, the title of your work, talking about subjectivity of the voice, you will be able to see that subjectivity only if everything is neutralised. The first language, the knowledge, the influence of the first language meets the eh eh influence of English language halfway.

Lec. 1 also expressed a desire to develop additional language students' confidence and give them the vocabulary to construct their voice in the accepted manner in the strands below;

R: How often do you pay attention to voice and subjectivity when lecturing the academic course in your lecture?

Lec. 1: As said earlier, I am very sensitive to that because I myself was an English second language students, who felt intimidated, who felt shy and almost insecure, so I am very very much aware, in fact as I shared with you in my PHD study,

R: Yes.

Lec. 1: a big emphasis in both mythology and theory is auto-ethnography.

R: Okay

Lec. 1: I write it myself, into the thesis because I see myself as an insider and an outsider.

R: Second part of questions. So, in your practice as a literacy course lecturer, do you support writing skills that could nurture language awareness in the construction of voice and subjectivity in academic writing? I know you touched this before but I will like you to answer this for emphasis.

Lec. 1: Yes, I do. One of the resources that I designed, actually because I had to ask myself, ``how do I get into the minds of students who are under-prepared? Or who are intimidated, or feel shy to speak, you know, or again to voice themselves? Eh when it comes to writing, because as you and I both know, as undergrads we faced the same intimidation

R: Ya.

Lec. 1: And, so we have two fears at undergrads; we don't want to open our mouths and when we put pen to paper, we feel, or our English is not up to standard. So, one of the things that I did was that I wrote an essay for the students and how to walk through eh the academic process, sorry the writing process.

And in this essay, I break down the steps involved in the process of writing, and they found that very useful. And then obviously, there are eh some sequential ways of breaking down eh, you know the other process, you know eh paragraphing, eh structuring, conclusion and

so. All of those mechanical things which I also walk them through. But I am always cognizant of their perception of themselves.

Although my focus was not on lecturers as they were only meant to enlighten me on the pedagogical aspect of developing students' competences and other literacies that could enhance voice and subjectivity in the writing of the first year, **Lec. 1** seemed not particularly happy with the state of the scaffolds. He expressed his disapproval of the way the language issue has been handled after apartheid. He made it clear that the apartheid system has deprived young people of their individuality. In these words, the lecturer expressed how he felt and still feels about the apartheid educational system.

Lec. 1: Mnnnn Eh, I think the curricula, in effect all curricula, whether you doing science, maths, arts, economics, should invest more time in eh what I call '**the education for pedagogy for the whole person'**. Academic literacy seems a perception that is in a junk as a help, but it doesn't address the whole person that is, apartheid affected us in our deepest integrity. When you are made to feel less of a person because of the colour of your skin, because of your lack of fluency in a language (which might not be your first language). No one has, is talking about that in a meaningful way. Let's say the person has got some language needs, you know just to be frank, I think what we need to do is to develop a program and eh actually offer this to a module in the education faculty but that, eh I got this here, to address the person in a way that, em reaches the integrity of a person. Because what we have here Martina, yes apartheid is over, bla, bla, bla, it's 22 years. But the new system (academic literacy inclusive) has not addressed the core of what apartheid did to our society.

The feeling of vulnerability expressed here by this lecturer signposts the language issue amidst other issues that could influence students when constructing voice and subjectivity in academic writing. Some Afrikaans students also felt that the literacy course did not address their language needs as motioned by

 Lec. 1. This is what two of the First language Afrikaans ad to say;

R: So, in that context, do you think the measures the university has put in place like this literacy course EDC111 are helpful, the way this subject helps you understand some of the new words or terminology, and to assist you to express your voice in writing do you think the measures are helping?

138

Cloe 1ˢᵗ AS: No. For Afrikaans students, there is no benefit for us Afrikaans students. Okay I know, the the main language in the whole world is English. But not everyone is English like Nelson Mandela said 'speak to someone in his mother tongue, they will understand you speaking to his heart'. That's because if they teach me in Afrikaans, I believe that I will become a better student. I will achieve high marks and because if I lose the one assignment that is in English because if the medium is English. Sometimes I will just feel, I don't want to do this because like in an essay, the terminology and the vocabulary, it isn't the standard that you use for the technical writing. That is why I just feel that sometimes I don't wanna do this. It fades you up because the language is really a barrier.

Zee 2ⁿᵈ AS: Most of the lecturers usually use words that I have never heard of in my life and then I'm sitting there I'm thinking and saying to myself, what does this word mean? And maybe that word can come in the exam the I don't understand. Or that word can confuse me. But the lecturer won't have eh eh almost a type of Dictionary that say this word, this is the meaning of the word. So, some of the Afrikaans and Xhosa children that grew up in the… their mother tongue like me. We are lost most of the time because the lecturer's way of teaching does not accompany us that are, have another language. And not English on their standards.

R: Mnnnnnh.

Zee 2ⁿᵈ AS: So, in that case, what are the other challenges that you face may be in writing that has to come from the knowledge you learned in class?

Zee 2ⁿᵈ AS: Actually, it breaks you. Because as friends we will be a group of friends, then growing up in Afrikaans doesn't have some of the sounds like that **th** sound like in 'they' and 'the'. We would mostly confuse it and you will say they or the and some of the students would actually laugh. But sometimes it's breaking you down because you made a mistake and the whole class is laughing, not knowing that are or you were not brought up in English. So, your stands won't be as the next person who grew up in English

Zee 2ⁿᵈ AS: I really don't think that there is any benefits for an Afrikaans student like me. This is because I can't express myself in class the way I would when I was in school because all my teachers just were Afrikaans. They did understand em the language that I spoke. They also spoke Afrikaans, so I could express myself better there. And when it comes to writing, the words that we use in Afrikaans are actually of a high standard. But then, you don't usually know the word in English or whether you can use a translator but you don't

know how to use the word in that sentence, so it would make like the sentence construction even bad. The benefits of our university, I actually don't agree that there are any benefits for us Afrikaans first language speakers. Because they believe that you need to be on a high standard of English when you are accepted here. And it's not always the case. Some of us, we want to make, have a better future so we need to study and we got accepted here and I thought that they would be an Afrikaans course for us even though I ma studying in English so that there will be something in Afrikaans that we can have. Like could have Afrikaans lecturers and Afrikaans tutors. But we have nothing. Our Tutors are mostly English and they have to be English because they are African people like Xhosas and Zulus in our classes. Eh eh I can't want them to speak Afrikaans because it will be unfair for them. But I don't think the university have any benefits for us when it comes to the language and writing in a language. And I was doing linguistics, it's a study of a language, but they, they say it's a study of a language and I feel that it is actually the study of the English language because they mainly focus on English. They didn't focus on Afrikaans or Xhosa or Zulu. It was actually, the main focus was English. And I feel it's wrong because it says the linguistic of a language and it is not like a language is only English. They already choose a language and I think they could have made, we should have made the choice, you decide in what language you want your linguistics to be. Is it Afrikaans, or its Xhosa or English?

Academic writing as an inclusive tool emancipates and gives a sense of self-worth in a diverse intellectual conversation.

In regard to this theme stated above, **Lec. 1** had this to say;

> **Lec. 1:** And I think addressing the person should be right at the forefront of any curricula. And I will make some practical examples of the effects of that.
>
> Absolutely! One of the things that I also impress in the first few lectures is that to my education students you are going to be professional communicators, no matter what subject you teach. You see and again, it is addressing the issues at its core, dignity, integrity, self-confidence, and then the whole person. You can have the most fanciful up to date or latest curriculum and be hundred percent acceptable with CAPS. But if you haven't addressed a student who says, we don't feel confident speaking in class, you going to be putting that person out into a school on a salary, but they have not been empowered to own themselves, to own their identity and their voice and I think that's problematic.

140

Yes. And eh, the other thing, when you are given a a, an assignment, an essay topic, where you have to express your personal feelings, this is where the door is open, it's completely subjective. Now that's different from when you are asked a question to do some research on say a topic 'corporal punishment'. You know. There now are asked to step out of the domain of the subjective and you can do some research on what the expert says about the law, so and so...

R: So, do you believe that, when students become subjective in their assignment responses, it can add to self-worth?

Lec. 1: Ya, so I have to break those barriers, the barriers of intimidation, low self-esteem, lack of self-confidence. I ask my students at the end of every term. I say 'remember what I asked you at the beginning? Are you intimidated? Yes. Next term I say 'are you still intimidated 'No!

R: The Knowledge Gap.

Lec. 1: Yes. The students still have to learn referencing and I can't even teach them referencing if they still intimidated by me because I am up there and unreachable, I'm untouchable

Lec. 1: Yes. There is a big disconnect between practice and theory, especially in my experience at the university. And I am not a very big proponent of dumping theory onto students because if they are already struggling with articulating themselves coherently in English, how are these students still going to come to grasp with the concepts of dense theory?

Lec. 1: You know Bernstein, Bakhtin, and especially those who have come out of eh, so-called Township school system which you and I both know it's the order of the day. At the end of the day, we must first address the person. Eh eh sort of a crude Metaphor. The person has been damaged. You can't expect a person to excel, who has come out of eh a shake, you know who has been younger through the challenges of Township life and then now turn immediately to a discourse of very dense theoretical concept. And there again I speak from my personal experience, It took me a while to understand Foucault. Who's Foucault?

Lec. 1: One Professor from the Free State. He says dumping knowledge into smart students' minds and looking into regurgitating them in a kind of rubric. That kind of sounded like 'Pedagogy of the Oppressed'.

141

This lecturer finally expresses his desire to adopt other unconventional ways to get back the whole person. At this stage of the interview, I am euphoric when **Lec 1** expresses a strong desire to do away with what does not work and bring in what works as a response to the following question I posed.

R: Finally, on the notion of a pedagogy of the oppressed and empowerment, how in your opinion is this process of knowledge production, enriching or might be possible in our time as researchers when conventions and rules, almost activate the reproduction of assimilation?

Lec. 1: We have to **break out and we have to expose it**. But no problem. We need to be empowering our own knowledge production process. Yes, I do design my own. One of the resources that I designed, actually because I had to ask myself, ``how do I get into the minds of students who are under-prepared? Or who are intimidated, or feel shy to speak, you know, or again to voice themselves? Eh when it comes to writing, because as you and I both know, as undergrads we faced the same intimidation.

My interview with Mike ended on the catalyst of breaking out of conventions and exposing them enlightening me that, there is a heteroglossia even in those additional language students' writing that might not be perfect. Meaning is also within these ideas though covered in imperfect language construction. It should therefore be valued for just like signs in a book, on the streets or any social sphere, the marks additional language student make on the paper for assignment purposes are loaded with value. Therefore, whether these intentions make sense or not, they need to be rewarded (Canagarajah 1999). I believe that, when some additional language students express themselves in a discourse that is not in conformity with academic conventions, they feel that very discourse as a sign of resistance. In a way, this to me is a subtle resistance from subtle violence these same students experience when writing in English as a language of discomfort.

As such, the strong sentiment expressed by the lecturer of not only breaking the rules but also exposing the system seems to insinuate a potential recycling fear. Which to this lecturer if not addressed might happen to some other novice students. In my context, this could be a suggestion to resist linguistic imperialism with all its potential for intimidation, suppression and discomfort (Canagarajah, 1999).

In light of the above-mentioned point, **Olwetu 4ᵗʰKS,** had this to say;

> If I can imagine, I think it's your own take on things maybe. Because we are living in a world of different perspectives and it's like five billion and something in a country as now. When you are living in a country as a person, you also need to know where you stand, so that you don't fall out of you don't fall out of your own personality with pople. Just live with people like not knowing who they are and the world in which you are in. So, I think it is very important to have your voice when you are writing an academic assignment. In as much as we want to do the assignment in the university way, but as for us teachers we need to be able to communicate with people. Especially young people who are very stubborn at this time and age. We need to be able to communicate with them. But with you not being able to do what you believe and do what you think other people will approve of you doing it, you actually might end up doing mistakes so I believe.

> I Like if I were given an opportunity to write about people's perspectives with only interviews, but now we are told that we need to have at least three different sources, so now I have to go back to a book, I have to go back to a newspaper article and I don't know, I feel that like I say I work with experience. So, interviews for me would if I had three different sources, three different people who are interviewed, I think, that is also a reference. I will like they should allow me to spread **my wings** a bit further

R: And fly**.** In your view what do you mean by allowing you to spread your wings, is it giving room to resist these conventions and rules?

Olwetu 4ᵗʰKS: Yes. I I think that they should at least allow us more space to explore, more space to research the way we feel comfortable in

R: Mnnnn. Because you feel confined? Do you feel like tied down?

Olwetu 4ᵗʰKS: Yes. (laughs), not tight down to this particular way of research, of which there are so many ways of actually doing research that expresses the things that really matter to me.

R: This is actually my main argument in this research, a multiplicity of thinking

Olwetu 4ᵗʰ KS: Yes, more information, in that way we get to understand the the, I don't wanna say the social problems, social problems that are happening outside. In that way, we actually get to understand our community, if we interact we get to understand our community, things that are really happening out there. Not things that are happening in a book.

143

In my South African context of this study, constructing voice and subjectivity in academic writing as an inclusive tool that is empowering and gives self-worth means 'spreading my wings and flying' in **Olwetu's** words.

Furthermore, I present data that reflect a socio-cultural perspective of voice and subjectivity that displays diverse students' lived experiences in writing that can accommodate inclusivity and diversity of the student population in this context

The below interview stands from **Lec. 2** signposted her view of voice and subjectivity in academic writing in a socio-cultural sense, though she made me understand that she did not base her teaching methods on theories and conventions. She made her flexibility clear when teaching and assessing writing in these statements;

Lec. 2: So, during my lectures I do not follow the conventions or particular conventions of teaching.

Lec. 2: I am not, I don't base my lectures on eh the lecturer centred kind of context. So, it's open because it's an open situation because I believe at this stage we are forming, we are moulding critical thinkers, so that gives room for free expression.

R: Okay. Building on your response, what are some of the challenges you face when teaching and assessing this academic literacy course to first-year students, including the writing or assessment of the writing?

Lec. 2: Yes eh, like I was saying when these diverse first-year students translate directly they write as if they are interpreting directly from their first language into English and this becomes a challenge to me. This is a challenge because, while reading, while trying to eh eh assess their writing, I realise that eh eh most of the time, these students' work is not cohesive. That is, it doesn't have that cohesion that it needs to have. It also doesn't flow because of the kind of construction, the kind of sentence structures they have. The the way these students express their ideas becomes unclear because you find certain words that are being used that were not supposed to be used. But if it was in the context of spoken language, these words could be taken into consideration. But since we are talking of academic writing, the written piece would not be taken like a good piece of work.

The concern of sentence structure highlighted by **Lec. 2** was indicated by the students themselves in the one-on-one interviews. In order to orientate the new students to engage constructively in discourse **Lec 2** has this to say when I asked if English as a language has an influence when the additional language in her context present ideas on paper:

Lec. 2: In this context, I will say the influence of the first language because they're in their writing I can instead see the influence of the first language is more glaring and more visible. So now eh eh as their lecturer, I try to bring in the kind of the eh English language side as well for the English language to have a little bit of influence because these students' first language already is having a lot of influence in their writing.

R: Okay. If I may understand, you still tap into their experiences and encourage the students to try to reposition themselves and use the English language in the right way that will help them express the opinion that they wanted to express?

Lec. 2: Yes. So, in doing that, in doing that eh that encouragement of using the English language more than their first language, makes them now not to bring in, that is where we talk about the power of English language when most of these students must have eh shifted a little bit

Lec. 2: Which we are trying to discourage. So, giving that room for everyone to feel free to learn English in the best way that he or she thinks. It's like giving room for subjectivity of voice, for all the voices to be heard.

R: So, in this context, the mind of the student needs to be shifted both cognitively and linguistically for the student to realise that the structure of English in the context where he or she was taught in high school has shifted. Maybe that was the foundation. However, a shift is required again to fit his or expressions with academic conventions and at the same time meet academic voice and subjectivity?

Lec.2: Yes, and in this way, we will be able to see the subjectivity of the voice clearly.

R: Okay. What additional assistance do you think could be given to additional language students for success in expressing opinions in academic writing?

Lec: Okay. Eh, you tried to ask before if this module is, or the course is sufficient enough for the new students, especially the struggling ones to be able to build that eh, to be able to have the knowledge they need in order to write critically or to able to write in a more academic if I understand

R: Yes.

Lec.2: Okay so, like you mentioned before yes, this course is six months, six months is just for the first eh semester, eh but that notwithstanding, this is not the only support that these first-year students do have. Because this course accommodates students from other first-year courses that are being given. And during the second semester, some of them, almost like eh, almost like eh, half of the class do continue in other eh, eh kind of literacy studies which are like a build-up on this because they go deeper into vocabulary and concepts. It's like a follow-up and deeper into the presentation of certain concepts and theories of academic literacy. So, by the time we run to the end of the year, and that module, one of them I also take. So, some of the students I have right now continued with me in the second semester.

However**, Lec. 1** did not seem to agree with **Lec. 2** that the six months' time to prepare these additional students was sufficient. He indicates in the view below that he himself as an additional language student, first language Afrikaans took some time to understand certain concepts and theories including that of voice and subjectivity.

As presented below **Lec. 1** says:

And eh...You know it took me a while, and also the purpose of this. One of the things that I like about the Professor from the Free State, eh...what is the name now. He says we need to become knowledge producers, more than assimilators, and this is also something which touches on the topic of voice.

This data strands below express instances were some additional language students showed their understanding and desire to create knowledge. The wish of these students could be highly valuable because these feelings cannot be quantified. According to **Lec. 2** additional language students are given an opportunity through the literacy course to develop required shift in the mind and learn how to construct voice and subjectivity in academic writing. My interpretation of the data shows some discrepancies in that, although some additional language students like **Olwetu 4th KS** valued the literacy course for developing them in academic discourse, she feels that;

Olwetu 4th KS: When we write our report, we have to actually be, like we can't write what we honestly feel, but what we think the university wants us to write. Which is not something that should happen.

146

R: Okay from your response again, in writing the essay of assignments you mean you want to express your opinions without conventions or justification?

Olwetu 4ᵗʰKS: Yes. Because most of the questions ask that what is your take on such a matter. But now I can't, I feel like I can't put my own take on the matter because I am afraid that it's something that might count against me. So, it becomes very difficult when you can't actually write what you feel, but write what you expect someone else to feel.

R: Really interesting. In relation to your response do you understand the demand of voice in academic writing as a concept that is not just your opinion?

Olwetu 4ᵗʰKS: Honestly, I don't think I understood in that context. Or actually, I understood it, that they need justified ideas but I just wanted my ideas to consider which finally my colleague agreed. We wrote a positive and negative sides of corporal punishment but concluded with what they believe the university will want us to say.

R: If you are allowed to write the way you want, how can an explicit focus on voice construction in writing assist you like a first-year additional language student to express yourself freely? That is a course that could guide you on how to say what you wish about a topic but in a way that acknowledges the scholars who might have said something about that topic? How will that help you?

Olwetu 4ᵗʰKS: It will help me a lot. Firstly, I for one I struggle when it comes to writing essays. And now, I've, I'm at the point where, when I write an essay I have to like find, I have to do research and stuff. I am someone who works with a lot of people and I believe that writing about someone's experience, my experience, through people, that will help me a lot. That way, it something that I love. When I write about someone, how someone thinks, how things happen. I like working with experience rather than research because in research I wasn't there. People wrote what they believed happened in that particular era. And I wanna talk about something that is happening now that is relevant to my life

R: That is something that you have experienced?

Olwetu 4ᵗʰKS: Yes, that's how I will like

R: So, talking about that experience, if you are assisted to develop that, you feel you can bring out more of that experience?

Olwetu 4ᵗʰKS: Yes. I can bring out more and I can even write more than what I already can do.

R: Okay.

Olwetu 4ᵗʰKS: Yes

R: Do you think if the lecturers give you like that essay, they can assist you and encourage you to write out of your own experience but put it in the academic context?

Olwetu 4ᵗʰKS: There is a, there is a way, actually, I think it's actually working right now, most probably it's because, people haven't been comfortable with it

R: Okay.

Olwetu 4ᵗʰKS: You know, like how you're doing an interview right now, if I would interview someone that is living in a world that, I live in the current world, that will help as well right!

At this juncture, I present one of the tutor's responses, who as a first language isiXhosa user highlighted the grammatical challenges faced by some of the additional language students. **T1 says;**

R: Is the demand for a voice in academic writing understood by students most first-year students?

T1: I would say a part of them thus understand and a part of them took some time to actually come to the concept of understanding this using their voice to express their ideas. But eventually, I I I would say I managed we all managed, me and my students to actually get to the pint that, where everyone was understanding what does it mean to have their voice in a piece of writing in academic literacy and engaging with all this other writing as well.

R: Following up from that, do you think the students who experience the challenge the most are the ones for whom English is not the first language?

T2: Particularly, I will say yes. That is the other case that we are faced with because you will find that some of the Afrikaans students are writing Afrikaans terms which I am a Xhosa native I couldn't understand them in my assignments. So, it was quite difficult for me to understand some of them and then the grammatical errors that you find even in the isiXhosa speakers, you discover that they are actually using some of the grammatical rules from their native language be it isiXhosa or Afrikaans to get to this English.

R: Which means they are using their first language as a resource to translate and write in the present language they write in (English in our context)?

T1: Exactly! And I I think they found it so comfortable to be doing that because they they know their language and they are, they are **comfortable with their mother tongue** so they are able to shift those rules into English in order for the meaning not to be lost somehow somewhat.

R: Okay. In that context, is it a challenge? Seeing their diversity in language and culture, do these group of students succeed to express their opinions in writing without distorting the meaning that brings out their voice in this piece of writing in the manner in which you as a facilitator expected?

T1: I will say they do fulfil my expectations. The students did fulfil my expectation from what I was I was requiring from them as their tutor and I will say they did do justice in that because they used the grammatical rules of their mother tongues in order not to lose the voice expression in writing. And then after editing and having consulted with me these group of students will maybe go then and rectify the language errors only without losing the content and their own voice.

Echoing **Lec. 1, T1** felt that a valuable literacy course of interest DC111 needed to be extended for a year in order to;

T1: I would say…eh, firstly, maybe meeting up and discoursing as tutors could be very helpful to place the tutors at least at the same level of interaction even if we teach and assess differently. Secondly, it has been a crucial issue that, some courses such as this one we are working with EDC111which is academic writing, take a whole year that is they are a year module. But this EDC111 in our faculty is considered to be a semester module. I would say having an extension there will be really crucial and helpful. Which means it will allow even the tutors to actually process some of the information or maybe make reviews on all these issues including addressing them as well.

T1: Definitely. And the content to be delivered at such a short amount of time is really pressing the new students thereby putting them under a lot of pressure. I must say even for for myself as a tutor, I did feel that although I tried to be as convenient as I can be towards my students and accommodate them and help them to understand some of the eh issues around it.

T1: Absolutely: because in my opinion just preparing the entry-level students and giving them too much content to digest in a very short period of time, sometimes maybe will really not have the expected outcome on the greater student development mostly intended by the faculty. But stretching out the duration into, from six months into a year might

149

really be helpful especially to the vulnerable group of students which is some first language isiXhosa and some first language Afrikaans students. Then that will be really helpful considering the fact that these students are busy with a professional development degree which aims at not only graduating students who pass but self-motivated and empowered teachers with tools to go out and make a difference in the various schools in South Africa.

R: Any other input on the issue of voice and subjectivity in academic writing especially of additional language students?

T1: I will say, the way in which you are going about it (that is my approach) is precisely correct. I will, I will say that it is actually accommodating, having said that you are not looking at the isiXhosa speakers only, but five of my isiXhosa and the other five Afrikaans speakers which is which allows you to understand the situation first hand. But from the side of the tutors I would say that tutors need to motivate and encourage students to do individual consultations because that is the other issue that they, they really have. It's the language, the students are afraid to come in and and use English so to speak, in order for them to consult with their tutor for clarity on certain issues of meaning and construction of ideas in writing. Ya.

T2 first language Afrikaans had this to say:

T2: I think most of these students are struggling because they are not familiar with the academic concepts or maybe these concepts are not really known in their first language. I say this because, for example most of these Afrikaans students listen to what is said in English, translate into Afrikaans, adapt and understand before translating into written English. If the students cannot find the word in the first language, they sometimes struggle to write their opinion clearly. The language to this group of students could be a barrier, you understand? But fairly, I think some students do.

The views expressed in the above data strands from the Afrikaans first language tutor, reveals the power of language as one that stimulates students for success or repels as a barrier to success with a prominent failure. In my view, the raw data presented above signals multiple challenges from IsiXhosa and Afrikaans student participants ranging from reading, comprehension, sentence structure, grammar, linguistic shift and limited repertoire in literacy concepts in English. In addition, vulnerability, feelings of a sense of loss and manifestations of voice and subjectivity in academic writing are also visible.

150

Furthermore, some views as those seen in the data is drawn from the lecturers and tutors as educators appear to match Freire's (1998) assertion of a free mind as a solution to the crisis in education. Freedom in the context of this study could be envisaged as the celebration of a constructivist view of language. That is language as an instrument of communication and as a resource that helps students do things (including academic writing) and not just to define or understand issues. The struggles of the additional language students and their call for free expression further supports Freire's (2018, p. 87) claim that dialogue is an existential necessity which is not situated or owned by any individual but encountered for critical thinking that transforms. Here I wish to add that, reality in my context is a process of transformation that gives voice and subjectivity for true knowledge and enlightenment (Freire, 2018, p. 109).

In this chapter, the above-stated understanding of language is visible in the transcripts of the interview data presented above where additional language student show signs of agency, voice and subjectivity in academic writing. I believe that the view of language I have upheld in this chapter contradicts Boughey's point, (2008) that, students who come from a non-Anglophone background might not fit in university with highly skilled mind-sets of an elitist language. To the contrary, my data presentation shows that some additional language first-year education students have highly valuable, ideas for the construction of voice and subjectivity in academic writing that reflect their South African multilingual context. Hence from my transcripts it could be misleading to say that, just because these additional language students do not write or articulate at the level of the western standard of English, might not mean that these students cannot write or cannot express valued knowledge.

4.4   Data from Documents from Students' Essays

As I have stated in chapter three of this study, data obtained from documents is in the form of any written or visual material. According to Denzin & Lincoln, (2018, p. 563) a test is what a student can achieve. Achievement in this context involves strengths, weaknesses and challenges of the student participants. In my context, competency in language and presentation of ideas on paper is crucial. Of particular importance in this section is how the students score in the group and individual assignments given to them. The presentation of the way the lecturers and tutors assess the student participants is as follows:

Introduction, in-text referencing, bibliography, content, language/style and general impression. For comprehension purposes, I present the five categories of achievements as on the assessment rubric

- **1st Category: Excellent,**
- **2nd Category: Very Good,**
- **3rd Category: Good,**
- **4th Category: Average**
- **5th Category: Requiring Attention.**

The presentation of the data documents is meant to answer my third sub research question of "*What evidence of voice and subjectivity is visible in English additional language (EAL) students' texts?"* In correlation with the lecturers and the tutors' interviews I have presented above, and analysis of students' individual and group assignments. For the purpose of clarity, I have presented students' performances in the different categories as shown in the bullet points above. This is done under different topics that required different narratives from first-year education students. Not in any particular order **Tables 1-9** represent the five categories of students' performance during assessment of assignments. The assignment in **Table 1** was on corporal punishment. If it should be reinstated in schools or not. Presentation problems were visible in both Afrikaans and isiXhosa students. There was conflict because this was a group assignment. One of the students wanted punishment to be reinstated but her colleagues cautioned her. She felt vulnerable. In the one-on-one interview, **Olwetu 4thKS** expressed this view about their assignment;

> Personally, I felt that corporal punishment should be, should be re-introduced into schools in the country, in a more, in a more, in a more controlled way. Because now you find that, there are teachers that are killed, teachers are beaten up at school. And when I watched the video, some of the teachers can't even react, can't even defend themselves, because they are afraid that, the law will definitely rule against them (16/05/2019).

These views were however not expressed in the assignment because Olwetu's colleagues disputed her views. **Table 1** shows that the students scored average in the assignment. This student made me understand that their conflicting views could have contributed to their average score. But my analysis found that the references they used were not justified. They also started sentences with small letters and used strong modalities to express their views on this topic.

152

Table 4.1: Group Assignment 1

Group Essay	Content	Marks 27.5/50	Lecturer or Tutor's Remarks/ Feedback
Essay 1	Introduction	6	Performance is average
Essay 1	In-text	1.5	
Essay 1	Bibliography	3.5	Bibliography not reference list
Essay 1	Content	8	
Essay1	Language/Style	6	Structure and grammar errors.
Essay 1	General Impression	2.5	Your ideas are not clear

The next assignment was based on the transition from high school. What it means to these students as first-year students. The students' performance is rated in the 4th Category as average. This is presented in **Table 1**. To elaborate on why some of the students performed averagely, I present interview data from **Lec.2;**

> Yes. Some still make those errors. You can't eh, normally it's eh, that's why we say its' eh certain things are just but normal because remember these are first-year students and there might be some other factors for any beginner in anything, there is always a beginning and there is always a stage where, where you improve and you move further. So, the new students repeating the errors in their corrections are very normal. It's not like something like a taboo or something that cannot be improved. It's something that we expect the new students to have. Those challenges. That is why you have modules like this one structured for first-year students. Ya. It builds the new students up because we know that being new in the field of academia they will obviously have these challenges at the beginning (10/04/2019).

My analysis of the content of the assignment presented in **Table 2** appeared to confirm the lecturers' point that the students are new in the discourse of academia and need a holistic scaffold to orientate them. In addition, the challenge of referencing to justify the students' viewpoint was visible in the students' answers where these students find it difficult to engage with the previous scholar's views. The effect is students quoting what the previous scholars said without synchronizing it with their own views.

153

Table 4.2: Assignment 2

Individual Essay	Content	Marks 50%/100%	Lecturer or Tutors' Remarks/Feedback
Essay 2	Introduction	5	Average performance
Essay 2	In-text		Do reference properly. See guidelines
Essay 2	Bibliography	5	
Essay 2	Content	15	Proof-read your essay before submitting final copy
Essay 2	Language/ Style	10	Attend to language mistakes!!!!!
Essay 2	General Impression	10	Too many mistakes!!!!! Use Strong's book or article more with reference to Qualities of Effective Teachers

Table 2 above presents essay 2 which was a question on the qualities of a good teacher. This assignment is also scored as average performance. **Lec. 2** Had this to say in her assessment of this essay answer:

> The concept of voice in writing is not understood by most of the first-year students, but when I give feedback on assessment I equally have to explain to them. Yes, during feedback. So, when I give feedback, I equally explain what is expected of them but some of them do not even understand what you are talking about, they will like justify what they wrote by saying 'this what I meant, Doctor this is what I meant when I wrote or said this'. And you'll still realise that they are talking to you but showing that, they express themselves more in the first language. But the students themselves do not realise this. So, they are like saying, 'I was right to say this because this is what I meant' then I will tell them is what you meant but this is not what you wrote. There is a difference between what you meant and what you wrote. Yes, that is why I give you the feedback and I tell you how to express your idea clearly because what you wrote was not clear. Yes, even though I understood that this is what you meant, this is what you wanted to say, that is why I accorded marks for content. Because I realise you understand that this is what you need to say. But that is not what you wrote down on the page (10/04/2019).

The lecturers' feedback with the students in **Table 2** suggests that the student hears his or her views clearly when writing in the unclear language. However, from the analysis, what makes the point unclear to the lecturer is the wrong costume that the student has presented the thoughts in for comprehension. The costume in my context means the language of presentation. As suggested previously in the interview presentation, this might be no fault of the student who feels he or she

has been given an opportunity as a first-year professional development student in the university. My analysis reveals the need for a holistic scaffold with a degree of tolerance signifying in the lecturers' feedback. A need that could enable educators to comprehend what counts as knowledge to these students, in order to relocate the students' personal ideas into a rehearsed costume of academic discourse.

Table 4.3: Group Assignment 3

Group Essay	Content	Marks 30/50	Lecturer or Tutors' Remark/Feedback
Essay 3	Introduction	5.5	Good performance
Essay 3	In-text	2	Check in-text references
Essay 3	Reference list	3.5	
Essay 3	Content:	9	Incomplete sentences
Essay 3	Language/Style	7	And always check your punctuation
Essay 3	General impression	3	Please avoid run-on sentences

The assignment on **Table 3** was again concerned with the issue of corporal punishment and its reinstatement as a disciplinary measure in schools. The rating category is good and noticeable from the marks and the lecturer's comments. My analysis of these assignments revealed incomplete sentences that consist of ideas that were not elaborated due to presentation challenges. In some sections, ideas were also presented without explanations. The general comment of the lecturer to the student to 'avoid run-on sentences' shows the lecturers' efforts to signpost the student on the right way of constructing ideas that shows understanding subject matter. My analysis of the students' writing led me to understand that, for the feedback to be productive, the students' needs the right language choices that will enhance their presentation of clear and coherent ideas. English for academic purposes in this context is invaluable to complete written tasks that can help score good marks. In light of this, limited awareness of relevant language limits the ability to construct clear ideas reducing the students' views to meaningless signs not understood by the lecturer.

155

Table 4.4: Assignment 4

Individual Essay	Content Marks 10/50	Marks 10/50	Lecturer or Tutors' Remarks/Feedback
Essay 4	Introduction	2.5	Underachieve
Essay 4	Paragraph	2.5	Poor construction
Essay 4	Language and Style	2.5	Please, note that the first-person pronoun is always in capital letters (I)
Essay 4	Conclusion	2.5	Not necessary.
Essay 4	General remarks		Please do not get wrong orientation

Table 4 presents an individual assignment of one of the student participants on their first day at university and why they choose to be educators through the professional development course in their B Ed. This assignment was given in the first term to test these students' level of literacy, creativity and awareness of context. As seen from the lectures' comments and the students' marks this student underachieved. Analysis of this students' script showed a lack of mutual intelligibility in their academic discourse. In addition, the narrative from the students' answers showed no language awareness and a need for academic conventions. On account of the general comment made by the lecturer, my analysis revealed a feeling of loss in this student. His feelings of excitement to be at a university did not give room to his mind to be prepared for the proactive nature of the intellectual dialogue. As such, this student expressed a personal disappointment of not being given enough information on what to expect in this elitist context. In my context, these group of students require attention as indicated by **Lec. 2** who calls in students like these ones and explain to them that, what they wrote might not be applicable in the context of university.

Table 4.5: Group Assignment 5

Group Essay	Content	Marks 31.5/50	Lecturer or Tutors' Remarks/Feedback
Essay 5	Introduction	5	Very good performance
Essay 5	In-text Ref	4	
Essay 5	Bibliography	4	
Essay 5	Content	9	Unclear in some places
Essay 5	Language/Style	6.5	
	General Comments	3	Please avoid long sentences as they make your ideas seem unclear

Table 5 deals with another group essay on corporal punishment. The presentation was better in this essay because of the knowledge of content. In addition, during one-on-one interviews, I was

informed that these groups had consulted with tutor and visited the writing centre to prepare for this assignment. The assignment is thus rated as very good. The isiXhosa student who felt strongly that she had something to contribute to the decision making of her community had this to say**;**

Olwetu 4ᵗʰKS:

> I would have taken the position where corporal punishment be re-introduced in schools in a very controlled, like in a controlled manner. In a manner in which when all other measures have failed then it should come in. Because to me nowadays we not just dealing with the law but with the rights of children and these children are very clever. They end up manipulating the law to benefit them even if they are on the wrong. So, my take will be for corporal punishment to be reinstated. So, I feel that, but with my other colleagues when we had to write the assignment, they like no, this is something that, eh, this is something that they they use to evaluate you for maybe we we supposed to go into the schools and stuff. So, I thought, they're telling me that it might actually count, you wanting corporal punishment back into the system might actually affect you for them giving you a space in the schools. So, I was like okay, when we write our our… (16/05/2019)

My analysis of the assignment on Table 5 indicated that, though the above student wanted corporal punishment back, she did not base it on empirical evidence. However, her colleagues advanced disadvantages of this form of discipline from research that indicates physically, emotionally and mental issues to justify its discontinuation. However, although language and presentation challenges were visible in this essay, the students' views were understood though as indicated by the lecturer unclear in some places. Equally, during the interview process, I realised that the isiXhosa student **Olwetu 4ᵗʰKS,** was not sure about the form of voice construction that was needed for this essay. Her colleagues interpreted the question to need legalized evidence that will justify their arguments that, there might be a need for this form of punishment, but the law prohibits it. Other research might have also shown otherwise. Hence, in the presentation of voice and subjectivity in academic writing, an emphasis on personal beliefs might sometimes contradict empirically justified concepts. As shown in **Table 4** from the lecturers' advice to the student not to pick up on a wrong orientation. This concern of contradictory ideas in writing that contradicts academic discourse was a pattern that showed up in 80% of the student participants 'assignments.

157

Due to the issue of contradicted ideas that I have just mentioned, some students were not very keen in working in groups when it comes to writing assignments because they feel like this, **Evelyn 3ʳᵈ KS**:

> I, it's like when it's a group work, is mostly divided into sections, so maybe section A will be given to someone else, section B will be given to someone else and that section C will be given to me and then if I manage to get the total in my section higher, I will feel like if I did everything alone I could have done better and scored more marks because the others they get maybe ten out of twenty. This makes me feel that if I was doing everything by myself I could have done better because we different and here in the university for different reasons and ambitions because I am serious and some are serious but others are not serious

The above-mentioned view came out differently in another students' discussion who felt that group work puts him down and breaks his self-esteem (instead of building) when their ideas are rejected or conflict. The data strand presented below can help explain this:

> **Nkosi 5ᵗʰKS:** Ya I can say sometimes I do build that self-esteem, but sometimes not because you can feel sometimes people they underestimate what you're saying. Ya Ya. Even though we give each other chance to express ourselves but you as a person, you have that feeling that Okay, what I've just said they underestimated it. So, in that way, you cannot build self-esteem. Ya. Yes, I feel like that, I feel sometimes I can feel that okay, what I'm thinking is correct and I can express it when I am writing. But on the other side (laughs) I think yoh! This is totally wrong for the university writing. Ya.

Table 4.6: Group Assignment 6

Group Essay	Content	Marks 10/50	Lecturer or Tutors' Remarks/Feedback
Essay 6	Introduction	2.5	Underachieve, language challenge
Essay 6	Paragraph	2.5	Not clearly expressed
Essay 6	Content	2.5	Express your ideas clearly
Essay 6	Language & Style	2.5	Long sentences
Essay 6	General comments		Your essay is too short

This was another transition question. The student who happened to be an Afrikaans participant never bothered to type the assignment. It felt like she stippled it for marks. The personal pronoun dominated half of her response with no signs of the knowledge and intellectual voice construction. This could reinforce **Lec.2's** advice to me on the transition question:

R: Needless to mention that high school doesn't prepare these learners for university, but do you think, high schools could do better to prepare these learners because when these new students enter the university, universities are like sitting with this problem. If I may call it a problem that universities are now pushed into some sort of fix when the unprepared students are within their context? Do you think just for future studies if the high school could also try to better prepare these students at least with shift in mind-set and linguistic change, then the weight might also be lighter on universities to realise a higher throughput rate and growth?

Lec.2: If I may start by mentioning to you that this is not completely out of your topic because in high school most of the students you will find them writing their essays in a particular format. And they will always maintain that fact that their teacher in the high school told them that, which means it's written there in the students' minds if I may say

Lec. 2: Yes. It also means it's so strong or entrenched in their minds. So, they think they can't shift away from this 'our teacher told us that, you can write, the format of the essay must be like this. You must follow it like this, if you want to write you must write and our teacher told us that, even the headings you can write them boldly like that in the essays and so and so forth' So if eh, that, that is why I say it is still connected to your topic because, there in high school, these students are restricted to, in the high school they are made to, to not to see the importance of subjectivity of voice in writing.

R: It's like a rule-following format or structure there.

Lec. 2: Yes, a rule-following structure and there is a restricted standard in this context that the students must follow and maintain.

R: So, it's like a norm.

Lec. 2: Yes, a norm. So, it's not helpful when these students come to the university because academic literacy is trying to move away from that eh eh rule-following particularities or following particular conventions of doing things. We realise it's not the right way especially for language. So, if eh, eh, they could (educators) already at the level of high school prepare these students and tell them that, even though you have

these format that has been given to at the school to write your essay, that notwithstanding, it is also acceptable to go out of these conventions. You could equally write in a way that, you-you-you express yourself in a personal way, you make your personal voice to be heard in a way, not necessarily maintaining, because I gave you this or that rule.

About half the student's population resonated with the above view from the lecturer especially on the language issue when they had this to say:

Jaydene 3rdAS: Martina, I have been thinking about it, from my side I feel that if there can be somebody from the university that can go to schools and just tell the students that all your subjects is going to be in English so you must prepare throughout your schooling life on how to to use English and don't wait till you come to university. Because there is I am sure there are not many universities that can teach us in our mother tongue all of us. So, English is our main focus so I think high school should be aware and adapt that language of teaching to prepare learners for the university. This is not to disregard the mother tongue, but they should just prepare students already at school because it's not easy when you come to university to only get the English from the university precisely because you only have four years which is packed with a lot to do in the English that is not comfortable at all. So most of the time you struggle because you don't want to fail yourself and leave without finishing your career. But others do find it difficult and prefer to leave at a certain stage and look for a job where they can easily use Afrikaans. But then you want to come back again and complete your studies which is not good.

At this point in time, I believe, the above student's viewpoint calls for more research into theory and practice on the invaluable role of the university as a professional development institution. This plea insinuates an uneasiness to the educators on the depth of the language challenges faced by some additional language students. This can become a challenge that could lead to helplessness and a sense of loss in students who are mandated to go out and be teachers in the schools they were once a part of.

160

Table 4.7: Group Assignment 7

Group Essay	Content	Marks 27.5/50	Lecturer or Tutors' Remarks/Feedback
Essay 7	Introduction	5.5	Average
Essay 7	In-text Ref	2	Please, re-write referencing
Essay 7	Content	11	Not clear
Essay 7	Language & Style	6.5	Long sentences
Essay 7	General comments	2.5	Always check your sentence structure

In **Table 7,** I presented another essay on the Transition from high school into university. Due to poor sentence structure, long sentences and poor construction these students performed averagely despite scoring up to 11% of the overall mark for content. In analysing this assignment, I picked up issues like sentence structure, lack of presentation skills and limited English vocabulary that could construct voice and subjectivity in the written pieces. A sense of direct translation from either Afrikaans to English or isiXhosa to English mentioned in the interviews above was also a pattern is seen in this students' essay.

Table 4.8: Group Assignment 8

Group Essay	Content	Marks 10/50	Lecturer or Tutor's Remark
Essay 8	Introduction	2.5	Another underachieving with strong weakness language
Essay 8	Paragraph	2.5	Not clearly expressed
Essay 8	Language/Style	2.5	Express your ideas clearly
Essay 8	Conclusion	2.5	
Essay 8	General remarks		Please always check your sentence structure

In **Table 8**, I presented another essay on the transition and why these students chose to be teachers. Regrettably, the students score here showed that they have under-achieved. In the context of the literacy course, this mark meant that this particular group of students needed intervention, either

https://etd.uwc.ac.za/

from the lecturer or tutor. In addition, my analysis of this assignment signposted an emotive function of the personal pronoun to express lived experiences in high school and present the university context of the students. Besides this, the essay indicated a lack of awareness of the need for a shift in language and context. Furthermore, the way these students wrote the essay made their views unclear. The misrepresentation of punctuations, use of capital letters and sentence structure that constructed ideas that did not cohere was prominent in this essay. For a better understanding of my readers about this example, I present one of the lecturers' viewpoints on the poor performance of students like this presented in Table 8. Lec. 2's response highlighted the poor performances of some students when asked;

> **R:** Which group of students in your opinion experience more challenges in written assignments to bring out clear and coherent ideas?
>
> **Lec. 2:** The, eh! The first additional language students, eh let's not say first additional, lets' just say additional language students because it could be second additional language, it could be the first additional language, but all of them. So long as eh English is not their first language, or it is an additional language for them, they have a challenge, of expressing themselves. So, it could be the first additional, second additional or in some cases third additional language. But so long as English is an additional language, it poses a barrier.

The above response supports my argument of a possible influence of English on the way additional language students' express ideas in academic writing. The language on paper, as viewed in the assignments in my context, might not be a true representation of what the student intended to communicate due to a knowledge barrier. This evidence underpins constructivists' arguments of the need for language to serve individual users so as to develop them (Postman & Weingartner, 1969).

Table 4.9: Assignment 9

Individual Essay	Content	Marks 78%/100%	Lecturer or Tutors' Remarks/Feedback
Essay 9	Language / Grammar	20	Improved, but avoid long sentences High performance. Excellent
Essay 9	Structure / Organisation	20	Linking words to build voice construction. I believe…
Essay 9	Content	18	
Essay 9	General Impression	20	Good Points, be on the lookout for longer sentences and repetition. An emoji of laughter

The last essay I present in this section in **Table 9** was written under the topic, the qualities of a good teacher in relation to why the student chose to do the professional development course in education. This essay was written at the end of the second term to end the first semester. As seen from the marks and the lecturer's comments this assignment merited a high achievement with category of excellence. I also noted that this was an individual exercise where the student participant made a lot of effort to achieve. Further to this, I was made aware that, during group work some of the students did not really put an effort, which sometimes weakens the strength of the exercise. I say this because this same student participant was part of one the previous group assignments but performed averagely. Feedback from the lecturer confirmed an improvement in the literacy level although she struggled with the construction of voice. However, the lecturer scaffolded the student to express her ideas as 'I believe' with a gentle reminder to use words that could signpost ideas and cohere one viewpoint with the next. In order to further sharpen the issue at hand here, I present pedagogical knowledge from one of the lecturers that informed me of a constructivist approach to voice, subjectivity and agency in academic writing. **Lec. 2** had this to say on the performances of the students after they get immersed in the academic program EDC111:

> **Lec.2:** Okay so, like you mentioned before yes, this course is six months, six months is
> just for the first eh semester, eh but that notwithstanding, this is not the only support that

163

these first-year students do have. Because this course accommodates students from other first-year courses that are being given. And during the second semester, some of them, almost like eh, almost like eh, half of the class do continue in other eh, eh kind of literacy studies which are like a build-up on this because they go deeper into vocabulary and concepts. It's like a follow-up and deeper into the presentation of certain concepts and theories of academic literacy. So, by the time we run to the end of the year, and that module, one of them I also take. So, some of the students I have right now continued with me in the second semester.

R: So, you want to say the students don't experience that gap as if they are just dumped into the ocean to swim without assistance?

Lec. 2: Yes, they don't experience that gap and so they are still in the first year. So, by the time these students get to the end of the year, most of them are better off than the time they came at the beginning of the year. And most of them can attest to that. Like their test marks, their progress reports, you can see the progress report and things like that, you realise that most of these students have improved and they are able to write eh essays fluently, they are able to even express themselves better than they use to be at the beginning. So, I think eh those additional courses, and then, there are some courses that are also being offered during the second semester not just my course but eh, the other courses are given to those who may be considered like being too attached to their first languages. And so, they are asked to eh differentiate it, to identify which first language these particular groups of students use in their schools. And if they identify for example if, eh isiZulu was used during the period in their schools, they will be asked maybe to take isiXhosa for example. If they used eh, if they did something like eh Sotho in their schools, the students could be asked based on what level, how, how much, how much of that course they had during their school. They could be advised maybe to take Afrikaans. So, they have different. Why the university does that, it is because, there is this saying that, 'most of the time, the foundation, a stronger foundation in eh in a first language will build or will encourage the better development. Because some of them, if they have a better foundation in the first language, it's going to help them to develop more in the additional language. That notwithstanding also, there could be eh, I could suggest that during eh, when workshops are being organised, certain workshops are being organised, even not eh limiting them that they are still first-year students. Some of them should be considered for those workshops so that, they see and hear how other scholars, depending on what are the

topics that are being discussed or presented during the workshops. If it has something to do with literacy, academic literacy, then it is advisable to include them.

In my opinion, the discussion presented from the lecturer points to the relevance of pedagogical scaffolds by lecturers and tutors of additional language students on how to relocate personal knowledge and reconstruct voice in proactive scholarly positions. Notwithstanding this, these students need a socio-cultural perspective of voice and subjectivity that can help display their diverse lived experiences.

4.5   Data Analysis

As defined in the introduction of this chapter, the process of analysis is meant to help me make sense of the raw data I have presented above. To put it in a nutshell, I have so far attempted to understand how some additional language students construct their opinions from a position of discomfort in a language which, intimidates and freezes their ideas in some situations. Having one-on-one interviews with all fourteen participants was an enlightening process.

I have analysed the interviews and analysed the documents to compare historical information on the one-on-one, face to face interviews and assignments as verifications. I analysed the text that came from transcriptions and assignment documents. Triangulation of interviews, text from transcriptions and physical assignments as documents triggered the following themes;

   i.   challenges of additional language students in the construction of voice and subjectivity in academic writing;
   ii. How lecturers and tutors deal with diverse students when it comes to the construction of voice and subjectively in academic writing
   iii. English Additional language students and their lived experiences in academic writing.

I have factored in triangulation with a view to understanding the commonalities between the emerging issues as well as other issues that are central to my study.

4.5.1   *Challenges of some additional language students in the construction of voice and subjectivity in academic writing*

In the South African multilingual context of education, academic literacy is conceptualised in conventional frames. This to the comfort of some elite scholars and first language students, but,

much to the discomfort of, additional language students who constitute the great majority of the student population. Analysed data from two lecturers reveal the challenges of some of these new students' who are sometimes intimidated when required to speak or put ideas on paper. One of the tutors, **T1** (Sibou) also expresses concerns of the Afrikaans and isiXhosa students in the strands of interview bellow;

R: Following up from that, do you think the students who experience the challenge the most are the ones for whom English is not the first language?

T1: Particularly, I will say yes. That is the other case that we are faced with because you will find that some of the Afrikaans students are writing Afrikaans terms which I am a Xhosa native I couldn't understand them in my assignments. So, it was quite difficult for me to understand some of them and then the grammatical errors that you find even in the isiXhosa speakers, you discover that they are actually using some of the grammatical rules from their native language be it isiXhosa or Afrikaans to get to this English.

R: Which means they are using their first language as a resource to translate and write in the present language they write in (English in our context)?

T1: Exactly! And I I think they found it so comfortable to be doing that because they they know their language and they are, they are **comfortable with their mother tongue** so they are able to shift those rules into English in order for the meaning not to be lost somehow somewhat.

Notwithstanding the above-shown strands, some of the students try their best to exploit the available resources to fulfil their dreams. As mentioned in the literature of my study and in the problem statement, additional language students find it difficult to appropriate their ideas from their first language which is a position of comfort to the second language and eventually on paper. My observation of this situation compels me to question writers who pathologize these students. I say this because these writers continue to interpret issues from a position of comfort. They feel that being able to use language well justifies the students' modelling of academic discourse. However, in my understanding of interpretive-constructivism, knowledge is perceived to be constructed for it to be practical and sensible for those who construct the signs. By the same token, I believe, that the University of the Western Cape as a place of knowledge construction, can be serviceable for additional language students to create signs that can be interpreted for their educational benefits as well as their educational wellbeing.

166

In my analysis of the data is drawn from interviews and documents, I could attest to the challenges of some of these additional language students from an insider location. In analysing the data, I have looked into these testaments from Nkosi who happens to be from Johannesburg and who had the opportunity of speaking isiXhosa even though his home language is isiZulu. When I asked him about this, I was surprised by his response. I was surprised because, though he struggled to speak, when he articulated in English he did well. His responses are as shown below:

   R: So, in school where you taught in isiZulu or in English?

   Nkosi 5thKS: From school usually, I was taught in isiZulu

   R: That is from grade R to Grade 12.

   Nkosi 5thKS: Yes, from grade R to Grade 12

   R: Okay.

   Nkosi 5thKS: Yes, I was taught from grade R to grade 12 in isiZulu. So maybe our teachers, our teachers use to teach us in isiZulu because they want us to understand, more or the content, maybe make things more related. You know what I mean.

This same statement echoed from about three or four of my student participants. My interpretation of this commonality-based questions, if knowledge in academia simply calls for comprehension in a specific language (English in my context) then assumes a certain degree of primacy here. What I inferred from Nkosi's response is that his teacher used isiZulu to teach him from a position of comfort. And consequently, Nkosi felt that his knowledge acquired through isiZulu was valuable in every context. Therefore, inability to effortlessly articulate or construct clear thoughts in English, in my opinion might not be the fault of Nkosi. On the contrary his unsuitable creations express sensitive literate acts of literacy is a social practice (Luke, 1991).

I want to think/believe that in high school, **Nkosi 5thKS** could do with his knowledge of language without feeling guilty or less of a human because he lived and practised amongst the same populated ideas. I believe, any shift, is natural whether it occurs socially, geographically, linguistically or ideas. I wish to say that, what might seem awkward in a linguistic shift is aligning the mind, the soul, and the body to be able to cognitively weather the shift. Considering that this thought is only applicable in my context, a shift in language might be a complex issue. My analysis might enlighten the reason why when it comes to language, others at the position of comfort constantly remind you that you are in the wrong boat. In view of this, additional language students

could be treated with admiration because compared to monolingual speakers they do many shifts in order to accommodate contexts. On the other hand, monolingual students experience the single issue of change in the level of discourse that might have nothing to do with language shifts. I then hasten to assert here that, my point in this study is not really about the language issue, rather, it is what one of the lecturers implied 'to break out and to expose' the position of comfort I verbalise in this piece. This, I believe might only be applicable in a celebration of language as valuable human artefacts for interaction which can become feasible through a collaborative, inter-subjective, and mutually constitutive dialogue that values inclusion in a uniquely blended readers' and writers' voice (Bakhtin, 1981).

4.5.2 *How lecturers and tutors deal with diverse students when it comes to the construction of voice and subjectivity in academic writing*

In my analysis, I noted a mix up in the understanding of the concepts between the lecturers, tutors and students. The lecturers and tutors are doing their best to enlighten these students with these concepts to free the students from ignorance. This is however challenging because the students have moved from high school with an almost distorted mindset, not only in language-related issues but also in issues that involve content and valuable information needed for intellectual growth. When it came to the question of measures to address literacy students had conflicting thoughts. This conflict ranged both between the Afrikaans and isiXhosa students. For example, two Afrikaans students were not happy with the measures and two were happy. Two isiXhosa students followed the same pattern.

> Olwetu even in her unconvinced mind many of the issues around her new study environment has this to say:
>
> **R**: Okay. That is interesting. Almost the last question. Are the measures put by the university to assist first-year students develop their literacy skills of benefit to you as an additional language student?
>
> **Olwetu 4ᵗʰKS**: Yes, I think they actually, they doing their best. We have thousands of students in the university and so much we have only much of the staff working in the university. I think they are doing their possible best. However, besides my, my feelings towards the university saying that, if they allow me to interview people only, the rules and regulations that we have to live by, we have to, as much as we are diverse people, there is something that has to bring us together to work towards one direction. So, I actually think that the university is doing its possible best because we have the writing

centre, we've got our tutors who when we need help from them. We've got consultation hours and so forth. They actually are doing their best.

From this students' body language, she showed that she is really appreciative of the opportunity though she has issues. From her body, I could read like she shames, poor university. However, I understand that a university cannot address all students' issues because it expects students to be proactive in their needs

R: The last question, but not the least (laughs) Will it have been profitable if this course was extended to the end of the year to give you more foundation?

Melissa 5th AS: Definitely, because the more you are exposed to the vocabulary the more you practice and you can do more and can do better as well.

R: Considering that the subjects compact, it has to make you aware of concepts the notion of voice and conventions?

Melissa 5th AS: Yes

R: Maybe if it might have been extended to the end of the year, would it have helped you to familiarise with academic vocabulary and the concepts they relate to?

Melissa 5th AS: That's right

R: Then it will now give you room to be able to think properly and practice to understand the notion of voice and subjectivity in the written essays that you submit to lecturers and tutors?

Melissa 5thAS: Yes

The lecturers also gave mind blowing understanding on the concept of voice in academic writing. Both lecturers had good skills, and expertise to build up the self-esteem and content knowledge of these students in ways that signpost them on how to break free from ignorance**.** Equally**,** to encourage students to write using language and concepts of academic literacy, the Lecturers and the tutors played a great role. The two tutors had this to say;

R: First question I will ask you, in your practice as a literacy tutor, as EDC111 tutor, do you support language skills that could nurture language awareness in the construction of voice and subjectivity in academic writing?

T2: I will say I do support the voice construction because I always encourage my students to actually go and read up and not just write their general knowledge. I told, tell them that it's good to actually have a general knowledge of what they are writing about, maybe they are given an assignment. But I will also encourage the students to engage

169

within the scholarly community because they have to understand they have to understand the transition from high school into university (subjectivity) and now having to abide to laws and conventions of the academic community and to the scholarly community so to speak

T1: I would say there is a part that I I say that I do understand, the concept of voice and perhaps how one should voice out thoughts on paper because I really acknowledge the power of voice in writing and because indeed in writing everyone needs to voice what they think, so I encourage them to use their general knowledge but accompany it with these literature writers or scholars as well

The principles of teaching and learning language encourage that, language be learned in a comfortable language-rich environment. By the same token, Gee (1999) stresses the importance of discussing relevant concepts in the right vocabulary to enhance the identity kit students need to write with. In the words of Vygotsky, (1986), as thoughts are directly attached to language, naivety in the content knowledge by educators can be problematic. I think the group of teachers empowering these learners are good. One student supported this view by pointing out how helpful her tutor is.

However, not all students felt that the measures put in place have done anything for them. The two students from Atlantis felt the system has failed them. But the greater sentiment was how helpful the tutors were to redirect them from the way these students felt. This analysis has helped me value the research process which has been very informative. By the same token, it has helped me to understand how the concept of voice develops after a period of time in students.

4.5.3 *English additional language students and their lived experiences in academic writing.*

Sivasubramaniam, (2015, p.79) defines competency by aligning it to the socially constructed notion of language that is fluid/indeterminate, open-expansive and elusive. Hence, language competence cannot be calculated and valued for its worth. On the contrary, this view of competence is value-laden, collaborative, inter-subjective and unaccountable. In this regard, competence is measured by the five senses of touch, sight, smell, and hearing.

My analysis of the students' assignments picked up some challenges of linguistic transfer that the students themselves expressed during the interview process. During the interviews, one of the

students made it clear that it was impossible for her to differentiate between certain verbs and grammar. However, in analysing the same documents I picked out elements of competency along with those issues that concern the role of a teacher and discipline in schools. I again confirm what one of the lecturers said about rewarding marks for content though the construction is unclear, which is an aspect of competency. Sivasubramaniam, (2015), argues that,

"Given that research data in education is usually obtained from human beings, the compulsion to qualify them as seen in a rationalist epistemology reduce human beings to test scores, mean scores and empirical scores… characterising the students as tests scores, statistical items and grammar production units of correct answer spouts (P. 79)"

I wish to support Sivasubramaniam's argument, (2015) that,

> The scholarship of university moves away, or...Debunk and disavow a calculative, quantifiable, objectifiable, asocial and a temporal view of language and take-up;
>
> A socially-aligned view of language which stresses its social and inter-subjective nature (p. 79)

Additional language students will continue to be Guinea pigs for experimental purposes.

For that reason, additional language students can do with motivation in order to scaffold collaborative nature that will allow these students to think critically. As such, students construct voice, inter-subjectivity and agency in academic writing that could enhance a mind shift and shared understanding in academic discourse.

4.6 Summary of the Chapter

In this chapter, I have so far presented the data collected from the instruments of my research and analysed it. In the process of presentation, I was guided by my main and sub-research questions and the themes that came out from the data. Furthermore, I have analysed the raw data under themes that surfaced from the presentation. In conclusion this is what I have done in the analysis and I hope it will help me lay the groundwork for generating confirmatory support to answer my research questions in my discussion chapter.

171

CHAPTER FIVE
CHAPTER DISCUSSION OF FINDINGS THROUGH IMPORTANT THEMES

5.1   Introduction

So far, I have utilized the accruing ideas and insights of my study in progress to illustrate the centrality, primacy and immediacy of issues to the educational practice of academic writing done by first-year additional language students. The findings of my study point to considerations as to how English as a second language can impact the structuring of concise and coherent ideas on paper and the possibilities of maintaining academic writing as a social practice in academia. Current clues emerging in my study appear to strengthen the narrative that, holistic scaffolds in English for academic purposes may be essential for additional language students to relocate subjective thoughts in their essays.

This chapter, therefore, echoes as well as reinforces some of the views that underpin my evidence and the key issues/insights presented in my literature review, apportioning findings that could enhance the interest that I illustrated in my main and sub research questions. Hence, for the purpose of consistency, I have discussed the findings of this study under the matching themes in my data presentation chapter. This has been done with a view to signposting the prominence assigned to the themes that fitted into my research questions and further served to augment my discussions. Brought together, varying perceptions in my analysis appear to underscore the need for a valued-laden language consideration in academic writing in order to enable voice construction and its unhindered manifestation. This was in order to reassure productivity and self-growth in additional language students' academic writing. However, the concerns of the naivety of a vital shift in knowledge, language and context, as rhetorical components that could enable additional language students repositioning to proactive ways to situate their lived experiences in comprehensive writing also emerged. Finally, my findings need to be discussed via the interpretive-constructivist approach chosen and employed in this study, where knowledge is meant to be constructed through the collaborative process of the research (Stake, 1995).

5.2   Academic Writing as Dialogue or Discussion in the Intellectual Domain Requires a Shift in Both Linguistic and Awareness of Context.

In this section, I wish to deliberate on the emerging results of my investigation and its implications for addressing the proposed research questions in conjunction with the objectives of this study. I believe that this will help my readership come to terms with the dynamics and fallouts of my study. The findings presented and analysed in section 4.3 of Chapter four revealed that, in response to academic essay questions in my context of the University of the Western Cape, some isiXhosa and Afrikaans students transferred idiomatic expressions and words from their first language to express their viewpoints in English. Responding in context to an assignment on her experiences of the first day at university, the isiXhosa student Nomsa 2nd KS showed no language awareness in the written piece. This explains why the lecturer's comments on her assignment, point to unclear language and disorientation as a general impression. Likewise, in the interview process, both lecturers and tutors confirmed issues of misinterpretations, in the reading of assignment questions, further citing English as a barrier to the comprehension of subject matter. One Afrikaans student, Cloe 1st as indicated in the interview process the way she sometimes misses coordination during lectures points to the time she has to take so as to process some of the new words in English in order to understand the subject matter.

By the same token, most of the student participants' initial scores in the essays displayed instances of misinterpretation that led to a miss-match with the requirements of the questions. I found out that the lecturers were aware of this position, but were quick to illustrate pedagogical measures like the literacy course in my study and other measures put in place to develop students. I wish to point out here that the mismatch of ideas seemed to echo Boughey, (2008), in the argument of diverse students' deficiency in the rhetorical components that enhance engagement and voice construction in university writing. However, my conversational interview process with the students offered me insight into the issues of the mind, and how not being proficient in a language could alter the comprehension and expression of thought on paper. This vital issue in my view might then have been overlooked by Boughey, (2008) in her multilingual context of South Africa. My consideration here emerged from some responses as reinforcements from tutors and lecturers that, most of these additional language students, simply needed nurturing. The following response from tutor 2 indicated to me that, in spite of the statuses of some first-year students as additional language speakers, they could do better in an understanding of academic writing as a social practice (Barnard & Campbell, 2004). This reaction from **T2** a first language Afrikaans speaker:

I think most of these students are struggling because they are not familiar with the academic concepts or maybe these concepts are not really known in their first language. I say this because, for example, most of these Afrikaans students listen to what is said in English, translated into Afrikaans, adapt and understand before translating into written English. If the students cannot find the word in the first language, they sometimes struggle to write their opinion clearly. The language to this group of students could be a barrier, you understand? So, sometimes it could be a language issue and other times the student just needs to adapt to the writing context. You see. And some are naturally gifted with the ability to shift and adapt well in new contexts.

The above response signposts the primacy of sociocultural theory and second language acquisition, where Vygotsky, (1979) argues that the mind can mediate any information or signs if encouraged. In light of this, I feel enlightened that, this help, happens through scaffolds in this literacy course EDC 111 that I explored. Lantolf & Thorne, (2007) support the Vygotskian concept of reinforcement and emphasise the need for "frequency and the quality of assistance" (p. 208) for it to be effective in a new language context. My results underpin Lantolf & Thorne, (2007) assertions that, through scaffolds and collaboration with peers, the additional language student eventually starts using the language to engage and resolve issues, as seen in the tutors' reaction I have detailed above. Evidence from most of the IsiXhosa and Afrikaans education students also showed signs of engagement through attempts to do better in next tasks. These students indicated awareness of their challenges and saw a need to put more effort to progress. As such consultations with tutors, seeking assistance from the writing centre and group work with colleague emerged as efforts students make to improve their writing. This is because, though English is not their first language, the students see a need to be competent in it as to be able to voice their views in clear concise English for comprehension by their teachers.

The implications to these additional language students' enthusiasm for success in a university career regardless of their challenges can help reinforce my exploration of the concept of voice and subjectivity in first-year education students in my context. As I have mentioned in my literature review, Papashane & Hlalele, (2014) analysis of academic literacy as a critical initiator of knowing in academia, then acknowledges my isiXhosa and Afrikaans education students as differently literate students in a position to become literate in academic writing as a social practice in university (p.665). Hence, a current need for an exclusive voice course that could augment some

174

struggling additional language students to reposition their ideas in academic writing as an inclusive academic dialogue assumes particular relevance here.

At this point, feedback from the lecturers also indicated how some students interpreted the question without an awareness of the university context as could be seen from the students' marked assignments. Lectures and tutors' comments on areas like punctuation, unclear language and poor sentence construction highlighted the language impact. Equally, in the one-one interview process, three of the Afrikaans students indicated the problem of interpreting the questions and the English terminologies. For the most part, I found out that the pattern of unclear ideas often indicated by lecturers was a result of limited knowledge of English terminologies to explain and describe experiences in writing. This resonated with older studies like Van Schalkwyk, (2007) cited in my literature review, where findings indicated some IsiXhosa and Afrikaans students' complaints about their inability to comprehend and use what they referred to some English terms within their disciplines. Though most of the Afrikaans and IsiXhosa students in my study indicated difficulties in understanding discipline vocabulary in the form of the terminologies, success was the first thing in their minds. One Afrikaans student had this to say about the disciplines' terminology: "Sometimes, like I am a Geography student. The terminology in the essay isn't the standard that you use for technical writing. It fades you up because language is really a barrier".

The terminology challenge in the course of writing flagged as a push factor that forces the additional language students to attempt a substitute for the difficult terminology with familiar ideas. This attempt usually results in language transfer of the familiar word to substitute the difficult word. Such transfers draw attention to the difficulties additional language students might encounter in an attempt to construe meaning in English for academic purposes and respond clearly in written ideas in English (Jarvis & Pavlenko, 2008). Answers indicated the effect of not being proficient in English as a disadvantage that places the first language isiXhosa and Afrikaans students in an anxious state, which mostly leaves these students vulnerable to low ratings from the lecturers and tutors.

The insinuation in my case was that some of these students became withdrawn whenever they are required to give responses during lectures or tutorial activities, likewise in writing. In general, response from Afrikaans students during interviews on the impact of English points to improper language to respond in writing. Same traits also emerged from isiXhosa students. This response

175

from one Afrikaans student embodies her encounters with the language and her role as a first-year student; "So that when the lecturer asks questions we won't answer. Because I am scared to make a fool of myself. Because I can't speak. Not that I can't speak but the way I speak English isn't the standard that we must have in university". This evidence in my case revealed the use of isiXhosa expressions, as well as a direct translation from Afrikaans into English. This is in keeping with Van Schalkwyk, position (2007) that presentation seems to create misperceptions in the students' essays and plays out as constraints for these group of students. Students' views on the low ratings enunciated feelings of despair, less self-worth, restricted in fears of low self-esteem. The findings I have discussed here can help confirm the claims I have so far made in regard to one-on-one student interviews and from documents as assignments of some of these first-year students.

On the question of feelings of despair, lessened self-worth, and possible issues of low self-esteem voiced by students in my case, my findings, however, appear to be in conflict with some of the views that I have voiced in my literature review (see section 2.4 in Chapter two). As discussed in my literature review chapter, some issues and insights on language and literacy in South African academic development programs seem to have been conceptualised from a position of comfort. To elucidate on this, I reflect on Boughey's, (2008) analysis of different students in different contexts. My discoveries seem to mismatch with her position of comfort when analysing the subject of language, voice construction, engagement and knowledge in context. I am inclined to think that, Boughey's (2008) sympathy towards disadvantaged or additional language students in her context seems contradictory. This is because, to me, she seems to be naming and shaming skills approaches that pathologized additional language students' lack of awareness on a linguistic, knowledge and context shift. This is to suggest that these students' sense of self is put under duress, when "they do not have command of the rhetorical components" (p. 197) to express ideas that indicate engagement, and their own voice construction and subjectivity in academic dialogue.

Notwithstanding the issues I have flagged above, the conclusion of Boughey, (2008) seems to express a feeling that, these students who might be "non-traditional" (p. 198) or non-Anglophone background students, do not deserve a place in the type of university that requires efficiency from a position of comfort. In addition, this indicates the university context as 'alien' to the additional language students in her context as opposed to the so-called "outside" contexts of these students, raise multiple questions on the possession of language and context when it comes to knowledge echelons. Likewise, the cautious presentations of her colleagues' habits of 'setting aside' the

176

reading culture, communicate in my opinion the level of the literacy believed to be attained by additional language scholars in the type of universities Boughey, (2008) seems to refer. I want to think, that she believes that, a university should accommodate and appropriate students who understand that, the purpose of text, is hypothetical and its abstract nature is for engagement. I find it hard to comprehend, how at one-point Boughey, (2008) seems to be writing from a constructivist perspective where the text these students engage in need to give them a sense of self. Yet at the same time some students are not eligible to understand university knowledge because of the linguistic and socio-economic statuses of these students who to her, might be impossible to educate.

In my view, opinions like the ones voiced above, that continue to view language as the sole property of an 'appropriate' group of scholars as opposed to an 'inappropriate' group are illogical, let alone asocial. It appears to me that, some form of double standard is being portrayed here as the notion of 'right' or 'wrong' seems to be discouraged, yet, the same notion acts out in a subtle costume of 'appropriate' and 'inappropriate'. I believe, appropriate here involves competence which is fluid, flexible, intangible and difficult to appraise. By the same token, language as a means of communication that, acquaints competence is fluid, flexible and volatile. Consequently, voice and subjectivity as the main components of competence might be impossible to be appropriated in a multilingual context that exists in a country like South Africa where the language policy values eleven official languages.

The analysed assignments of my student participants signified their attempts to understand and construct meaning. The fact that my analysis points to the lecturer who awards marks for content even when the ideas are not in clear English indicated to me that the students needed to be rewarded even if the written pieces are not "appropriate". In light of this, I wish to point out that, this is not to undermine the need for an appropriate presentation of ideas and engagement in academic writing. On the contrary, it is to encourage the students to do what they think might not be doable.

A point often overlooked in most of the literature on voice construction in academic writing is that promoting an appropriate and inappropriate language conception in a multilingual context like my South African context would mean being insensitive to issues of voice, inter-subjectivity, agency and identity in additional language students' writing. The study reveals that it is not the fault of some of the students, for not being aware of the shift in context and language used in the university

177

as has been observed in my context. In the literature, I observed that the political, and historical context of South African made it impossible, to celebrate and value autonomous ways of knowledge in a monolingual language. Section (number 4.3) in Chapter Four on the presentation of the interview data from Afrikaans, isiXhosa students and lecturers and tutors can help confirm the claims I have made so far.

The most compelling evidence from students' interviews disclosed all the students' wishes to be in a university in order to develop their careers and life. I was also made to understand that, most of the Afrikaans students on entry expected to be taught in Afrikaans. In this regard, though most of the isiXhosa students seemed more at ease with English as the language, their anxiety became apparent when they are given essay questions. I wish to argue here that, a possessive understanding of language as the sole property of some individuals is problematic to my South African context. With this in mind, basing the production of knowledge in the university on competence in one language might be seen as an exclusionist tool or another form of discrimination.

Under the circumstances of their study, most of the students were aware of the context and the need to reposition language and knowledge, but they were not adequately equipped to successfully do with the transition. Given these points, section 4. 4 in chapter four where I present students' assignments as documents in the various tables indicted the desire to succeed in the career of professional development. The achievements and the comments on the assignment's scripts prompted the isiXhosa and Afrikaans students to realize that more was needed from them to construct appropriate and clear ideas in writing for effective dialogue in academic standings. At the moment, a constructivist view of voice, construction and engagement in academic writing in the South African context could give emphasis to the critical socio-linguistic impact of English on the construction of written voice by additional language students.

The literature further illustrates different cross-linguistic influences, ranging from the cognitive to the types of knowledge produced in the context of academic writing. Jarvis & Pavlenko, (2008) identified a cross-linguistic influence in multilingual context like mine. Although they wrote from another context, these influences seem to play out in my South African context. Comparable to the views of Javis & Pavlenko, (2008) language transfer seems to play out as a strategy and a resource for voicing and achieving objectives in writing by isiXhosa and Afrikaans students rather than being a constraint as commonly observed. Under the proactive circumstances of the professional

178

development course, these groups of students try to translate what they have read or heard into their first language so that they can understand and again transcribe the ideas back into English as responses to assignments. On the negative side, these forms of manoeuvres create likelihoods for errors, such as sentence structure, language functions, meanings and lack of consistency in these students' writing (Mgqwashu, 2008).

The consequences are visible in my findings presented in section 4. 4 of Chapter four, which shows either, failures, low ratings of marks and in the long run slow progress; a key point that recaps my research problem. For the construction of a good readership, cross-linguistic influence in my South African context will then be regarded as, the influence of the students' knowledge of isiXhosa or Afrikaans' on the students' knowledge and interaction in English (Pavlenko, 2010). Given these points, the students' essays presented and analysed in section number 4.4 as documents in Chapter Four contain instances of language transfer clearly highlighted by comments from the lecturers and tutors. Likewise, responses from the lecturers and tutors in the interviews I presented in the same chapter four attested to the above-stated claims.

Another key point in my discoveries involves the required knowledge in the university context. Findings from the interviews analysed in section 4.4, table 2 and 5 of Chapter four revealed that the social divide during Apartheid also nurtured a linguistic divide and contributed to the ignored shift in language by some Afrikaans and isiXhosa students. I am inclined to believe that the reasons for some additional language students' failure to discern the need of a shift could be due to the fact that, knowledge in high school was taught in Afrikaans to the Afrikaans students and in some places isiXhosa to the isiXhosa students. This form of knowledge, however, was not questioned because of the level of theoretical understanding. I was also led to understand by this group of students that, the university might not be alien to them as such. However, a point often overlooked is that these groups of students might be limited in their general knowledge due to their socio-economic circumstances and sometimes poor schooling background, which flagged in my interviews. In the background of this study, literature appears to support this wherein Boughey, (2008) presents a historically white university vis-a-vis a historically black university. She attests in her analysis that additional language students and staff are differently cultured in language, values and decision issues. This is to suggest that, white learners seem cultured into the theoretical nature of knowledge. Although this may be true, it could also be an indication that the voices speaking in the written text, that are given to these first-year students to analyse, touches issues of

179

culture, selves and opinions not shared by black students. This is in keeping with the views of Canagarajah (1999, p.10-11) where Mrs K, the English teacher teaches Western content that conflicts with the cultures, views and identity of a Sri Lankan student, Ravi. By the same token, interviews and document analysis presented in chapter four described the conflicting views, cultures and identities of most of the IsiXhosa and Afrikaans students when constructing voice and subjectivity in writing as part of engagement in university dialogue.

In light of the above-mentioned views, literature also stresses that reading and writing in an additional language for multilingual students can be a complex undertaking (Swain, 2007). According to Cangarajah, (1999) the heterogeneous nature of discourse, gives leeway for students to enjoy more than one subject position for fitness of purpose (p. 30). This is to suggest that subjectivity ought to be flexible for the student to negotiate and address his/her opinions. By the same token, signs of my isiXhosa and Afrikaans students making shifts in thinking that responds to required essay questions showed students' engagements even if they are inappropriate. I wish to interject here that, even though these responses might not conform to the norms of academic discourses, categorizing them into segments of 'appropriate' or 'inappropriate' might also not be proper seeing that, the responses contain these students' voices. With this intention, the isiXhosa and Afrikaans students could do with more scaffolds of tools that do not compel them to conform to particular ways of writing and conventional ways of relating to written text.

On the positive side, these additional language students could be empowered to use the written text to speak about issues around them (Canagarajah, 1999). The interviews of isiXhosa and Afrikaans students presented in chapter four contain raw data of most of these students advocating and wishing to be guided to write what they think. The desire by one IsiXhosa student to 'spread her wings and fly' in the interview data, could be an illustration of the students' desire to write about her context and things that really interest her community.

To put it in simple terms, advocating for a personal voice in the context of my isiXhosa student might signify resistance. As can be seen in Canagarajah, (1999), my students' attitude of non-compliance to the norm seems to demonstrate a dual resistance; first, against the required voice construction, and secondly, against the status of language in this construction. As noted above, the student uses her position as a first-year student to enlighten me that she is not comfortable, conforming to conventions because she is not an empty vessel. In light of her positioning,

180

Papashane & Hlalele, (2014) analyse the emancipatory definition of academic literacy that seems to expose the norm as a culture of a specific form of literacy. In the same way, the students' opinions appear to concur with Freire's, (1996) notion of the 'banking model' of education, by the oppressor to treat the oppressed as an empty vessel. This is to suggest that, the student in my context utilised her position as a student to work against the available discourse. Yet in so doing she resisted the dominance of both context and language to power her voice in writing as an additional language student.

I am inclined to think that, basing the linguistic shift as well as all ways of knowing on one autonomous language, might be a deprivation of some additional language students' voice in academic writing. The above claims considered, most of the Afrikaans and IsiXhosa students in my view, signposted in answers of the questions and responses to interviews in my presentation chapter, their attempts to either expose, resist or accept academic writing as a culture of a specific knowledge society that might not tolerate their ways of knowing.

As discussed in my literature review (see section 2.2 in Chapter two), the above-mentioned resistance to conventional ways of constructing and engaging in discourse should be viewed as a sign that the additional language students are attempting to construct knowledge in the new context. However, the relevance of English as a linguistic habitus that the student requires to authenticate the shift is also negotiated since the student might be influenced by the first language. Findings in my case support the literature in that when isiXhosa students negotiate text in English, meaning is involved (Mgqwashu, 2008). Section 4.3 of Chapter four can help confirm the claims I have so far made here.

At the present time, taking a miss-analysis in a printed text, as a sign of being alien to the university campus could be biased since there might have been no extra textual properties that could have helped stimulate thinking in the students. Meanwhile, meaning in context and the quality of the evaluation on the text might have been influenced by a misconstruing of the codes that are in English. With this in mind, conclusions showed the lessened empowering effect of the English medium of instruction on some first language Afrikaans students who felt that the literacy course was of no benefit to them. Surprisingly, these Afrikaans students felt that they might not really become competent in written English because their previous literacy experiences were immersed into Afrikaans, which differs in meaning, sentence structure and grammar rules. Findings

181

presented in Section 4.4 of Chapter four indicate this in the assignments of the students, through scores and also some comments made by the lecturers and tutors.

It is important to realise that, the above indication resonates with Cummins' (2005) claim that, conceptual knowledge between L1 and L2 are independent. For this reason, tuition in English might not necessarily empower the isiXhosa and Afrikaans students, in my context with relevant concepts so as to ensure a competent as well as a tenable construction of voice and subjectivity in academic writing. With this in mind, the form of quality as well as competence required from first-year students baffles some of these additional language students and set them back with feelings of exclusion.

Taking into consideration the students' circumstances, both the lecturers and tutors indicated their resolutions on not using teaching methods that are theoretically strung. In effect, conflicting views emerged from my data with one lecturer advocating that we should expose the position of comfort required in language use (English). A viewpoint that resonates with Papashane & Hlalele, (2014) is that "academic literacy constitutes a critical cognitive catalyst towards the creation of sustainable learning ecologies in higher education" (p. 669). These claims can be justified by the findings analysed in section 4.3 in Chapter Four under data from interviews with lecturers.

For the most part, the above-mentioned ideas again resonate with, Sivasubramaniam's, (2015) view of language as a fluid, open-ended, and provisional tool, for the minds of the students to interact and produce meaning in a continuous manner. It is important to note that in my analysis the theme of a central understanding of competence in regard to my South African context could be considered as an intellectual and epistemic equivalence of murder. Therefore, I wish to manifest voice in my context of the University of the Western Cape as a semiotic sign. This could be a dialogic space where, what everyone says means something (Bakhtin, 1981). Meanwhile, Vygotsky, (2012) speaks of scaffolds, encouragement and motivation, as measures that could empower the novice students to do what he or she emotionally thought they could not do. In sum, measures that tolerate dialogic imagination in the twenty-first-century discourse are relevant to all students in diverse university and not only to a privileged few, who operate from a position of comfort and privilege.

182

All in all, the data in my study appears to complement Bakhtin's (1986) theory, underpinning my identity as to how I relate to this world. IsiXhosa and Afrikaans students in my context, therefore, need to be encouraged to interpret their own meanings in an open dialogue. This is to allude to Lantolf, & Poehner's, (2008) arguments that language is so diverse that people do not use language in the same way and in the same tone and tenor. In light of this, I believe that voice and agency in academic writing is a very vital step to decolonising the mind with which it can resist linguistic Imperialism and infuse sustainable subjectivity into academic writing (Canagarajah, 1999).

5.3 Pedagogical Scaffolds by Lecturers and Tutors of Additional Language Students on how to Relocate Personal Knowledge and Reconstruct Voice in Academic Writing in Proactive Scholarly Positions.

My study found that, notwithstanding the measures put in place by the university to ease the construction of ideas for first-year students, some first language isiXhosa and Afrikaans students still struggle to communicate clear ideas on paper. The first thing to remember in the context of this study is that when it comes to first-year students' writing, and academic literacy, the faculty of education utilises academic development courses to develop reading and writing skills in students. With attention to one of such academic development courses, it is important to note that, EDC111 that I explored, was initiated to develop reading and writing skills so as to uniquely empower additional language (under-prepared) students with these skills (Boughey, 2002, 2007). To confirm the claims, I have made so far, I refer my readership to the section on lecturers' interview presentation and section on documents presentation that contains students' marks and feedback from lectures (see section 4.4 of Chapter four). This notion of academic development for under-prepared students is consistent with Vygotsky's, (2012) concept of the need for holistic scaffolds provided to new students as a means of support to develop various skills in either, reading, writing or comprehension.

Taking into consideration the above-stated intention, the EDC111 literacy course, not only initiates the development of skills but also includes other aspects of literacy applications and practices like referencing, developing voice construction in students' writing and guidance on issues of conventions in academic reading and writing. The data from the lecturers attest that when it comes to literacy and these components I have named, additional language students strayed. Hence, a vital outcome then, to note at this point is the responsiveness of the lecturers and tutors to the challenges of the most diverse students for whom English is not a first language encounter when

183

putting pen to paper. Consequently, as has been noted in the section (number 4.5) of analysis in Chapter Four, there is a need for the literacy course to equip these students with relevant knowledge as well as the concomitant tools for voice construction, and the use of other academic conventions in academic writing.

My judgements indicated those pedagogic strategies lecturers and tutors employed as part of scaffolds to introduce the new students into the practices of academic discourse. It is also important to note that, as a strategy, engagement plays the major role of involving the first-year students of my context in academic writing, given that, these students are made to do some research, which is usually in the form of essays as assignments. For that purpose, I was informed by the lecturers, the first assignments usually require the students to give a personal reflection of their academic journey. In light of this, I was also educated on one lecturers' attempt to re-position his students' minds into the academic discussion by referring to academic literacy as a journey. Section 4.3 where findings from lecturers' interviews presented in Chapter Four can help justify the claims that I have made.

In my consideration, the metaphor of a journey that I have also adopted in my study, seemed to work, for some of the first-year students as they attempt to move away from their high school mind-sets to the more proactive ways of learning at the university. This is to suggest that, encounters of these additional language students with the voices of previous scholars in their essay answers in response to the academic dialogue as lived through experiences. However, my raw data revealed a double challenge alongside this journey metaphor due to the statuses of my isiXhosa and Afrikaans first language students as additional language speakers of English. This is to suggest that, generally, being a first-year university student requires competence in the language of tuition, and new knowledge frames alongside the proactive ways of knowledge construction. In the centre of this, the statuses of the isiXhosa and Afrikaans students instantly cause fear and anxiety in some of these students as evidenced in the interview data from the students themselves. Section4.3 that deals with data from isiXhosa and Afrikaans students in Chapter Four can help confirm these claims I have made so far in this paragraph. To emphasize, I narrate one lecturer's reference that, when the students get a little bit comfortable in the journey, only then, does he introduce the other assignment forms. This then required the students to step out and explore through researching what others have done on the topic given. At this stage, the assignments are both required to be done individually or in groups as activities and finally written up.

184

Needless to mention that, it was in the interest of the different assignments that I understood the group of students, I have investigated their vulnerability when it comes to putting pen to paper in ways that tie in with the responses to the academic essays. In the same manner, both lecturers' and tutors' reactions that, most of these students in my context of the University of the Western Cape were additional language or even third language speakers of English helped strengthen my conclusions. In that case, language in the responses played an important role in placing the ideas in the response for the readership, which is, mostly the lecturers and tutors. With this in mind, my judgements appeared to reveal the complex nature of the assignments given to first-year students. Certainly, most of these assignments are meant to develop the level of engagement in the first-year students.

Nevertheless, it is in the same above-mentioned assignments that some students faced enormous challenges. For example, findings presented and analysed in section 4.4 of Chapter four on document analysis, can help confirm this point, as well as in the presentation of students' interview data. I believe that these concerns of enormous challenges resonate with the research problem that I have stated in Chapter One of this study, wherein I indicated the concern of additional language students like the ones in my case are still failing despite academic literacy development programs to develop skills in these students. In short, the depth of these challenges surfaced at the end, where not only the students felt the challenges, but also the lecturers and tutors experienced difficulties during assessment of students' essays. The feedback from lecturers and tutors on students' essays presented in Chapter four, section 4.4, table 1-5, indicates the challenges of the lecturer in comments ranging from, unclear language to either too long or sentences that are too short. As a matter of fact, evaluation in this context reckons consistency with the purpose of the module, in order for the lecturers and tutors to give feedback that develops the students' minds for improvement.

With attention to the subject of feedback, some students signalled progress through working on the comments made by their lecturers or tutors, and initiated improvements on subsequent assignments to earn higher ratings. As an illustration, the tutors equally led me to understand that, when some of the students have an essay assignment and doubt their own credibility, they will come in for consultations. In these consultations, the tutor would scaffold these students and ask for a draft of the assignment. Provided that the student has attempted to express a viewpoint, then,

the tutor would go over and give directions to the student on how to write the copy to submit to the lecturer. However, I learned that, usually, not all the students really benefited from these services. The reason for this is not clear, but it might either have something to do with the fact that, other students are not disciplined enough to take responsibility until they fail the assignment and tried to make up, or it might be that, others were just too wrapped up in their awareness gap. Regardless of the inability of some students to take responsibility, and progress in their responses of assignments, low ratings due to underachievement revealed serious delays in the distressed students' progress. The claims I have made so far can be justified with the data presented in Section 4.4 table 6 and table 9 of document presentation in Chapter four. Tutors' and the lecturer's interviews presented in section 4.3 of the same Chapter, also contained strategies used for scaffolding in underachieving students in language that could enable them write their ideas clearly.

With regards to scaffolds on how to express thoughts in functional language by isiXhosa and Afrikaans students, I was enlightened on some classroom strategies used by lecturers to encourage students. In order for students to build self-expression, a lecturer explained to me how she allows the students to answer questions in lectures in mixed Afrikaans and English or isiXhosa and English. Reiterating the importance of language, the lecturer stressed the impact of inefficiency in English on the students' ability to construct ideas in written assignments. Paying attention to conclusions illustrated in section 4 .3, lecturers' interview data presented in the table of section 4.4 in Chapter four indicate how the Afrikaans students wrote ideas the way they talked. This appears to corroborate with Ivanic & Camps', (2001) concepts of identity markers seen in additional language students' writing through choice of vocabulary, style, sentence structure and types of arguments. The raw data strand below basically illustrated this notion in this **lecturer's** response:

The construction tells you that, that person, or it can even identify to you which the first language that student is using. Yes, from the construction, you will be able to know if the students are Afrikaans, if he is eh eh isiXhosa, because of the way they eh the way the student constructs. Because when you hear these students talking you as the lecturer already know how they construct their sentences both in the first language and in the second language. You will be able to match which is their first languages. So, there is that eh challenge of eh writing in pure English what they want to express. There is that problem of expressing themselves clearly in English. But I think that is also part of being a first-year student.

186

The implication of the above presented data strand is that students' written responses reflect in the same way, to the lecturer as an interviewee makes an impression with his or her dressing, immediately upon their entry into a room. I am inclined to believe that, isiXhosa and Afrikaans students' assignment responses in my context carry identity markers that can help attest to the first impressions the lecturers have on these students' scripts (Ivanic & Camps, 2001).

Indeed, when it comes to the academic development literacy module EDC111 in my context and its outcomes, it seems designed to touch a little bit of everything that involved language learning. Although everything here means building vocabulary for academic writing, design, as well as sentence structure, the concept of voice and subjectivity as part of this amalgamation, seems to be enclosed and embedded in the mixture. The findings presented in section 4.5 of Chapter four can help confirm this set of claims where my analysis of raw data indicates how lecturers' perspectives on voice and subjectivity in academic writing conflicts with what additional language students' views as their experiences which are also mostly constructed in unclear English. In the light of my sub research questions, these conclusions are consistent with my first sub research question (SRQ) which reads:

"What are lecturer's perceptions on student's ability to construct voice and subjectivity in academic writing?"

One lecturer clarified to me in the following sentiments that, lecturers are required to scaffold the additional language students with English vocabulary as shown by the data strand below:

…in order to neutralise or to meet halfway, that is why we talk about subjectivity of the voice, because subjectivity of the voice when we talk about that is referring back to your title, the title of your work, talking about subjectivity of the voice, you will be able to see that subjectivity only if everything is neutralised. The first language, the knowledge, the influence of the first language meets the eh eh influence of English language halfway.

The first thing to note in this raw data that it represented the lecture's perceptions on the construction of voice and subjectivity in the response of first-year students and additional language students in my case. Secondly, the lecturer does not seem to realise that, for most of the first language isiXhosa and Afrikaans students, this knowledge is directed towards such academically overwhelming new concepts that their voice construction becomes the very last thing on their minds. For example, in the interview data presented in section 4.3 of Chapter four, more than four

187

students confirmed that most of the time they respond to written pieces just to address the questions without thinking of constructing a voice.

As regards the concept of voice in the students 'writing, one of the lecturers actually gave an essay sample and a sequential break down that explains some rhetorical component, like paragraphing, linking words, body and conclusion. I was also made to understand that this painstaking exercise was meant to put the students at ease since at the undergraduate level, it might be quite intimidating for the new students to open their mouths or put pen to paper in English that is not up to standards (Sheik, 2011).

For the purposes of referencing as scaffolds that authors use to support their claims also showed up in the data. Findings from one lecturers' interview emphasise the need for referencing by students, to cite the evidence they as students use in order to support their opinions. By the same token, I have used references to cite the invaluable data strands that I have presented in this study. In the findings, I have been able to bring together the data from all the interviews and the document to triangulate for sameness. The outcomes from the individual interviews, documents and some main arguments appeared to be in keeping with, the issues and insights that I have covered in my literature review (see section 2.5 of Chapter two): an understanding of language as a fluid, flexible communication tool. With this in mind, isiXhosa and Afrikaans students, in my case interpret meaning in language as a way to understand and construct voice and subjectivity in academic writing. The findings presented in section 4.4 of Chapter two, can help support the claims I have made so far, in regard to the documents containing evidence.

The suggestion here was that the additional language students during the interview process expressed the wish not to reference. The general feeling from the students was that the process of referencing was complex and worsening the language challenge. In light of these outcomes, some students, reference just to fulfil academic conventions, but sometimes, the referencing conflicts and confuses the written piece instead of the requirement of strengthening the view. As indicated in my literature review, evidence of inconsistencies on the concept of referencing surfaced in the isiXhosa and Afrikaans students' writing. In effect, some of the students copy the references in an inconsistent manner contradicting the point.

188

It is important to realise that, although the lecturers, expressed their perceptions of voice in academic writing, one of the lecturers uttered his disappointment with the way the language issue has been handled after Apartheid. This is to suggest that, there is still a need for subjectivity in the expression of voice in isiXhosa and Afrikaans students' writing. To begin with, the indifference of the lecturer who identified with the first language Afrikaans students reveals the teachers' empathy on the impact of English on the English additional language students. For the most part, even with most of the measures to assist students to express their ideas in conceptual frames, some first language Afrikaans students in my case felt that the literacy course EDC111 did little or no good to them because it was being offered in English. As such for these Afrikaans students, to adopt their views in the right English that makes sense becomes a challenge leaving the students with a feeling of not being in the right place (Van Schalkwyk, 2007). The finding in section 4.3 of Chapter four can support these views as seen in the interview presentations of teachers and isiXhosa and Afrikaans students.

5.4   Academic Writing as an Inclusive Tool Emancipates and Gives a Sense of Self-Worth in a Diverse Intellectual Conversation.

This theme underpins and relates to my second sub research question of "What are EAL students' perceptions about their ability to construct voice and subjectivity in academic writing?" For the purpose of self-growth, academic writing featured in this context, as a tool that was meant to edify as well as liberate the first-year additional language students, so that these students can communicate with their peers, lecturers and tutors as the target audience in academia. In the context of my study, edification might only be achieved through the effective use of language that clearly constructs what the students intend to communicate. This is to state that, the student chose the rhetorical components that could express their opinions in the way that addresses the questions in context, so as to show an understanding of the subject matter in the academic discourse.

The issues and insights I have discussed in section 2.2 of Chapter two of my literature review consider this understanding of writing in literacy as a social practice. However, the first-year additional language students in my study seemed not to see the connection between, their opinions and the knowledge of concepts of their discipline as valued rhetorical components, which together with significant previous knowledge could enable voice response in writing (see, section 4.4 in Chapter four). On the negative side, literature indicates a negative response towards this omission (Boughey, 2008b). On the contrary, my analysis of the findings drawn from IsiXhosa and

Afrikaans students indicated numerous concerns that could accumulate and regard these students' writing as if they are less intelligent. To add to this, the novice students in my context, were not aware that, the responses to their essay questions were actually a form of conversation, in which they were in full view response to the teachers through their writing. Findings analysed in section 4.3 in Chapter four indicated how some of the students were overwhelmed with the proactive intellectual life to the extent that they really could not visualise the process of assignments to be similar to facing question and answer sessions in which, the difference was only in the context of writing being the vehicle that incorporated all other imperatives to make the written conversation responsive.

Ordinarily, the additional language students do not really require language scaffolds. Taking into consideration that a constructivist view of academic writing considers voice and subjectivity as an integral part of academic, these additional language students need more than language scaffolds. In the findings drawn from lecturers' interview as presented in section 4.3 of Chapter four the first language Afrikaans lecturer, indicated a need for the person (the additional language student) to be addressed. This is to suggest that, though theoretical components of the discipline are very important for the novice student to construct relevant response to a prompted dialogue in essay questions, the students' sense of self should be put in front of the curriculum to give room for development with time.

As regards the point that, the students in my case were professional development students with an intention to be teachers, the same lecturer clarified his methods during the lecturing to these students in the academic literacy lectures. Given the attention to the challenges encountered in writing and the position of these students as additional language speakers, the lecturers were very aware of their teaching methods which were cautionary in nature. By the same token, the constant reminder to these students of their statuses as professional future teachers who require good communication skills, irrespective of their subject played out in lecturer's interviews in section 3 of Chapter four. These reminders revealed, emotive responses of the influence of the language of tuition that subtly tied in with the content, and the dignity of the student teachers.

Relating to the South African Curriculum and Assessment Policy Statement (CAPS), one lecturer emphatically noted that, the CAPS document, can really be made fancy, but it might not be serviceable if the curriculum failed to address the person (student-teacher). This reference to

190

Freire's (2015) pedagogy of the oppressed seems to emphasise the importance of what this lecturer calls 'pedagogy of the whole person' (see Section 4.3 in Chapter four). In my context, this seems to imply that, the lecturer, wishes for the students to be fully literate both intellectually and in the mind. However, this will only be possible if the students are fully aware of the rhetoric of the discipline and practically utilise the language to respond in the dialogue initiated in their essays. The claims I have made so far in this paragraph could be justified with evidence presented in section 4.3 of Chapter four and sections 2.2, and 2.3 of Chapter two, where I have presented my literature review.

Given the multilingual context as well as the historical context of this study, it could be established that there is a genuine need for addressing the whole self which according to the lecturer is by empowering the students to break out of the conventions that instil fear and anxiety in them. In this way we could expose the position of dominance while at the same time laying bare the issues that impact our very existence in the intellectual community. Under the present circumstances, exposing dominance means, finding out what works for the context of isiXhosa and Afrikaans students. In my context, the best way to find out that was through a conversational form of interview process like data collection in which the students felt at ease to say what might have not come out clearly if asked to write their views (see section 4.3 in Chapter four). With this in mind, this section resonates with section 2.5 of my literature review in which academic writing develops as an emancipatory tool that students could use as their instrument of agency and resistance.

In essence, the interview process gave agency to the first-year student participants who used the sessions to free themselves and express their views. In doing so, they wished to be understood in their own way as part of the shared intellectual community. For their own growth, the students also desired scaffolds that will empower them with valuable tools to construct their own ideas, not to suit the needs of the university, but instead, to address burning issues that really matter in their communities. I am inclined to see this as an understanding of voice that allows the IsiXhosa and Afrikaans students to spread their wings and fly (see Section 4.3, IsiXhosa students' interview presentations). Given these points, language in isiXhosa and Afrikaans students' writing will then be understood in keeping with Lantolf & Poehner's (2008) view of serving the student to achieve their communicative purposes in different communicative events.

On the whole, indications are that, although what isiXhosa and Afrikaans students might have understood to be right, it might not conform to the norms and conventions of academic writing, and thus these signs should be considered as attempts to understand. These attempts are therefore, very valuable, in fact they are invaluable, and might not be quantified or appraised given that, these students have been exposed to multiple cultures (Bakhtin, 1981). This is consistent with Sheik's, (2011) metaphor of language as a 'vuvuzela', which no matter how loud or how inconsistent it sounds, stays as his language, that embodies his sense of self, and thus, is impossible be silenced.

Two important imperatives could be realised in that, while Sheik, (2011) idolises multilingualism in the context of South African universities as the preserver of culture, Boughey, (2008) treats the same issue as a problem in a similar context of South Africa. This interesting difference is again consistent with Lantolf, & Poole's, (2008) arguments on the diverse uses of language in that, for Sheik, (2011) language is value-laden with a rhetorical function. This function nurtures and enriches multilingual graduates with linguistic competence, and social sensitivity, allowing these students to construct identities in academic writing that harmonises meanings (p. 190). Surprisingly, Boughey, (2008a) seems to argue that, universities need to reconsider the intake of multilingual students because these students do not have the rhetorical components to identify the multiple voices in academic text for theoretical engagement. Somehow, Boughey, (2008b) seems to be supporting Sheik's, (2011) argument of a value-laden language in that, she is using the frame of competence so as to sanitize the incompetent multilingual student who might not have a place in her elated and elitist notion of university. What is overlooked in her arguments is the question of whose culture is suppressed to idolise whose culture?

I have used the above-stated arguments to boost my confirmation of a multi-voice tolerance in academic writing as a social practice that students use to communicate and solve issues. In this case, lecturers will be tolerant and understand that, just because some multilingual students cannot say something the way scholars from a position of comfort, it does not mean that these students do not deserve to get rewarded and get accommodated. Thus, this is my argument, that, though some first-year additional language students might not write in the required Standard English, these students are not unintelligent. To justify these claims I have made, I refer to section 4.5 of Chapter four and section 2.5 of Chapter two.

192

5.5 A Sociocultural Perspective of Voice and Subjectivity that Displays Diverse Students' Lived Experiences in Writing that Accommodate Inclusivity and Diversity of the Student Population in this Context.

Under this theme, I also intend to address my third sub-research question, which is "What evidence of voice and subjectivity is visible in English additional language (EAL) students' texts?"

As can be seen in section 2.2 of my literature review in Chapter two, some socio-cultural scholars highlight the view of academic writing as a social practice in order to reflect students' writing in a multilingual context like South Africa. The marked assignments of the first-year additional language student's documents that I have analysed support some of my predictions in my problem statement as well as my literature review. With attention to the assignment presented on table one, (see table 1 in section 4.4 of Chapter four), the students are required to write about the topic of corporal punishment and if it should be reintroduced in schools. Results of the group assignments on this topic indicated conflicting views from the isiXhosa and Afrikaans students on, the return of corporal punishment as a disciplinary measure in schools. Significantly, performance rating was average and the lecturer indicated concerns on grammar not being clear. It is important to note that, although the students' ideas showed inconsistencies on the pages, during the interview process, the lecturers highlighted the language problem and indicated how the average students approached them for clarification. Findings from lecturers' interviews presented in section 4.3 of Chapter four consist of the clarification given to students who insist on the lecturer that what they wrote was correct because that is what the teacher explained.

In relation to the type of questions given to the students, the interview with one of the lecturers indicated that, when the students are introduced to the literacy course, they are first given questions that require them to express their feelings so that the lecturers could establish their background knowledge. It is in the second term that these students are tested on questions that require them to do some research. Findings from lecturers' interviews presented in section 4.3 of Chapter four confirm these statements. It is in this context of the essay questions that the isiXhosa, students and her colleagues were given an assignment that needed some research. For instance, a question on the controversial topic like corporal punishment required the students in their new scholarly positions to do some research, in order to find out what policy says about the topic. In addition, what other scholars have had to say about the idea to reinstate this form of discipline. However, while one of the group members did not see a need for research, the other members of the group strongly felt the need, in order to justify the position, they will take.

The student who made her assumptions on the decision for the return of this form of discipline did it out of emotions. She felt that young people do not have respect. Her justification for her positioning on this question did not resonate with academic statements that, required justifications. As such, in section 4.3, of Chapter four the findings drawn from student, indicated to me that, she does not believe in conventions because she thinks everyone in the world has a say. Although this might be true ordinarily, in academic writing justification is required. Thus, contrary, to this student's emotive judgements, the findings on corporal punishment showed that advocating the return of this form of discipline is against the law. The need for research in my context is misrepresented as in the context Boughey's, (2008) historically black university setting. Taking into consideration my literature review (see Chapter 2.4), I again draw attention to Boughey, (2008) who refers to similar misinterpretations by students in her context as lacking the rhetorical component to engage with the multiple voices in a test.

Regrettably, Boughey, (2008) sounds sympathetic in theory, in the issue of misinterpretation and misunderstanding of analysed meanings by additional language students in her context. Nevertheless, what does not seem to sit well in her actions is her analysis on the university as an alien field to the novice students. This is to suggest that, in practice Boughey, (2008b) might not be sensitive to what she expresses in the texts. Viewed in the light of my results she seems to display a subtle mistrust, in that, students from non-Anglophone backgrounds should be assessed harshly so as not to compromise on their competence. In other words, these students do not have a place in the type of university with competence. I find this hard to believe because Canagarajah, (1999) demonstrates a value-laden understanding of language, which correlates my result where the students achieved, even if it was an average achievement. Therefore, my topic challenges all conceptualisation of academic development from a theoretical position of comfort. This is because, in spite of errors, and low achievements, the intentions realized by students need to be rewarded as shown in the assignments (section 4.4, table 2 in Chapter four) to encourage growth.

In this regard, the assignment in table 3 as I have presented in section 4.4 of Chapter four on the quality of a good teacher can help confirm this point about these students' intentions. With the assistance of lecturers, the students in the group were rated 4th place for average, but time as a development factor for the students to understand the rigours of academic vocabulary was stated by lecturers during interviews (see section 4.3 in Chapter four). This resonates with the students'

194

challenges indicated in Van Schalkwyk, (2007) where, some first-year Afrikaans and isiXhosa students struggled to engage in the discourse of academia. The need for lecture's scaffold is then very important in order to give these students time to understand the concepts and to express voice in academic writing.

A further illustration can be viewed in table 3 as presented in section 4.4 of Chapter four. In light of this, I need to focus on another question based on corporal punishment. This student consulted with the tutor before completing this task and the results are positive. The achievement improves to very good. This improvement from the student after trying indicates that there is room for improvement in the essay marks. Comments from the lecturers indicate some challenges but that is part of the process of academic development. Table 3 of section 4.4in Chapter four can help confirm the claims I have made in this paragraph.

Again, table 4 presented in section 4.4 of Chapter four is based on another essay format question on the first day in university. In light of this assignment, there is a great improvement in the performance of the isiXhosa student. Conclusions on this students' script showed a limitation of the mutual intelligibility that adds to scholars' constructing opinions in academic discourse. Equally, the narratives from the students' answers showed no language awareness and a need for learning academic conventions. On account of the general comment made by the lecturer, my considerations revealed a feeling of loss in this student. His feelings of excitement to be at a university did not ready up his mind for the proactive nature of the intellectual dialogues that he would encounter in the university setting. For this reason, feelings of vulnerability due to the marks obtained could be seen. The lecturers' role is really felt by the student, as seen in the findings presented section 4.3 of Chapter four where the lecturer explained how the students come in for consultations and argue that what they wrote was correct.

To point out, another group essay on corporal punishment it again showed conflicting ideas in students during for collaboration for the decision on the research topic. The assignment featured as underachieving indicates that these students needed special attention from the lecturers and tutors. A further indication that the form of writing in high school, still had an influence on some of the students and this served as delimiting to these first-year additional language students. In regard to the Afrikaans student, one of them expressed the need to flashback and inform high

school students what awaits them in terms of language. The findings presented in section 4.3 of Chapter 4 can help confirm these views I have made so far.

In continuation of the above-stated points, I present, table 8 as presented in section 4.4 of Chapter four, which is based on another essay on transition and is a group assignment. It indicates another underachiever, which highlights the struggles of additional language when asked to express ideas in writing as demanded by essay questions. The student's responses in this assignment indicates a possible influence of English on the way additional language students' express ideas in academic writing. In relation to my South African context, the language on paper, as seen in the assignments, might not be a true representation of what the student envisioned to connect with the audience, leading to a break down in information. This evidence underpins a need for language to serve the individual users so as to develop the user (Postman & Weingartner, 1969). When the language cannot be negotiated for voice construction on paper, communication is limited and voice is not expressed.

At this juncture, I present the findings of the assignment in table 9 (see section 4.4 of Chapter four) which was based on the topic, the qualities of a good teacher in relation to why the student chose to do the professional development course in education. This essay was written at the end of the second term. Discoveries from the marks and the lecturer's comments indicated this particular assignment as highly achieved. It was marked high with an achievement fit for the category of excellence. Further in these results, individual exercises seemed to indicate more effort from the student participant, who attempted to achieve. Some group assignments indicated, the reluctance of some of the group members to work, which sometimes weakens the strength of the exercise. This argument can be confirmed with the findings presented in section 4.3 of Chapter four in which some of the students indicated their preferences to work alone than in groups. This seems valued to an extent in context, in that, this same student participant was part a previous group assignment (see section 4.4, table 2) that performed averagely.

On the positive side, further outcomes on feedback from the lecturers confirmed an improvement in the literacy level although some students struggled to construct voice in writing that shows understanding of the subject matter. Nevertheless, the indication of lecture's scaffolds to the student on how to express a voice, as illustrated in 'I believe' (see in section 3.7.1, figure 1 of Chapter three) with a gentle reminder to use linking words can help serve as measures that teachers

196

align with scaffolds to develop students. As such students could, signpost ideas in writing that coheres one viewpoint with the next. In order to further sharpen the issue at hand here and indicate that with the right support that covers vocabulary building all first-year students can/will succeed. At this stage, pedagogical advice from one of the lecturers is for teachers to foster a constructivist approach to voice, subjectivity and agency in academic writing (see, section 4.3 of Chapter four).

In the final consideration, the study indicated that, even with the existence of all the assistance, additional language students still struggle to express voice and subjectivity in academic writing. This resonates with assumptions from my literature review that, in the case of communication, the mind does not separate from the context; rather, it is a symbiosis to propose meaning in a continuous manner (see section 2.7 of Chapter two).

I have so far discussed findings of my study in conjunction with the theoretical implications as presented in my literature review. An outstanding theme in my study is that of the central notion of competence, which might always be flawed in my multilingual context of South Africa (Sheik, 2011). The findings of this chapter also constitute subjective signs that first language isiXhosa and Afrikaans students negotiate to construct voice, agency, and inter-subjectivity in academic writing that liberates. I believe these findings will help me lay the groundwork for my final chapter where I propose to state the conclusions of my study with reference to my MRQs and SRQs along with the limitations of my study and implications for further research.

CHAPTER SIX

REVIEW OF MY FINDINGS, CONCLUSION AND PROPOSED RECOMMENDATIONS FOR FURTHER STUDIES

6.1 Introduction

My study is an informed attempt to answer my main research question (MRQ): how limited English Language Proficiency influences first-year additional language students' ability to construct voice and subjectivity in academic writing. In Chapter five, I have discussed the findings from the data presented and analysed in Chapter four and linked it to the literature review presented in Chapter two. This chapter concludes the study and forwards/proposes the recommendations in addition to stating the limitations of my study and some implications for future research. The recommendations that the study wishes to propose will be linked to the findings as discussed in Chapter five of this thesis. The Chapter will be structured as follows: Firstly, I reassess my aims and objectives proposed in Chapter one of the study to align with my whole study. Secondly, I present an overview of the findings, determined predominantly by the four themes that underpinned my data presentation chapter. I have done this in order to maintain consistency. Thirdly I provide a summation of every chapter. Then, I present the limitations of this study with an explanation why these limitations occurred. This section will be followed by the recommendations of the study. These recommendations will be linked to the research objectives and the findings of the study as mentioned before. The chapter concludes with implications for future research.

6.2 Research Aims and Objectives

As indicated in Chapter one of this study, this empirical study was meant to explore lecturers' and students' perspectives of voice and subjectivity in academic writing at a university in South Africa. In particular, it was meant to explore students' voice and subjectivity in academic writing as lived experiences of these first-year additional language students. The following objectives were also set out:

i. To inform current academic writing support in academic development modules for building vocabulary in diverse students.

ii. To explore the lectures' perspectives on students' voice and subjectivity in academic writing.

iii.   To explore students' perspectives on voice and subjectivity in academic writing.

iv.   To explore students' voice and subjectivity in academic writing.

6.3   Overview of Study Findings

In this section, I present an overview of the findings of this study through which I discuss how the objectives I have itemized above have been achieved. Here, I signalled that academic writing as a dialogue in the intellectual domain requires a shift in both linguistic and awareness of context. Also, I discuss pedagogical scaffolds used by lecturers and tutors of additional language students on how to relocate personal knowledge and reconstruct voice in academic writing in proactive scholarly positions. In light of this, my study aims to emphasize the value system that views academic writing as an inclusive tool that emancipates and instil a sense of self-worth in a diverse intellectual conversation. Such a position eminently encourages a socio-cultural perspective of voice and subjectivity, which is in keeping with diverse students' lived experiences in academic writing in my context.

6.3.1   *Academic writing as a dialogue in the intellectual domain requires a shift in both linguistic and awareness of context.*

With respect to academic writing as a dialogue in academia, that initiates the exchange of ideas between entry-level students, and educators, my findings, as ascertained in Chapter five signposted issues of language when responding to essay questions in academic literacy development programs. Evidence pointed to English language as the language of instruction, in which novice students are required to eloquently write responses that indicate knowledge of the prompts from the essay questions. Regrettably, most of these novice students are mainly additional language speakers of English which exacerbates their practice of writing in English. Although my observations indicated a need for teaching to be done in many of the other languages of my South African context in order to equip these additional language students with knowledge of concepts, putting it in practice has shown problems due to the diverse nature of the student population. Findings indicate that additional language students in particular still require alternative curriculum and pedagogic measures to be able to purposefully engage in their written assignments that express opinions that constitute their academic discourse.

My conclusions indicated challenges when students interpret meaning from assignment questions in the context of the university in order to apply the right language of the discipline as response.

199

Errors featured in the choice of vocabulary that the novice students used to present answers. The structuring of ideas in the sentence seems to ignore the fact that, the response needs to be presented as if the students are directly responding to the educators. In my presentation of documents in section 4.4 of Chapter four, I have indicated five categories, beginning with, and excellent, very good, good, average and requiring attention. In the excellent and the very good categories, language was generally understood even if not clear in some places. This contrasted with the category of average and that of requiring attention. Findings indicated a series of challenges at these two categories that highlighted the language challenge and the awareness that, knowledge in the context of university requires empirical ideas to justify claims. These challenges helped draw attention to autonomous models of academic literacy which defines academic writing as a style of writing that intellectuals use to express their views. My conclusions illustrate the failure of the underachieved and average additional language students to express their views for interaction with other scholars.

In the context of my study, this failure somehow excludes the student from the dialogue in this community because the students do not have the words to present the response in a way that can help advance the dialogue. In addition, wrong interpretation from other students in this "needing attention" category doubles the challenge with the wrong answer that totally breaks down the communication. I also discovered that the following challenges encountered by the additional language students delayed timely interpretation of questions that lead to their writing wrong answers:

i. Unfamiliarity with academic concepts that might not feature in the first language
ii. Lack of experience in the theoretical knowledge of academia
iii. Cultural beliefs or affiliation in the first language that stimulate anxiety when students read or write in English.

This category indicates that, though academic writing as a dialogue in university requires a shift in language, which in my context serves as a major challenge for additional language students to express ideas in writing, language should not be seen as the only difficulty. My findings indicated a central understanding of competence in my South African multilingual context as a serious setback on the expression of viewpoints and engagement in additional language students. Unfamiliarity with academic concepts, coupled with a lack of theoretical ways of relating ideas that sounded functional in academic writing, appeared as imperatives that seemed to set the diverse

200

students' writing aside. Further to this, the thought of reading and writing in a language that one is not comfortable in could make a person feel defeated even before the actual writing is done. Under those circumstances where the students' writing is influenced, my findings indicate encouragement and motivational measures through holistic scaffolds, for the students to use academic writing as agency to educate and liberate themselves. For this purpose, I conclude that the first objective of my study is achieved. By the same token, it can help connect my first SRQ which is: What are lecturers' perceptions on students' ability to construct voice and subjectivity in academic writing? Both in word and spirit, I believe that this confirmation is in keeping with the central issues raised by my main research question (MRQ) I have reassessed at the beginning of this Chapter six.

6.3.2 *Pedagogical scaffolds by lecturers and tutors of additional language students on how to relocate personal knowledge and reconstruct voice in academic in proactive scholarly positions*

In regards to this theme of the scaffold from lecturers to enable students relocate personal voice to possess the academic dialogue, my conclusions in Chapter five reflect that lecturers' views on voice construction are not valued by students. Findings indicate that lecturers in some context require the students to express their views and feelings in certain questions. But in other cases, the questions that require research, the same students need to step out of his or her emotions and do some research around the topic. I discovered that these sorts of questions also require the academic conventions of referencing, particular paragraph structure and indication of the students' own views as signs that the student has understood the question. Conclusions indicated that disparities emerged from some students who express sentiments of not agreeing with, the need for conventions as well as sentence structuring (mostly influenced by language) in this form of writing. Another category of students consists of those who followed keenly on the requirement of the lecturer, but are not sure of the words they place on the script if those words really articulate what they actually wanted to say. This group tended to show language-related challenges, which led to problems in interpretations and construction of ideas. The lecturers' efforts to assist these students build vocabulary that could help them relocate the daily knowledge to fit knowledge of conceptual frames worked more for students with fewer difficulties in the language of instruction.

Another important finding in this theme was the strategies used by the lecturers to assist these students to construct their voice in the written pieces. The first encouragement that stood out was

201

the lecturer relating the professional development of the students on a journey. I discovered this to be a great source of motivation to the students since every journey is bound to have a beginning and an end. Another interesting finding was the lecturers' attempt to build the self thereby encouraging the students to build their identity in their writing. However, expected self-realization by the students was mostly challenged by their inability to express themselves in a language that was comfortable. As a result, some of the students displayed anxiety when writing. What I understood as something that, could work better should be that, students should be encouraged to propose topics for their assignments and then the lecturer can choose out of them. This way, the students could identify with the context of the question and do well with scaffolds from lecturers and tutors on the need to relate the already known knowledge with empirical evidence. This way the student will be well placed to identify with the response and develop a sense of contributing ideas that could make a difference in their context.

Another finding was the lecturers' scaffolding of assignments. One lecturer's modelling of an assignment to the students was his way of facilitating the process to the students. Again, the challenge in this form of the scaffold was the language that the students use to emulate these ideas. For this reason, I think nurturing the students consistently over a period of time could build up the language skills and enable them to express their ideas, in the required language even if they struggle.

One remarkable finding was both lectures' perception of a voice in the students' writing that seemed so far from the knowledge of most of these first-year students caught up in the overwhelming challenges of language, conventions and proactive ways of studying. This is why referencing that is meant to be one of the scaffolding tolls for additional language students to express their views showed challenges. Most of the lecturers' comments indicated concerns of references in assignments.

The conclusions in this theme indicated that language is still a problem in South Africa, and a lecturer expresses his disappointment on the way the language issue has been handled after Apartheid. To this lecturer, the language issue has not been dealt with in an educational manner that could empower, or give dignity to the additional language student teachers. This means that additional language students will continue to need scaffolds especially in the area of language of discipline in order to build vocabulary that could enhance voice construction in academic writing.

202

In addition, the consideration of exclusive voice courses in academic development programs could help build self-esteem in student teachers. With this consideration, I believe that this study has achieved the objective of lecturers' perspectives on students' voice and subjectivity in academic writing. Further to this, this confirms the second SRQ: What are students' perceptions about their ability to construct voice and subjectivity in academic writing? I hasten to state that this also confirms the key considerations of my MRQ.

6.3.3 *Academic writing as an inclusive tool that emancipates and gives a sense of self-worth in a diverse intellectual conversation*

In relation to this theme, academic writing as a social practice seemed impracticable in my multilingual context. My discoveries indicated that the first-year additional language students could not make the link between their personal knowledge and concepts and theories. The consequences were that these students struggled to align their ideas with other scholars' ideas. Findings indicated another major difficulty of this link to be the inability to choose words that could effectively express and link the daily knowledge with the concepts of the students' discipline. Most of the additional language students indicated these problems in written assignments, with the worst cases obtaining underachieving marks. This is to suggest that, from the one lecturer's remarks of the language issue not being redressed, the faculty of education should establish curriculum programs and identify these group of students for enhancement. This is not meant in any way to discriminate but to purposefully identify these students for profitable/beneficial development in their professional development careers as future teachers.

Another conclusion to be noted was lecturers' concerns of the student teachers need to develop communication skills for teaching. In this context, the functional ways in which this could happen is through the students' ability to construct voice in their writing as an empowerment tool. I discovered that the student teachers were aware of the need for them to build confidence, but some of them were too worried about their inability to express their ideas well in writing. The anxiety built up more after each assignment that ends up with an underachieved mark or an average mark. The emphasis of one lecturer for the language issue to be addressed along with the curriculum assessment document indicates an interest, by lecturers to develop the students to be confident teachers of the next generation.

Evidence in my study further supported and confirmed the issues and insights that I have covered in my literature review on the need for sensitivity on the multilingual status of South African students in university writing. A key issue here is the fostering of a socio-cultural view of language as value-laden in which the students are scaffolded to use language in academic writing to address sensitive issues in their study and life. In this way, academic writing serves all students as a social practice that motivates the novice student to participate in an academic discussion. Going back to my objectives these discussions I now believe that I have addressed my third research objective. It further confirms my third sub SRQ: What evidence of voice and subjectivity is visible in English additional language (EAL) students' texts? This I believe once more addresses as well as confirms the key issues in my MRQ.

6.3.4 *A sociocultural perspective of voice and subjectivity that displays diverse students' lived experiences in writing that accommodates inclusivity and diversity of the student population in this context.*

As regards this theme, my findings indicated conflicting ideas between the student participants when it comes to voicing opinions on certain topics. In the essay topics, some IsiXhosa, as well as Afrikaans students, thought differently when it comes to topics that require researching and resolving issues. My conclusions also indicated that conflicting ideas on certain evaluations also conflict with academic ideas. Findings further indicated that the additional language students in my context tried to resolve issues in the writing that is not always viewed as perfect by lecturers. By indications, IsiXhosa students' original intention sometimes gets meddled in the unclear language ending up in the category of needing assistance or underachieving.

The overall findings in this context echo the impracticality of a central understanding of competence in the multilingual and multicultural context of South Africa where signs might mean differently in different languages (Kay & Kempton, 1984). Additional language students should, therefore, be infused with skills that empower them to use language to express their voice about things that really matter to them. This theme then realizes my fourth objective to explore students' voice and subjectivity in academic writing. On the whole this confirms my last SRQ: What evidence of voice and subjectivity is visible in English additional language students' texts? I hasten to state that the points I have discussed above can also help confirm my MRQ and its underpinnings.

204

6.4   Summary of Thesis

In understanding how English Language Proficiency influences first-year students' ability to construct voice and subjectivity in academic writing, the chapter in my thesis has dealt with the following:

In Chapter one, I introduced my readership to global thinking on the invaluable status of academic writing and its prominence for throughput in the university. I introduced the three dominant paradigms of academic literacy, which are: The Skilled-Based Approach, the Academic Socialization Approach and, lastly, The Academic Literacy Approach of the New literacy. I did this in order to align my study with Academic literacy as a social practice. Next, I delved into the background of the study in which I introduced both local and global issues on language, writing and the expression of inner thoughts on paper as a motivation for me to start the study. These issues provided the rationale of my exploration of issues of voice and subjectivity in academic writing. The Aims and objectives of the study followed, with the illustration of the theoretical framework for the study. The chapter concluded, assumptions, definition of key terms and a chapter outline.

In Chapter two, I reviewed relevant literature as an awareness raising exercise in support of my arguments of/against a possible influence of English as an additional language that enhances students' creation of knowledge in academia. I expanded on the Academic literacy and literacy as a social practice with the theories that paved the way for me to explore voice and subjectivity as a means of knowing in academic writing. I also looked at academic writing in my context as a complex instrument that enabled the novice scholar, to voice shared knowledge. In that way, a need for entry-level students' writing to communicate and resolve the required intellectual issues for success then assumed particular centrality in my study.

Chapter three presented and discussed my research methodology, which focused on my choice of design, sampling techniques and the instruments that I used for collecting the raw data. The study was qualitative in nature. The chapter further presented the various stages of the design and methodological construction of my study. It situated the sample and the population that generated the data I collected, which was followed by the inevitable detailed thematic analysis and discussion for recurring themes. Here I also presented the research instruments, which were semi-structured interviews, document analysis and field notes justified by the theoretical choice of the instruments. I have furnished my field notes in the appendix. This chapter also discussed my research site and

my role as a researcher. Finally, I discussed ethical issues and reflexivity to heighten the scholarship of my study.

In Chapter four, I presented the raw data collected from the various sources and linked it with my main and sub research questions as well as with my findings. For validity, I made a rigorous choice of data from the chunks of collection for analysis. I grouped data according to the themes that emerged. The categories were presented to match with the instruments.

Chapter five discussed the findings of the study that were presented and analyzed in Chapter four. Also, I signposted the prominence assigned to the themes and expanded them to fit into my research questions so as to augment my discussions. I reincorporated my literature that was reviewed so as to echo as well as to reinforce some of the views that underpin my evidence and the key issues/insights of my study.

Chapter six is the current and final chapter of this study. In this chapter, I have reassessed my research objectives; presented an overview of the findings; provided summaries of the chapters of my study; discussed limitations; offered recommendations; suggestions for future studies; and stated the conclusion of the study.

6.5   Limitations of the Study

Here I wish to confess that, during the process of the data collection things did not go the way I planned.

The main limitation of the interviews was the fact that I still had to interview the students in English, which required me to speak slowly for the students to respond.

Further, the applicability of interviewee questions was not very easy because some of the students needed an explanation of their roles as scholars in academic writing. Finally, power was not evenly distributed at the level of repertoire and comprehension since I, as the interviewer had to give the prompt questions, which sometimes needed interpretation as statements (Denzin & Lincoln, 2018).

The limitation of artefacts came from the failure to implement Ivanic's (1997) view of participants to voice their perspective of voice and subjectivity through art illustrations. This particular instrument could not be used because the students did not keep any personal portfolios and preferred orally voiced ideas during the audiotaped interviews by the use of translated indigenous

idioms and metaphors than through drawings. Some of the students also preferred telling their own story of their view of voice in a very naturalistic manner. They felt that they were not allowed to fly; rather they were restricted from saying what they have inside by rules, language and conventions of academic writing. Hence, their stories are not voiced when they write, they then have just answered the question. However, this limitation is of particular relevance in my study for it highlighted the overemphasis on writing in university as a practice that could according to some African writers tell a one-sided story of some additional language students who might not voice written thoughts clearly.

6.6 Recommendations

The purpose of this section is to provide a range of recommendations for consideration by policymakers, curriculum planners and educators. These recommendations are proposed to improve teaching practices in particular around academic literacy, academic voice and academic writing. In light of this, I believe those insights from the literature review and my findings can be invaluable in this section.

6.6.1 Recommendation 1

It is recommended that, at the start of each academic year, additional language students are identified by curriculum planners of the Education Faculty (University of the Western Cape) in order for them to participate in special assistance in programs devised by the faculty with the intention of assisting them with the use of the English language of instruction in more profitable ways. This will enhance literacy development.

6.6.2 Recommendation 2

It is recommended that to further assist additional language students to build confidence, the Faculty of Education should add to academic development courses exclusive voice construction in writing courses. These courses should then be incorporated into all the disciplines. This is because during the interview process tutors indicated that students faced expression challenges in other faculties (see Chapter four section 4.3, tutor's interviews).

6.6.3 Recommendation 3

Identify groups of students who could be interviewed in a pilot program to find what works for them. During the interview session, one of the IsiXhosa students informed me that, programs could

actually be started like what I am doing in my interviewing. In section 4.3 of Chapter four in the isiXhosa students' interviews, the student expresses a wish to be given an opportunity to orally express her voice.

6.6.4   Recommendation 4

Under the theme of scaffolds by lecturers, both lecturers' plea for the whole person to be rebuilded can be done through placing these special cases under experienced tutors. In section 4.3 of Chapter four, lecturers mentioned that the students need to be made comfortable because most of them come from underprepared background. I can attest to this because I have been assigned twice as an experienced tutor in the Faculty of Education and the student improved over the period of one year. This feeling of assigning experienced tutors was echoed from most of the Afrikaans students who felt a first language speaker of English could enlighten more in the use of English language.

6.6.5   Recommendation 5

I think the academic development programs could be given room for students to propose the type of questions that they want in the essays. This way a suggestion box can be placed in the faculty with the literacy module's name. The lecturer can then go through the questions together with the tutors to understand how the additional students think about their own literacy.

6.6.6   Recommendation 6

I think the academic development course that I explored in EDC111 should be extended to a year with more emphasis on the use of vocabulary, concepts and theories of the discipline. This is because, although one lecturer indicated the link through other courses, tutors and students during interviews advocated for the program to run for a year. One tutor said in that way it could prepare the student for more writing in the second year (section 4.3 Chapter three illustrates the tutor's views on the interview process).

6.6.7   Recommendation 7

Another recommendation is that the Curriculum Assessment Policy Document can be looked into by the Department of Basic Education Department in order to link the types of content with what these students will do in the university after leaving high school. This is to see if it is serviceable for the students in universities. This could bridge the gap and prepare the students minds for the testy shift of emphasis.

6.6.8   Recommendation 8

Possible intervention to larger groups of these students is done by PhD students through holistic measures that range from encouraging students to write without fear to demystifying the myth of competence. As such new theories could be brought out that work better for the students in this context. This way the students are encouraged to create their own knowledge. Likewise, the PhD student constructs knowledge also. At my insistence, one of the lecturers enlightened me that he cited most of these issues in his thesis.

6.7   Implications for Future Research

It is recommended that the lecturers who teach first-year additional language students could research into more teaching practices around their literacy and academic writing development. This is due to the influence of English on these students when they attempt to construct their opinions in academic writing as a discourse. Though language is still a challenge at the face level, evidence showed that the main problem is the inability to equate discipline vocabulary with first languages and put into conceptual frames. The academic literacy courses that are meant to signpost first-year students' academic competence seem not to be serviceable to all additional language students in the way that these students can comfortably write and progress. There is need for officials of the Basic Education Department and Publishers to research as to how to develop first languages' vocabulary in English. Every concept needs to be equated in the first language of the students to enhance thinking in English. This way academic writing can fully function as a social practice.

6.8   Conclusion

In conclusion I am inclined to believe that, my study has met its primary objective, on lecturers' and students' perceptions on the construction of voice in academic writing. The focus of my study was first-year additional language and voice construction in academic writing. Findings reveal that 98% of the selected group of students encountered language challenges when constructing ideas in academic writing as a discussion in academia. Though other studies have examined students with similar challenges, my context, was unique because, these students were IsiXhosa and Afrikaans students studying and writing in English as a language of discomfort. My study thus aligns with previous scholars in advancing the discussion on academic writing as a social practice in academia. As seen in the analysis of the study, a central understanding of competence in the

South African multilingual context could be an intellectual and epistemic equivalence of murder. Given this, we need to develop social justice attuned and inclusive approaches and methodologies for promoting academic literacy in higher education settings. Such developments will help entry level students navigate the rigours and complexities of academic life in addition to making them feel unthreatened and empowered.

Bibliography

Ahearn, L. M. (2001). "Language and agency." Annual review of anthropology, 30(1), 109-137.

Alexander, N. (1997). 'Language Policy and Planning in South Africa." *Annual Review of Applied Linguistics*, *1*(1), 82–92. https://doi.org/10.1017/s0267190500002920.

Alexander, N. (2004). The politics of language planning in post-apartheid South Africa. *Language Problems and Language Planning*, 28(*2)*, 113–130.

Alison M. & Susan M. Gass. (2005). *Second Language Research Methodology and Design* (1st ed., Vol. 9). Library of Congress Cataloging-in-Publication Data.

Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). Trends in Global Higher Education: Tracking an Academic Revolution. *UNESCO 2009 World Conference on Higher Education*, 278. https://doi.org/10.1016/j.bse.2004.04.006.

Amstrong, T. (2011). *The Power of Neurodiversity: Unleashing the Advantages of your differently wired Brain (published in hard copy as Neurodiversity)*. Da Capo Lifelong Books.

Anderson, J., & Poole, M. (2009). Assignment and thesis writing. Juta Books and Company Ltd.

Antia, B. E., & Ivo, N. (2013). The interaction of text and visual in specialized dictionary definitions. Terminology. *International Journal of Theoretical and Applied Issues in Specialized Communication*, 19(2), 151-174.

Archer, Arlene. (2006*).* A multimodal approach to academic "literacies": Problematizing the visual/ verbal divide. *Language and Education, 20*(6), 449–462. https://doi.org/10.2167/le677.0.

Archer, A. (2007). – From the Editor – Critical Access to Higher Education: Challenges and Goals for South African Writing Centres. The Context of Writing Centres in South African Tertiary Institutions The Writing Centre at the University of Cape Town. 32(03), 01–16.

Archer, A. (2010). Challenges and potentials for Writing Centres in South African tertiary institutions. *South African Journal of Higher Education, 24*(4), 495–510.

Archer, A. (2014). Multimodal designs for learning in contexts of diversity. *Designs for Leraning, 7*(2), 8-26.

Arhin, V. E. (2014). Voices that compete with students' writing process: A case study of learners from less endowed communities. *The Dawn Journal,* 3(1), 693-714.

Arthur, J. (2012). *Research Methods and Methodologies Book in Education* (R. C. & L. V. H. James Arthur, Michael Waring, Ed.). California: SAGE Publication Ltd.

Badenhorst, C. (2011). Academic Writing: The Key to Student Retention? *Cecile Badenhorst Faculty of Education*. *The Morning Watch* 38(3-4) 1-17

Bakhtin, M. M. (1981). The dialogic imagination: Four essays, ed. Michael Holquist, trans. Caryl Emerson and Michael Holquist (Austin: University of Texas Press, 1981), 84(8), 80-2.

Bakhtin. (1986). *The Problem of Speech Genres & other late Essays* (pp. 60–102). pp. 60–102. Austin University Press.

Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology*, *52*(1), 1–26. https://doi.org/10.1146/annurev.psych.52.1.1.

Barnard, R., & Campbell, L. (2005). Sociocultural theory and the teaching of process writing: The scaffolding of learning in a university context.

Barnett, R. & Liebowitz, B. (2014). A will to write. *South African Journal of Higher Education*, *28*(1), 10–27.

Baynham, M., & Prinsloo, M. (2001). New directions in literacy research. Language and Education, 15(2-3), 83-91.

Blaxter, L., Hughes, C., Tight, M. (2010). How to research. McGraw-Hill Education (UK) Open University Press, 4th Ed. Book.

Bock, Z. Bock, Z. & Mheta, G. (2013). *Language, Society and Communication an Introduction* (Zannie Bock; G. Mheta, Ed.). Pretoria: Van Schaik. Book.

Boughey, C. (2002). Naming' Students' Problems: an analysis of language-related discourses at a South African university. Teaching in Higher Education, 7(3). https://doi.org/10.1080/1356251022014479.

Boughey, C. (2007). Marrying equity and efficiency: The need for Third Generation 1 Academic Development. Perspectives in Education, 25(September), 1–12

Boughey, C. (2008). Responding to students' writing: An alternative understanding. *Journal of Independent Teaching and Learning*, *3*(1985), 15–22.

Boughey, C. (2008a). Texts, practices and student learning: A view from the South. *International Journal of Educational Research*, *47*(3), 192–199. https://doi.org/10.1016/j.ijer.2008.01.007.

Boughey, C. (2008b). Texts, practices and students learning: A view from the South. *Internationational Journal of Educational Research*, *48*, 192–199. https://doi.org/10.1016/j.ijer.2008.01.007.

Boughey, C. (2010). Academic development for improved efficiency in the higher education and training system in South Africa. In *Development Bank of South Africa*. Development Bank of South Africa.

Boughey, C. (2012a). Linking teaching and research: an alternative perspective? *Teaching in Higher Education*, *17*(5), 629–635. https://doi.org/10.1080/13562517.2012.725528

Boughey, C. (2012b). Social Inclusion & Exclusion in a Changing Higher Education Environment. *Multidisciplinary Journal of Educational Research*, *2*(2), 133–151. https://doi.org/10.4471/remie.2012.07

Bozalek, V., & Boughey, C. (2012). (Mis) framing higher education in South Africa. Social Policy & Administration, 46(6), 688-703.

Bunting, I. (2006). The Higher Education Landscape. *Transformation in Higher Education*, 35–52.

Canagarajah, A. S. (1999). Resisting Linguistic Imperialism in English Teaching. Open University Press. Book.

Canagarajah A. S. (2004). Negotiation of Identities in Multilingual Contexts - Google Books (Aneta Pavlenko and Adrain Blackledge, Ed.). Retrieved from https://books.google.co.za.

Canagarajah, A. S. (2015). "Blessed in my own way:" Pedagogical affordances for dialogical voice construction in multilingual student writing. *Journal of Second Language Writing*, *27*, 122–139. https://doi.org/10.1016/j.jslw.2014.09.001.

Çandarlı, D., Bayyurt, Y., & Martı, L. (2015). Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspectives. Journal of English for Academic Purposes, 20, 192-202.

Canton, U., Govan, M., & Zahn, D. (2018). Rethinking academic literacies. A conceptual development based on teaching practice. Teaching in Higher Education, 23(6), 668-684.

Carstens, A. (2011). Meaning-making in Academic writing: A comparative discourse analyses of student's essays. *University of Pretoria*.

Carstens, A. (2012). Using literacy narratives to scaffold academic literacy in the Bachelor of Education: a pedagogical framework. *Journal for Language Teaching*, *46*(2), 9–25.

Carstens, A. (2013). Collaboration: The key to the integration of language and content in academic literacy interventions. *Journal of Language Teaching*, *47*(2), 109–126.

Charlotte Brammer. (2002). Linguistic Cultural Capital and Basic Writers. *Journal of Basic Writing*, *21*(1), 16–36. https://doi.org/10.1525/can.2007.22.4.621.

Chokwe, Jack M. (2013). Academic Writing in an ODL Context: Perceptions and Experiences of First-Year University Students. *Journal of Educational and Social Research*, *4*(3), 535–543. https://doi.org/10.5901/mjss.2013.v4n3p535

Chokwe, Jack Matlou. (2015). *Students' and tutors' perceptions of feedback on academic essays in an open and distance learning context*. *7*(1), 39–56.

Chomsky, N. (2006). Language and Mind. In *Journal of Chemical Information and Modelling* (3rd

ed., Vol. 53). https://doi.org/10.1017/CBO9781107415324.004

Chumbow, B. S. (2009). Linguistic diversity, pluralism and national development in Africa. *Africa Development*, *34*(2), 21–45. https://doi.org/10.4314/ad.v34i2.57364

Clarence, S., & McKenna, S. (2017). Developing academic literacy through understanding the nature of disciplinary knowledge. *London Review of Education*, *15*(1), 38–49. https://doi.org/10.18546/LRE.15.1.04.

Coffin, C., Curry, M. J., Goodman, S., & Hewings, A. (2003). *Teaching Academic Writing* (First; T. M. L. and J. S. Coffin, Caroline, Mary Jane Curry, Sharon Goodman, Ann Hewings, Ed.). LONDON AND NEW YORK: Routledge Taylor & Francis Group LONDON AND NEW YORK.

Coffin, C., & Donohue, J. P. (2012). Academic Literacies and systemic functional linguistics: How do they relate? Journal of English for Academic Purposes, 11(1), 64-75.

Cohen, Louis, Lawrence Manion, & K. Morrison. (2018). *Research Methods in Education* (8th Ed.). LONDON AND NEW YORK: Routledge Talor & Francis Group.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th Ed.). https://doi.org/10.4324/9780203489352.

Cohen, L., Manion, L., & Morrison, K. (Keith R. B. (2012). Research methods in education. *Journal of Biological Education*, *9266*(November), 638. https://doi.org/10.1080/19415257.2011.643130.

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks -London-New Delhi: Sage Publications, Inc.

Creswell, J. W. (2014). *RESEARCH DESIGN: Qualitative, Quantitative & Mixed Methods Approaches* (4th Ed.). Washington DC: Sage Publication, Inc.

Cummins, J. (2005). A proposal for action: Strategies for recognizing heritage language competence as a learning resource within the mainstream classroom. Modern Language Journal, 585-592.

Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. Encyclopedia of language and education, 487-499.

Denzin, N. K. (2012). Triangulation 2.0*. *Journal of Mixed Methods Research*, *6*(2), 80–88. https://doi.org/10.1177/1558689812437186

Denzin, N. K., & Lincoln, Y. S. (2018). The SAGE Handbook of qualitative research fifth Ed.

Desai, Z. (2001). Multilingualism in South Africa with particular reference to the role of African languages in education. *International Review of Education*, *47*(3–4), 323–339.

https://doi.org/10.1023/A:1017957927500.

Dornbrack, J., & Dixon, K. (2014). Towards a more explicit pedagogy: The complexity of teaching argumentative writing. *Open Journals*, *5*(1), 1–8. https://doi.org/10.4102/rw.v5i1.40.

Dyk, TJ van. (2005). Towards Providing Effective Academic Literacy Intervention. *A Journal for Language Learning*, *21*(2), 38–51.

Dyk, Tobie Van, & Rooy, S. C. (2012). The continual conundrum of the "language across the curriculum" issue: lessons from the Bullock report (1975) for South African higher education today. *Journal for Language Teaching*, *46*(1), 7–28.

Education, M. O. Foley. (2002). Language Policy for Higher Education. *Higher Education*, (November).

Elbow, P. (2007). Reconsiderations: Voice in writing again: Embracing contraries. *College English*, *70*(2), 168–188. https://doi.org/10.2307/25472259.

Ellis, T. J., & Levy, Y. (2010, June). A guide for novice researchers: Design and development research methods. In Proceedings of Informing Science & IT Education Conference (InSITE) (Vol. 10, pp. 107-118).

Elton, L. (2010). Academic writing and tacit knowledge. Teaching in higher education, 15(2), 151-160.

Finnegan, E. (2014). *Language: Its Structure and Use.* Cengage.

Flick, U. (2013). The SAGE Handbook of Qualitative Data Analysis. In *The Routledge Companion to Adaptation* (pp. 3–18). https://doi.org/10.4324/9781315690254.

Foley, A. (2004). Language policy for higher education in South Africa: implications and complications. *South African Journal of Higher Education*, *18*(1), 57–71.

Foncha, J. W., Sivasubramaniam, S., Adamson, J., & Nunn R. (2016). *Investigating the role of Language in the Identity Construction of Scholars: Coming to Terms with Inter-Cultural Communicative Competence.* Cambridge Scholars Publishing.

Foncha, J. W., & Sivasubramaniam, S. (2014). The Links between Intercultural Communication Competence and Identity Construction in the University of Western Cape (UWC) Community. *Mediterranean Journal of Social Sciences*, *5*(10), 376–385. https://doi.org/10.5901/mjss.2014.v5n10p376

Freire, Paolo. (2018). Metis Productos Culturales S.A. de C.V. In Donaldo Macedo (Ed.), *Internal Control SE - 5* (Vol. 35). https://doi.org/10.1215/00382876-1472612.

Freire, Paulo. (1998). Education for Critical Consciousness. *The Paulo Freire Reader*, pp. 80–110. https://doi.org/10.1177/074171367402400405

215

Gamache, P. (2002). University Students as Creators of Personal Knowledge: an alternative epistemological view. *Teaching in Higher Education*, *7*(3), 277–294. https://doi.org/10.1080/13562510220144789.

Gary T. (2013). *How to Do Your Research Project: A Guide for Students in Education and Applied Social Sciences* (Second; Jai Seaman, Ed.). Los Angeles: Sage Publication.

Gazette, G. *Government Notice Revised Language Policy for Higher Education.pdf*. (2018).

Gebhard, M., Chen, I. A., Graham, H., & Gunawan, W. (2013). Teaching to mean, writing to mean: SFL, L2 literacy, and teacher education. Journal of Second Language Writing, 22(2), 107-124.

Gee, J. P. (1990). Social Linguistics and Literacies: Ideology in Discourses, Critical Perspectives on Literacy and Education. *Social Linguistics and Literacies: Ideology in Discourses, Critical Perspectives on Literacy and Education*, 142–145. https://doi.org/10.4324/9780203944806.

Gee, J. P. (1999). *An Introduction to Discourse Analysis: Theory and method*. https://doi.org/citeulike-article-id:310780.

Gonye, J., Mareva, R., Dudu, W. T., & Sibanda, J. (2012). Academic writing challenges at Universities in Zimbabwe: A case study of Great Zimbabwe University. *Journal of English and Literature*, *3*(3), 71–83. https://doi.org/10.5897/IJEL11.092

Graff, G., Birkenstein, C., & Durst, R. (2006). They say, I say. Moves that Matter in Academic Writing.

Harste, J. C. (2003). *What Do We Mean by* Academic Writing? *10*(3).

Hartley, J. (2008). Learning and studying: A research perspective. Routledge.

HESA. (2011). Higher Education South Africa. *Insight Higher Education South Africa*, (03), 1–28. Retrieved from www.hesa.org.za/sa-universities/all-campuses.

Hibbert, L. (2011). Language development in higher education: Suggested paradigms and their applications in South Africa. Southern African linguistics and applied language studies, 29(1), 31-42.

Hirvela, A., & Belcher, D. (2001). Coming back to voice: The multiple voices and identities of mature multilingual writers. Journal of second language writing, 10(1-2), 83-106.

Hyland, K. (2002). Options of identity in academic writing. *ELT Journal*, *56*(4), 351–358. https://doi.org/10.1093/elt/56.4.351.

Hyland, Ken. (2002). 6. Genre: Language, Context, and Literacy. *Annual Review of Applied Linguistics*, *22*(March 2002). https://doi.org/10.1017/S0267190502000065

Hyland, Ken. (2003). Genre-based pedagogies: A social response to process. *Journal of Second*

Language Writing, *12*, 17–29. https://doi.org/10.1016/S1060-3743 (02)00124-8

Hyland, Ken. (2008). Disciplinary voices: Interactions in research writing. *English Text Construction*, *1*(1), 5–22. https://doi.org/10.1075/etc.1.1.03hyl.

Hyland, Ken. (2013). Writing in the university: education, knowledge and reputation. *Language Teaching*, *46*(1), 53–70. https://doi.org/10.1017/S0261444811000036.

Hyland, K., & Jiang, F. K. (2017). Is academic writing becoming more informal? English for Specific Purposes, 45, 40-51.

Isaac, A. (2012). Modelling voice as Appraisal and Involvement resources: The portrayal of textual identities and interpersonal relationships in the written stylistic analyses of non-native speaker, international undergraduates. University of Canberra.

Ivanic, R. (1997). *Writing and Identity: The discoursal construction of identity in academic writing*. Amsterdam. USA: John Benjamin's. Publishing Company.

Ivanic, R. & Camps, D. (2001). I am how I sound Voice as self-representation in L2 writing. *Journal of Second Language Writing*, *10*, 3–33.

Jane Ritchie, Jane Lewis, Carol. M. Nicholls. & R. Ormston. (2014). *Qualitative Research Practice: A Guide for Social Science Students & Researchers* (2nd Ed. (Carol McNaughton Nicholls & Rachel Ormston Jane Ritchie, Jane Lewis, Ed.). Lod Angelos, London, New Delhi, Singapore & Washington DC: SAGE Publication Ltd.

Janks, H. (2000). Domination, Access, Diversity and Design: a synthesis for critical literacy education. *Educational Review*, *52*(2).

Janks, H. (2001). Critical language awareness.pdf. *Southern African Linguistic Studies and Applied Linguistic Studies*, 241–252.

Janks, H. (2015). The Educational Forum Globalisation, Diversity, and Education: A South African Perspective. *The Educational Forum*, *78*(1), 8–25. https://doi.org/10.1080/00131725.2014.850981.

Janks, H., Africa, S., Janks, H., Bag, P., Africa, S., & Commons, C. (2012). The discipline and craft of academic writing: Building writing capacity in Institutions of Higher Education. *Reading and Writing*, 1–9. https://doi.org/10.4102/rw.v3i1.25

Janks, H., & Makalela, L. (2013). Education as Change Engaging a visionary: Horizons of the (im) possible Engaging a visionary: Horizons of the (im) possible. *Education as Change*, *17*(2), 219–228. https://doi.org/10.1080/16823206.2013.803661

Jarvis, S., & Pavlenko, A. (2008). Crosslinguistic influence in language and cognition. Routledge.

Kamler, B. (2001). *Relocating the Personal A critical writing Pedagogy*. New York Albany: State

University of New York Press Albany.

Kamler, B. (2003). Relocating the Writer's voice - from voice to the story and beyond. *English in Australia, 49*(4), 34–40. https://doi.org/10.1675/1524-4695 (2008)31.

Kamwangamalu, N. M. (2000). A new language policy, old language practices: Status planning for African languages in a multilingual South Africa. *South African Journal of African Languages*, *20*(1), 50–60. https://doi.org/10.1080/02572117.2000.10587412

Kay, P., & Kempton, W. (1984). What is the Sapir-Whorf hypothesis? American anthropologist, 86 (1), (65-79.)

Kirk, J., & Miller, M. (2011). *Reliability and Validity in Qualitative Research*. 14–21. https://doi.org/10.4135/9781412985659.

Klapwijk, N., & Van der Walt, C. (2016). English-plus multilingualism as the new linguistic capital? Implications of university students' attitudes towards languages of instruction in a multilingual environment. *Journal of Language, Identity & Education*, *15*(2), 67–82. https://doi.org/10.13140/RG.2.1.1493.6806.

Kress, G. (2000). Multimodality: Challenges to thinking about language. TESOL quarterly, 34(2), 337-340.

Language_Policy_C2003-3(1).pdf. (n.d.).

Lantolf, J. P., & Poehner, M. E. (Eds.). (2008). Sociocultural theory and the teaching of second languages. Equinox.

Lantolf, J. P., Thorne, S. L., & Poehner, M. E. (2015). Sociocultural theory and second language development. Theories in second language acquisition: An introduction, 207-226.

Lantolf, J. P., & Thorne, S. L. (2007). Sociocultural Theory and Second Language Learning. *Theories in Second Language Acquisition: An Introduction*, 201–224.

Leibowitz, B. (2004). Becoming academically literate in South Africa: Lessons from student accounts for policymakers and educators. *Language and Education*, *18*(1), 35–52. https://doi.org/10.1080/09500780408666866

Leibowitz, B. & Y. Mohamed. (2000). *Routes to Writing in Southern Africa* (B. & Y. M. Leibowitz, Ed.). Cape Town: Silk Road International.

Leibowitz, B., & Bozalek, V. (2014). Access to higher education in South Africa: A social realist account The Morphogenetic Account of Change. *Widening Participation and Lifelong Learning*, *16*(1), 91–109.

Leiman, M. (2002). Toward semiotic dialogism: The role of sign mediation in the dialogical self. Theory & Psychology, 12(2), 221-235.

Lapan, S. D., Quartaroli, M. T., & Riemer, F. J. (Eds.). (2011). Qualitative research: An introduction to methods and designs (Vol. 37). John Wiley & Sons.

Lapan, S. D., Quartaroli, M. T., & Riemer, F. J. (Ed.). (2012). Qualitative Research: An Introduction to Methods and Designs (First). San Francisco: JOSSEY-BASS.

Levis S. VYGOTSKY. (1979). *Mind in Society. The Development of Higher Psychological Processes* (2nd ed.; M. C. V. J.-S. S. S. Souberman, Ed.). United States of America: Harvard University Press Cambridge, Massachusetts London, England.

Lewin, T., & Mawoyo, M. (2014). *Student Access and Success: Student Access and Success:* INYATHELO The South African Institute for Advancement.

Lillis, T. (1999). Whose common sense. Essayist literacy and the institutional practice of mystery. In: JONES, C, 127-140.

Lillis, T, Harrington, K, Lea. M. & Mitchell. S. (2016). Working with Academic Literacies: Case Studies towards Transformative Practice. In S. H. M. and R. R. Series Editor (Ed.), *Uma ética para quartos?* https://doi.org/10.1007/s13398-014-0173-7.2.

Lillis, T. (2003a). Student Writing as 'Academic Literacies': Drawing on Bakhtin to Move from critique to design Student Writing as 'Academic Literacies' Drawing on Bakhtin to Move from Critique to Design. *LANGUAGE AND EDUCATION*, *17*(3), 192–207.

Lillis, T. (2003b). Student Writing as "Academic Literacies": Drawing on Bakhtin to Move from Critique to Design. *Language and Education*, *17* (3), 192–207. https://doi.org/10.1080/09500780308666848.

Lillis, T. & McKinney. C. (2013). The sociolinguistics of writing in a global context: Objects, lenses, consequences. *Journal of Sociolinguistics*, *17*(4), 415–439.

Lillis, T., & Tuck, J. (2016). Academic literacies: A critical lens on writing and reading in the academy. In The Routledge handbook of English for academic purposes (pp. 54-67). Routledge.

Lillis, T., & Turner, J. (2001). Student writing in higher education: contemporary confusion, traditional concerns. Teaching in higher education, 6(1), 57-68.

Lillis, T., & Scott, M. (2007). Defining academic literacies research: Issues of epistemology, ideology and strategy Defining academic literacies research: issues of epistemology, ideology and strategy. *Research Gate*, *4.1*(March), 5–32. https://doi.org/10.1558/japl.v4i1.5

Loraine Blaxter, Christina Hughes, & M. T. (2010). *How to Research* (4th Ed.). Open University Press.

Luke, A. (1991). Literacies as Social Practice 1. *The National Council of Teachers of English*,

23(3), 131–147.

Lune, H., & Berg, B. L. (2017). *Methods for the Social Sciences Global Edition*.

Mackey, A., & Gass, S. M. (2015). Second language research: Methodology and design. Routledge.

Makoe, P., & McKinney, C. (2014). Linguistic ideologies in multilingual South African suburban schools. Journal of multilingual and multicultural development, 35(7), 658-673.

Malakul, K., & Bowering, M. (2006). The application of genre theory to improve academic English writing courses.

Masri, T. I. (2015). University Students in the Writing Courses from the Centre to the Periphery: A Critical Perspective. *International Journal of Bilingual & Multilingual Teachers of English*, *2*(2). https://doi.org/ISSN (2210-1829)

Matsuda, P. K., & Tardy, C. M. (2007). Voice in academic writing: The rhetorical construction of author identity in blind manuscript review. English for Specific Purposes, 26(2), 235-249.

Mbatha, T., & Plüddemann, P. (2004). The status of isiXhosa as an additional language in selected Cape Town secondary schools. PRAESA.

Merriam, Sharan B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implication*. John Wiley & Sons.

Merriam, Sharan B. (2009). Qualitative research: A guide to design and implementation: Revised and expanded from qualitative research and case study applications in education. In *Higher and Adult Education Series* (3rd Ed.). https://doi.org/10.1017/CBO9781107415324.004

Merriam, Sharon B. (2016a). *Qualitative Research: A Guide to Design and Implementation* (4th Ed.). Retrieved from http://web.a.ebscohost.com.ezproxy.uwc.ac.za/ehost/results.

Merriam, Sharon B. & Tisdell Elizabeth, J. (2016b). *Qualitative Research: A Guide to Design and Implementation* (4th Ed.). San Francisco: John Wiley & Sons.

Mesthrie, R. (2004). Language in South Africa. In R. Mesthrie (Ed.), *Cambridge University Press*. Cambridge UK: Cambridge University Press.

Mgqwashu, E. (2007). *English Studies and Language Teaching: Epistemological Access and Discursive Critique in South Africa*.

Mgqwashu, E. M. (2008). *Literate English for Epistemological Access: The Role of English Studies*. *2*(15), 301–328.

Mgqwashu, E. M. (2011). *Academic Literacy in the Mother Tongue: A Prerequisite for Epistemological Access*. *2*(18), 159–178.

Michelle Van H. & Caroline K. (2015). Exploring Habitus and Writer Identities: An ethnographic

study of writer identity construction in the FET Phase at two schools in the Western Cape. *Centre for Research on Bilingualism Stockholm University*, 1–339.

Murphey, T., Fallout, J., Elwood, J., & Hood, M. (2009). Inviting Student Voice. *Asian EFL Journal*, *36*, 211–235.

Neville, C. (2010). The complete guide to referencing and avoiding plagiarism. McGraw-Hill Education (UK).

Newby, P. (2014). Research methods for education. Routledge. Book

Nomlomo, V., & Katiya, M. (2018). Multilingualism and (Bi)literacy development for epistemological access: Exploring students experience in the use of multilingual glossaries at a South African University. *Educational Research for Social Change*, *7*(1), 77–93. https://doi.org/10.17159/2221-4070/2018/v7i1a6.

Norman K. Denzin & Yvonna S. Lincoln. (2018). *The SAGE Handbook of Qualitative Research* (5th ed.).

Nunn, R., & Adamson, J. (2009). Accepting alternative voices in EFL journal articles. Busan: Asian EFL Journal Press.

Ong, W. J. (2013). Literacy and Orality in Our Times. In the *Journal of Communication* (Vol. 30). https://doi.org/10.1111/j.1460-2466.1980.tb01787.

Paltridge, B. (2014). Genre and second-language academic writing. *Language Teaching*, *47*(3), 303–318. https://doi.org/10.1017/S0261444814000068.

Paltridge, B. & Starfield. S. (2007). Thesis and Dissertation Writing in a Second Language. In *Thesis and Dissertation Writing in a Second Language* (1st Ed.). https://doi.org/10.4324/9780203960813.

Papashane, M., & Hlalele, D. (2014). Academic Literacy: A Critical Cognitive Catalyst towards the Creation of Sustainable Learning Ecologies in Higher Education. *Mediterranean Journal of Social Sciences*, *5*(10), 661–671. https://doi.org/10.5901/mjss.2014.v5n10p661.

Peter Newby. (2014). *Research Methods for Education* (Second). New York: Routledge Talor & Francis Group.

Pineteh, E. A. (2014). The Academic Writing Challenges of Undergraduate Students: A South African Case Study. *International Journal of Higher Education*, *3*(1), 12–22. https://doi.org/10.5430/ijhe.v3n1p12.

Postman, N., & Weingartner, C. (1969). Teaching as a Subversive Activity. *NASSP Bulletin*, *53*(340), 185. https://doi.org/10.1177/019263656905334013

Prior, P. (2001). Voices in text, mind, and society Sociohistoric accounts of discourse acquisition

and use. *Journal of Second Language Writing*, *10*, 55–81.

Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). Qualitative research practice: A guide for social science students and researchers. Sage Publication.

Robert E. Stake. (1995). *The Art of Case Study Research (z-lib.org).pdf*.

Robert E. Stake. (2010). *Qualitative research, Studying How Things Work*. New York: Library of Congress on Publication. Book.

Robert Yin, et al. (2018). *Case Study Research and Applications: Design and Methods* (6th Ed.).

Ryshina-Pankova, M., & Byrnes, H. (2013). Writing as learning to know: Tracing knowledge construction in L2 German compositions. *Journal of Second Language Writing*, *22*(2), 179–197. https://doi.org/10.1016/J.JSLW.2013.03.009.

Sebolai, K. (2014). *Evaluating academic literacy teaching at a South African university: A case study of an academic literacy programme. 48*(1), 51 -69.

Shalem, Y., Dison, L., Gennrich, T., & Nkambule, T. (2013). 'I don't understand everything here ... I' m scared': Discontinuities as experienced by first-year education students in their encounters with the assessment. *South African Journal of Higher Education*, *27*(5), 1081–1098.

Shaw, C. (2010). Writer's Voice: The Gateway to Dialogue. *Educational Review*, *4*, 4–12.

Sheik, A. (2011). 'My vuvuzela shall not be silenced': Towards Linguistic Equity in South Africa. *Alternation*, *18*(2), 179–194.

SILVERMAN, D. (2015). INTERPRETING QUALITATIVE DATA. In *SAGE Publications* (5th ed., Vol. 58). https://doi.org/10.1016/B978-0-12-012758-0.50004-0.

Sivasubramaniam, S. (2015). Maximizing EIL Competence through Students' Agency, Voice and Inter-subjectivity. *English Scholarship Beyond Borders: 1*(1), 74–108.

Sperling, M., Appleman, D., Gilyard, K., & Freedman, S. (2011). Voice in the Context of Literacy Studies. *Reading Research Quarterly*, *46*(1), 70–84. https://doi.org/10.1598/RRQ.46.1.4.

Spivak, G. C. (1988). Can the Subaltern Speak? *Reflection on History of Idea*, pp. 67–111. https://doi.org/10.4324/9781912281770.

Stake, R. E. (1995). The Art of Case Study Research. *Journal of Geotechnical and Geo-environmental Engineering ASCE*, *120*(11), 259.

Stake, R. E. (2010). Qualitative Research: Studying How Things Work. The Guilford Press. New York. London

Stock, I., & Eik-Nes, N. L. (2016). Voice features in academic texts–A review of empirical studies. Journal of English for Academic Purposes, 24, 89-99.

222

Street, B. (2003). *What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice*. *5*(2), 77–91.

Street, B. (2004). Academic literacies and the 'new orders': implications for research and practice in student writing in higher education. *Learning and Teaching in the Social Sciences*, *1*(1), 9–20. https://doi.org/10.1386/ltss.1.1.9/0.

Street, B. V., & Hornberger, N. H. (Eds.). (2008). Encyclopaedia of Language and Education: Literacy. Springer.

Street, B. V., (2014). Social Literacies: Critical Approach to Literacy in Development, Ethnography and Education (Vol. 3).

Stroud, C., & Kerfoot, C. (2013). Towards rethinking multilingualism and language policy for academic literacies. *Linguistics and Education*, *24*(4), 396–405. https://doi.org/10.1016/j.linged.2013.09.003

Swain Elizabeth. (2007). *Getting engaged: dialogistic positioning in novice academic discussion writing*.

Tardy, C. M. (2012). *Voice Construction, Assessment, and Extra-Textual Identity Author (s): Christine M. Tardy Source: Research in the Teaching of English, Vol. 47, No. 1 (August 2012), pp. 64-99 Published by: The National Council of Teachers of English Stable URL: 47*(1), 64–99.

Ttack, A., Troke, S., Murphey, T., Fallout, J., Elwood, J., Hood, M., Sivasubramaniam, S. (2014). Becoming intimate with developmental knowledge: Pedagogical explorations with collective biography. *The Asian EFL Journal Quarterly*, *1*(1), 1–23. https://doi.org/10.1111/j.1475-4762.2008.00846.

Tuli, F. (2011). The Basis of Distinction Between Qualitative and Quantitative Research in Social Science: <i> Reflection on Ontological, Epistemological and Methodological Perspectives</i> *Ethiopian Journal of Education and Sciences*, *6*(1). https://doi.org/10.4314/ejesc.v6i1.65384.

Uwe Flick, E. von K. & I. S. (2004). *A Companion to Qualitative Research* (1st ed.; E. V. K. and I. S. Uwe Flick, Ed.). London. Thousand Oaks. New Delhi: Sage Publications.

Van Dyk, T., & Coetzee-Van Rooy, S. (2012). The continual conundrum of the. Journal for Language Teaching= Ijenali Yekufundzisa Lulwimi= Tydskrif Vir Taalonderrig, 46(1), 7-28.

Van Schalkwyk, S. (2007). Crossing discourse boundaries. Students' diverse realities when negotiating entry into knowledge communities. *South African Journal of Higher Education*, *21*(7), 954–968. https://doi.org/10.4314/sajhe.v21i7.25754

Van Schalkwyk, S., Bitzer, E., & van der Walt, C. (2010). Acquiring academic literacy: a case of first-year extended degree programme students. Southern African Linguistics and Applied Language Studies, 27(2), 189-201.

Vygotsky, L. S. (1979). *MIND IN SOCIETY* (2nd ed.; E. S. Michael Cole, Vera John-Steiner, Sylvia Scribner, Ed.). Cambridge: Harvard University Press Cambridge, Massachusetts London, England.

Vygotsky, Lev S. (1986). Thought and language. In *The Journal of Mind and Behaviour* (Vol. 8). https://doi.org/10.1037/11193-000.

Vygotsky, Lev S. (2012). *THOUGHT AND LANGUAGE* (Alex Kozulin, Ed.). Cambridge, Massachusetts: The MIT PRESS Cambridge, Massachusetts London, England.

Walsham, G. (1995). Interpretive case studies in IS research: Nature and method. *European Journal of Information Systems*, *4*(2), 74–81. https://doi.org/10.1057/ejis.1995.9.

Walsham, Geoff. (2006). Doing interpretive research. *European Journal of Information Systems*, *15*(3), 320–330. https://doi.org/10.1057/palgrave.ejis.3000589.

Wingate, U. (2007). A framework for transition: Supporting 'learning to learn in higher education. *Higher Education Quarterly*, *61*(3), 391–405.

Wolpe, H. (1995). The Debate on University Transformation in South Africa: The case of the University of the Western Cape. *Comparative Education*, *31*(2), 275–292. https://doi.org/10.1080/03050069529155.

Yazan, B. (2015). Three Approaches to Case Study Methods in Education: Yin, Merriam, and Stake. *Teaching and Learning Article*, *20*(2), 134–152. Book.

Yin, R. K. (2014). *Case Study Research: Design and Methods* (5th ed.; B. B. Vicky Knight, Ed.). California: Sage Publication. Book.

Zhao, C. G. (2013). Measuring authorial voice strength in L2 argumentative writing: The development and validation of an analytic rubric. *Language Testing*, *30*(2). https://doi.org/10.1177/0265532212456965.

Zhao, Cecilia Guanfang. (2017). Voice in timed L2 argumentative essay writing. *Assessing Writing*, *31*, 73–83. https://doi.org/10.1016/j.asw.2016.08.004.

APPENDIX 1: Interviews

IsiXhosa Student 1

Transcription of student (Zondi) Students 1. K. Nvoyana First Language isiXhosa)

R: Okay Zondi, my name is Martina Ambe. I will conduct an interview with you. The topic of my thesis will be, Exploring first year student's voice and subjectivity in academic writing at a university in South Africa. So I am interviewing you because you are a first year education student and I want to find out if during of you assignments if you have any challenges expressing yourself First question I will ask you, Nvoyana, what is your first language?

Zondi 1st KS: It's isiXhosa

R: Okay. Nvoyana, what is your additional language?

Zondi 1st KS: It's English

R: When did you start studying in English?

Zondi 1st KS: Actaully,eh eh we started eh eh at we call it call it junior eh eh junior school in Eastern Cape and from Grade 8 that is when eh I started to to understand English a little bit

R: Okay okay

Zondi 1st KS: mnnnnnh

R: em so from Grade 8 you are introduced to English as a language of teaching and learning?

Zondi 1st KS: Ya

R: okay. Then you have to study in English till you write the Matric?

Zondi 1st KS: Ya

R: okay. When you are coming to university were you aware of the language you are going to be taught in?

Zondi 1st KS: I knew it was English, but then I knew that it will be challenging because English is not my home language actually so it's little bit tricky for me.

R: Okay. In high school did you have other subjects in isiXhosa?

Zondi 1st KS: No, it was only isiXhosa the language

R: Okay so all other subjects were being taught in English?

Zondi 1st KS: Yes

R: Okay.

Zondi 1st KS: But then because we are we are in Eastern Cape; our teachers will explain it in Xhosa just for us to understand. Mnnnnnnh

225

R: Oh!!!It's tricy,

Zondi 1st KS: Mnnnnnnh.

R: So, you are learning let's say life Orientation…

Zondi 1st K: Ya

R: which they supposed to teach you in English,

Zondi 1st KS: English, but then when they saw that we didn't get the e mem what can you say em… the lesson, they will just explain it Xhosa so that we can understand.

R: Oh….!!! Interesting. So most of the explanation was being done in Xhosa!

Zondi 1st KS: In Xhosa!

R: even though they supposed to do the explanation in English?

Zondi 1st KS: In English… Ya

R: Interesting. Okay. So, when this explanation is done in Xhosa then you have to write in English?

Zondi 1st KS: Ya we write in English

R: Okay In that state in which language do you think?

Zondi 1st KS: Particularly, I think in Xhosa, then I have to translate it in my mind so that I can write it in English

R: Okay, so each time to hear something you think in Xhosa and translate into written English

Zondi 1St KS: Laughs eh the first language of thinking or about thoughts in my head is Xhosa, even when I am reading like something, I read it in English, but in my head, it feels like I am reading something in Xhosa then I can understand it.

R: Okay

Zondi 1st KS: That's how I process

R: The information

Zondi 1st KS: Ya

R: Okay ehh, now your entry into university, what was you first major essay question that required writing?

Zondi 1st KS: That why did I make the choice to do B. Ed? My reason my motivation that let me to to take the B. Ed degree

R: So, in the expression of that interest and motivation, where you asked to to give your understanding?

Zondi 1st KS: The whole essay was about my own understanding. They even told us that we have to use some words like 'I' 'me', so everything was about us, like yourself.

R: So here did the lecturer introduce to you the concept of voice?

226

Zondi 1st KS: I am not sure

R: But you understood that your own personal understanding was expected?

Zondi 1st KS: Ya

R: In the context of the university do you see a need of another view when you are asked of your understanding or you think your opinion only is important?

Zondi 1st KS: I understand that I do need other views but you have to paraphrase for example if you take some information from an article or a book, then you have to translate it like…paraphrase it put it in your own words and reference.

R: So, you did, you were aware of the fact that you have to look for information from other scholars? In relation to what you were writing?

Zondi 1st KS: Yes. Our lecturer told us.

R: Okay that was the concept of voice he was trying to introduce.

R: When you read the article for your assignment did you understand the information you need to take out to express your interest and motivation for doing your program?

Zondi 1st KS: I just tried like I didn't know because it was the first time. High school we only take the information. Sometimes we don't even reference in high school. They just tell us that if you change a few words it is already your ideas.

R: So, you do not reference?

Zondi 1st KS: No

R: Mnnnnnh!

Zondi 1st KS: We only write bibliography at the back. So, it's just copy and paste. But then here we are told we have to paraphrase reference all that stuff, so it's not easy.

R: If I can understand you, in high school, you are used to just narrating what happens, without the requirement of acknowledging your sources in the form of intext referencing.

Zondi 1st KS: Yes. Yoh! But university writing is difficult. Here we are supposed to do in text referencing, it's so difficult shame!

R: What makes referencing in writing difficult?

Zondi 1st KS: The fact that you have to take some one's work and then eh… connect it with yours and like your opinion. And also, with that, even if you do the referencing thing in your essay, you have to make sure that the the information of others, the information you took from the sources isn't suppose to to like overcome you're you're your own point of view. It have to be clear (alluding to concept of voice)

227

R: Mnnnnnh. Okay. If I may understand you, you mean what you are taking from the book, it should not suppress your understanding, and your voice should still be able to come through. That is what you are trying to say

Zondi 1st KS: Ya.

R: Is the challenge from having a challenge with the language you writ in or you do not understand what to write?

Zondi 1st KS: I think it is because of the language I write in. the English, for even though I know English but I am not good in English so

R: You mean the academic English that you are supposed to write with?

Zondi 1st KS: Ya.

R: So, the required vocabulary that you need to connect those words to be yours does not come out fluently when you write?

Zondi 1st KS: Yes.

R: In that context, when you write the essay, do you think you can really express what you wanted to say in that writing?

Zondi 1st KS: Laughs…The only thing I know is that, in my mind I know I am explaining it correctly, but then, it depends on the content, like the lecture, who knows what he wants to know about essay so…

R: Okay. Did your first draft of assignment have any comments from your lecturer on your voice?

Zondi 1st KS: My first essay was marked by my Tutor. He called me to a consultation and explained to me what I was suppose to write. The second essay was a group work, which is again challenging to express the views of all four of us in the team.

R: So, with the assistance given to you do you feel you better express your thoughts.

Zondi 1st KS: I think so because the second assignment that I submitted yesterday is to be marked by the lecturer, but he asked us to send a draft to the Tutor who directed us on how to write it before submission to the lecturer.

R: Is the lecture more comprehensive to you or the Tutorial? Are the measures put in place to assist you write helpful?

Zondi 1st KS: They are both helpful but the Tutors explain more in the Tutorial making understanding better.

R: Any challenges when the lecturer is lecturing?

Zondi 1st KS: Mnnnnnnh! So much challenges

R: What are the challenges?

Zondi 1st KS: Laughs…Like when the lecturer is teaching, he uses bombastic words that are hard to understand.

R: You mean vocabulary of the subject?

Zondi 1st KS: Ya, then I have to go my Tutor to explain the new or big words.

R: Does the Tutor make you aware that these are concepts of your subject when he or she explains to you?

Zondi 1st KS: Yes, he does, then I understand a little bit better

R: Some of these new big words, or concepts, do you have them in Xhosa?

Zondi 1st KS: No! Some we don't have, some we do have

R: And the ones you have when you translate them are they the same?

Zondi 1st KS: They are not actually the same, but you try to connect them

R: So, some of them are not the same translation in Xhosa?

Zondi 1st KS: Yes

R: And the new concepts, was it a challenge relating to these words?

Zond 1st KS: Yes, but I have to check from the dictionary or go to google

R: So, after this literacy course do you think you can write an essay and integrate other scholar's ideas in a more comprehensive way to bring out your own opinions?

Zondi 1st KS: Ya, not very well but better than before.

R: Okay. In your opinion is there a way to better assist you as an additional language students in the first year?

Zondi 1st KS: Yes, maybe the lecturers can be more understanding that English is not my first language, and maybe more time for us to understand.

R: Thank you very much for you time Nvoyani. You have expressed your thoughts in our discussion. Will come back to you if need be.

Transcription of NKOSI (Lindelani) of the Student 5. K. (isiZulu first language student from Johanesburge) 23/05/2019   13:30 in the library

R: Nkosi good afternoon

Nkosi 5thKS: Good afternoon mam

R: My name is Martina, I presented you with a consent form that you have signed. I promise to respect the ethical issues as stipulated on the form

First question. Transition question Now that you have moved from high school into university did you find the transition challenging?

Nkosi 5thKS: Yes it is very challenging because I have a lot of things to learn that I was not taught at school so university just te..it eh teaches me how to to develop new skills of facing the world like, ya, it is, it is challenging. It is so much for me. You can even hear from me, you you can even hear from me that when I'm speaking, I find it difficult to pronounce other words ya.

Me: You mean you learn new literacy skills that you were not exposed to in high school?

Nkosi 5thKS: Yes

R: Okay. So, what is your first language?

Nkosi 5thKS: IsiZulu

R: So, your first language is isiZulu? And now you are living in Cape Town where isiXhosa is spoken?

Nkosi 5thKS: Yes

R: So, in school where you taught in isiZulu or in English?

Nkosi 5thKS: From school usually, I was taught in isiZulu

R: That is from grade R to Grade 12

Nkosi 5thKS: Yes, from grade R to Grade 12

R: Okay

Nkosi 5thKS: Yes, I was taught from grade to grade 12 in isiZulu. So maybe our teachers our taught us, teachers use to teach us in isiZulu because they want us to understand, more or the content, or maybe make things more related

R: Mmmmmm

Nkosi 5thKS: Into our culture, maybe you can understand what I am trying to say..

R: Yes, yes

Nkosi 5thKS: Ya, I think it's that.

R: Okay, so now that you are a university student, do you understand the need of what we call a voice in your writing? Because when we are discussing now we can hear each other. So the same thing when you are given an essay and, do you understand that you need to also express a voice or a view point in that essay?

Nkosi 5thKS: Yoh for me, sometimes I don't understand, I don't really don't. Because here at university, it's dif, it's different from school

R: Okay

Nkosi 5thKS: From school we just writing essays that are more understandable like a child. Now we are exposed to academic writing which, which challenge us. Now when writing essays we have to reference. From school we were never told about that. So it's really challenging for me.

R: Okay. So now you feel that the concept of voice that is required in the university academic writing is almost challenged by the fact that, you have to reference in the writing in a way that reflects academic writing?

Nkosi 5thKS: Yes

R: Which becomes very difficult for you coming from the type of writing you just explained, narrative writing where you just tell stories without referencing?

Nkosi 5thKS: Yes.

R: Okay. So, in relation to that, when you write an assignment can you do you feel like you have said what you understand and feel about the topic or you just want to address the question the way the lecturer wants and pass?

Nkosi 5thKS: I think I am just answering the question because sometimes I need people to guide me, if what I just write, what I have just wrote, is it appropriate, is it academic or what. So sometimes I don't think I really have an opinion because I need support all the time.

R: Okay

Nkosi 5thKS: Then maybe it can build that strength for me to ….

R: Express yourself in own voice

Nkosi 5thKS: Yes, then I can hear my own voice.

R: But do you feel that you have something to say, even if you also getting the support? Do you feel the question needs you to say your opinion? But you might be worried because you don't want to say something that is not required in the essay or something that might make you fail?

Nkosi 5thKS: Yes, I feel like that, I feel sometimes I can feel that okay, what I'm thinking is correct and I can express it when I am writing. But on the other side (laughs) I think yoh! This is totally wrong for the university writing. Ya.

R: Okay. So, from what you have said, so if in your opinion, you are given an essay and allowed not to reference, just to write the way you think it's right, will you write what you think?

Nkosi 5th KS: Yes. I can because, that skill I was taught from school. Without referencing I can make it better

R: Okay. But unfortunately, now, in university you need to reference because you voice builds unto my voice, my voice builds unto someone else' in other for us to understand. For the idea we

are working on was first conceived or theorized by someone we might not be aware of. So do you feel you given enough understanding on entry into university what writing to expect here?

Nkosi 5thKS: Ya, I say I was not given at school, but here the lecturers try their best to emphasise to us what is important for us to do when writing assignments. Ya I could say.

R: So, like you say the lecturers always emphasise, what works for you better, is it when the lecturer is lecturing for you to take notes, or is it when he allows you people to work in a group and do the assignment, or is it when you do the assignment by yourself? Which one is better for you?

Nkosi 5thKS: When the lecturer is giving us some notes, ya, it's better for me to understand what the lecturer is saying, than working with groups, because with group, we are exposed to different people, different cultures, different beliefs, so sometimes you find it difficult to understand each other. So even to explain to each other what are we trying to say it's it's hard for us. So I prefer to listen to the lecturer and take notes for about what he or she is saying. Ya

R: Okay. In the group work, do you think it's difficult because the members of the group feel you all are not academically good or to express your point or its' hard because of the different beliefs?

Nkosi 5thKS: It's hard because of the academic eh eh

R: Context

Nkosi (K) Yes context. It's hard for me because of the academic context. But beliefs I can put beliefs aside. Ya. Because this time around what I'm doing is for me to build confidence. Ya. I do understand that, so… ya (laughs).

R: From your response that what you are doing is for you to build confidence, when you express you voice, it gives you confidence and build your self-esteem right? To show that you have also said something right? So, don't you feel that even in those group assignments with the other people, you also need to contribute something because it's an opportunity for you build your self-confidence?

Nkosi 5thKS: Ya I can say sometimes I do build that self-esteem, but sometimes not because you can feel sometimes people they underestimate what you're saying. Ya Ya

R: So, they give a chance to say what you think?

Nkosi 5thKS: Even though we give each other chance to express ourselves but you as a person, you have that feeling that Okay, what I've just said they underestimated it. So in that way, you cannot build the self-esteem. Ya.

R: You think the reaction of others break your confidence?

Nkosi 5thKS: Yes

232

R: Because what you were saying you felt it was correct, but the reaction of the colleagues show you are not right though that is your view?

Nkosi 5thKS: Yes

R: Interesting! So, in the same way as the explanation in the group work, when you write in English as an additional language, do you feel like you might explain something that the lecturer might not understand since it is not your first language?

Nkosi 5thKS: When translating in writing, from Zulu, it depends on the module. Like those language modules like EDC 12, EDC111 and EDC 101,

R: So, we dealing with EDC 111 here which is a literacy course.

Nkosi 5th KS: Ya, it is difficult because sometimes I find it difficult to translate from English to Zulu because some other words are bombastic words that I that I never ever seen or heard before. So for me it's really difficult to translate those words to isiZulu. Ya. So I prefer writing to the lecturer, the the lecturer can say, maybe I understand or not. Then, if I found that I don't understand everything, then I will ask for consultations. There are tutorial tutors that help us. So I ask for consultation from the tutor to make it clear for me.

R: So, do you feel that if these big words that you see and hear in English were also give to you in Zulu will it be easier for you to understand and translate in writing?

Nkosi 5thKS: Yes, it will be easier for me to understand and translate in English when writing.

R: Because from your response your challenge seems not to be the English per say but the new vocabulary and your own knowledge of some of those words which you cannot find in your first language?

Nkosi 5thKS: Yes. English is not a challenge for me, because I can hear what the people say and I can be able to response to that. But sometimes when it comes, you know there is a deep English and a simple English. So, in deep English ya, sometimes I fail I fail to respond even though I understand what they are what they are saying.

R: Saying.

Nkosi 5thKS: Ya

R: So, which means that, the English that you are expected to use in academic writing is challenging to you.

Nkosi 5thKS: Ya

R: For if I understand, EDC111is meant to introduce you first year students to concepts and vocabulary that can assist you to write, that is that you need to use when you are writing assignments or discussing task given by lecturers and tutors?

233

Nkosi 5thKS: Yes, the words are being given to us to use but it is not easy because you don't know which word is going to fit in what you want to say since you don't know the meaning of all the words. So it is not easy. That is why I always get people to help me. Like the tutors. The lecturer also. But sometimes it is difficult to get the lecturer. So most of the consultation is done through the tutor because I can say the lecturer is very busy and the class is huge.

R: Okay. I believe in EDC111 you people also do presentations to build up confidence and physical voice speech as would be teachers because you are doing the B Ed course to become teachers?

Nkosi 5thKS: Yes. I am doing the four years

R: What do you do during presentations?

Nkosi 5thKS: For presentation may when a topic is given, I usually go to and find alternative voice recordings of presenting. Ya. Like I did that at school and I think it works for me at university. Like maintaining body posture, eye contact, to to audience, try to make them understand what you are saying is important. Those things. But when, when writing, may be what I am going to present, I always access knowledge from different sources like Google, books. Ya.

R: Okay. If I may ask, do you think using information from Goole, like pictures and may be advertisements, artwork and maybe film. Could that also help to give an understanding of what you may be trying to presents or write?

Nkosi 5thKS: Ya it also help me to understand what I am trying to say because, what is written in the picture or maybe in the internet, I can use my own words to write that action down. But the most important part is to reference that those are not my own original ideas, though I could identify with what happened in the article or art or picture.

R: So, when it comes to reading and academic text it's difficult because you have to read and understand the formal English in order to answer something in writing?

Nkosi 5thKS: Yes

R: Which one do you prefer, to write an essay that present your views or to use any other means like internet, pictures or drawing to present your opinions?

Nkosi 5thKS: I think using pictures in the internet is better because when I seat with lot of books it makes me feel like it's too much. I will go for articles and pictures that will help explain what I want to write in the internet.

R: So, in that case you write what you think in relation to the picture or the art work or the advertisements and not reference?

Nkosi 5th KS: Laughs. Yes.

R: Finally, I belief that the university is helping you to write better through the writing centre?

234

Nkosi 5thKS: Yes

R: Does the writing centre help you to express your voice in your work?

Nkosi 5th KS: Yes, it is helpful for me, because even for my first group assignment, we obtained about 40%, so we failed. So, I know the reason that we got the 40% because we didn't, we didn't go the writing centre. But for the second assignment, we obtained 70% because we went to the writing centre. Which was like motivation, it it give us courage and motivate us ya. The writing centre is very helpful.

R: This EDC 111 course ends in this semester. If you are given a chance to say that the course should be made a year course with more emphasis on exclusive voice construction
 in your writing will that be profitable for you?

Nkosi 5thKS: For me maybe if I were doing language I could say maybe this module can continue, but I am a maths science student you know. For me I don't think it will be very helpful if it continues but what I've gained in this semester is very helpful.

R: So maybe you could say for the language students the course could continue so additional language students especially build on their vocabulary and get more familiar with the new words
Nkosi 5thKS: Yes.

R: So in Maths do you work on any theories?

Nkosi 5thKS: Yes, but not too many. Only maybe when you are given a problem then they want to know who started that theory of the problem.

R: Okay. It comes back to voice because, you are building up theory unto whoever started it the same thing, when you write, and you want to talk about those who have mentioned that idea before you came to write on it. What did those people say and what are you saying now that is different or the same with what those previous writers wrote. That is the essence of being literate so that you can understand that previous information to build your own thinking on what you think about the present situation.

Nkosi 5thKS: Okay.

R: To end, do you think the university is doing enough to prepare you into the literacy level of the university when it comes to English as a language of instruction?

Nkosi 5thKS: Yes, yes what the university do is very helpful, because most of the modules are more related from how you write, how you present your work, or like what you have learned. Yes, it is helpful.

R: Finally, when the lecturers and tutors mark your scripts, that is when they assess especially your written work, would you wish they are aware that you a first language Zulu student?

235

Nkosi 5thKS: Yes, sometimes I wish they understand. But I am here at university so I have to understand how things work here and work hard. Because what is on my mind now, failing is not a problem it's the way we can build what we don't understand. So I take the feedback from the lecturer and tutor and I work on it.

R: Thanks very much I hope you express your voice in the three languages you speak as you move up the academic ladder.

Transcription of another student 4. K. Olwetu (Tracy) (First language Sotho/IsiXhosa) 16/05/2019

R: Hello Tracy, my name is Martina as you know, I have just given you a consent form. And you have filled agreeing to do this interview for the purpose of my study. I promise to respect the information on the forms as per the ethical consideration I am bound to. For anonymity I will use pseudonyms instead of your real names. So, for the purpose of this interview I will call you Olwetu

Olwetu 4thKS: Hello Martina. Okay

R: As a first-year education student, what is your experience of the transition from high school into university?

Olwetu 4thKS: Okay, let me start here, now I am not from high school, I've been to a university before.

R: Okay

Olwetu 4thKS: Yes, for the past two years I was in a university, that didn't work out. Hence I came here. But when I first went to the university, I didn't have much of a problem because the university that I went was closer to home and since it was closer to home, I was eh not really, I was travelling to and from home. A home being where I have my older cousins who have been to university and they actually guided me per say. They literally prepared me on how to be fit for university. Hence when I got to university, I automatically adapted to the place.

R: Okay.

Olwetu 4thKS: What happened was eh, I realised that, the difference between high school and university you manage your own time. That's one of the things that that told me that you manage your own time, you work at your own pace remembering that, there is actually a dead line that you have to meet. And and I also realised that, my study patterns between high school and university have differed to a point that, on my first test I used my, my high school techniques that didn't work out at all for me because I failed my first literacy test. And as time went by I exploit other studying techniques that actually helped me.

236

R: Okay. Building up on the response of you using other study techniques, may I ask what your home language is?

Olwetu 4thKS: My home language is Isidebele but in Cape Town I also speak isiXhosa.

R: And what is English to you?

Olwetu 4thKS: It's more of a second language but as school were taught in English as a home language, not as a first additional language.

R: So, if English is a first language to you, did you have any challenge when you came into the university to study in English?

Olwetu 4thKS: No not realy. Except for the point where they started using big words that I couldn't sometimes I have to refer back to my dictionary or research, but I didn't have much of a problem.

R: When you mean big words you mean the new concepts that are introduced in academic literacy?

Olwetu 4thKS: Ya. The concepts and new vocabulary. Yoh it was starting to get bust like your CAM, your semester test and your term assignments. Like it's more of the dialect of the university.

R: You mean the academic vocabulary of the discipline?

Olwetu 4thKS: Yes. You can say that.

R: So, what were your expectations when you were coming to the university?

Olwetu 4thKS: Well, my expectations, my expectations for coming to the university, I expected it to be a very difficult place, because where I come from, we had a lot incidence where like people my age committed suicide because of university being too much for them. And I was actually scared of the place. Hence, I seek help from my elder cousins who have been to the university to actually help me adapt to the place. So, by the time I got to university I knew most of the things that I had to do. As I knew that, you have to be your own person in the university, you…its not that the lecturers following you. You actually have to do your work. Be on time and certain things like that.

R: Talking about your own person and doing your work. Do you understand the need of voice construction in the written answers of assignments as a requirement of academic literacy?

Olwetu 4thKS: Yes, a lot. So now what I realise is that, we were doing eh eh and assignment that we did for EDC111, they literacy course you based your study on, that was dealing with corporal punishment

R: Okay

Olwetu 4thKS: Personally, I felt that, corporal punishment should be, should be re-introduced into schools in the country, in a more, in a more, in a more controlled way. Because now you find that, there are teachers that are killed, teachers are beaten up at school. And when I watched the video,

237

some of the teachers can't even react, can't even defend themselves, because they are afraid that, the law will definitely rule against them.

R: Okay.

Olwetu 4thKS: So, I feel that, but with my other colleagues when we had to write the assignment, they like no, this is something that, eh, this is something that they the use to evaluate you for maybe we we supposed to go into the schools and stuff. So, I thought, they're telling me that it might actually count, you wanting corporal punishment back into the system might actually affect you for them giving you a space in the schools. So, I was like okay, when we write our our

R: Report

Olwetu 4thKS: When we write our report, we have to actually be, like we can't write what we honestly feel, but what we think the university wants us to write. Which is not something that should happen.

R: Okay from your response again, in writing the essay of assignments you mean you want to express your opinions without conventions or justification?

Olwetu 4thKS: Yes. Because most questions ask that what is your take on such a matter. But now I can't I feel like I can't put my own take on the matter because I am afraid that it's something that might count against me. So, it becomes very difficult when you can't actually write what you feel, but write what you expect someone else to feel.

R: Really interesting. In relation to your response do you understand the demand of voice in academic writing as a concept that is not just your opinion?

Olwetu 4thKS: If I can imagine, I think it's your own take on things maybe. Because we are living I a world of different perspectives and it's like five billion and something in a country as now. When you are living in a country as a person, you also need to know where you stand, so that you don't fall out of you don't fall out of your own personality with people. Just live with people like not knowing who they are and the world in which you are in. So, I think it is very important to have your voice when you are writing an academic assignment. In as much as we want to do the assignment in the university way, but as for us teachers we need to be able to communicate with people. Especially you people who are very stubborn ate this time and age. We need to be able to communicate with them. But with you not being able to do what you belief and do what you think other people will approve of you doing it, you actually might end up doing mistakes so I believe.

R: Building up on that, you mentioned in your response that your wish in the literacy assignment on corporal punishment should be re-instated in schools and you brought up valid reasons to justify your point. But your colleagues felt that, though your reasons were valid there was no empirical

238

evidence to base this argument because the constriction spells out against it. But to you you felt cheated because you are not free to express your ideas freely without being questioned or prejudiced?

Olwewtu 4thKS: Yes

R: So, did you feel that you understood what was needed in this context in the evaluation?

Olwetu 4thKS: Honestly, I don't think I understood in that context. Or actually I understood it, that they need justified ideas but I just wanted my ideas to considered which finally my colleague agreed. We wrote a positive and negative sides of corporal punishment but concluded with what they believe the university will want us to say.

R: So what position would you have taken, if your colleagues would have allowed you to give your personal view?

Olwetu 4thKS: I would have taken the position where corporal punishment be re-introduced in schools in a very controlled, like in controlled manner. In a manner in which when all other measures have failed then it should come in. Because, to me now a days we not just dealing with the law but with the rights of children and these children are very clever. They end up manipulating the law to benefit them even if they are on the wrong. So, my take will be for corporal punishment to be reinstated.

R: Okay. Your response is your view. But in the academic literacy context, it could be argued that, your voice builds on to the voices of previous scholars. So, when you talk or write about corporal punishment, you might need to look into who wrote first about corporal punishment, and what did those scholars say about corporal punishment? And now what is the present situation on the happenings about corporal punishment. So, I think that is where your colleagues were trying to make you realise, that even if you think this form of punishment should come back, the scholars who wrote first about it, could have done some research and saw that it would not be profitable

Olwetu 4thKS: To bring corporal punishment back

R: Yes. Or maybe that the disadvantages outweigh the advantages of bringing this sort of punishment back. But from your own experience, you felt, that it was needed?

Olwetu 4thKS: Yes.

R: To me, maybe in this context, it could be for further research, maybe that could be a research topic for you, then you can build on to other views and bring out the subjectivity of your voice in your written discussion (laughs)

Olwetu 4thKS: Yes (laughs too)

239

R: If you are allowed to write the way you want, how can an explicit focus on voice construction in writing assist you like a first-year additional language student to express yourself freely? That is a course that could guide you on how to say what you wish about a topic but in a way that acknowledges the scholars who might have said something about that topic? How will that help you?

Olwetu 4thKS: It will help me a lot. Firstly, I for one I struggle when it comes to writing essays. And now, I I've I'm at the point where, when I write an essay I have to like find, I have to do research and stuff. I am someone who work with a lot of people and I believe that, writing about someone's experience, my experience, through people, that will help me a lot. That way, it something that I love. When I write about someone, how someone thinks, how things happen. I like working with experience rather than research because in research I wasn't there. People wrote what they believed happened in that particular era. And I wanna talk about something that is happening now that is relevant to my life

R: That is something that you have experienced

Olwetu 4thKS: Yes, that's how I will like

R: So, talking about that experience, if you are assisted to develop that, you feel you can bring out more of that experience?

Olwetu 4thKS: Yes. I can bring out more and I can even write more than what I already can do.

R: Okay.

Olwetu 4thKS: Yes

R: So, do you think if maybe there is a way that, when the lecturers give you like that essay they can assist you and encourage you to write out of your own experience but put it in the academic context?

Olwetu 4thKS: There is a, there is a way, actually, I think it's actually working right now, most probably it's because that, people haven't been comfortable with it

R: Okay

Olwetu 4thKS: You know, like how you're doing an interview right now, if I would interview someone that is living in a world that, living in the current world, that will help as well right!

R: Yes

Olwetu 4thKS: I Like if I were given an opportunity to write about people's perspectives with only interviews, but now we are told that we need to have at least three different sources, so now I have to go back to a book, I have to go back to a newspaper article and I don't know, I feel that, like I

240

say I work with experience. So, interviews for me would if I had three different sources, three different people who are interviewed, I think, that is also a reference

R: A good source of resource and reference for you.

Olwetu 4thKS: Yes. Rather than having an interview, a book and a newspaper article.

R: Okay

Olwetu 4thKS: Yes

R: Okay. That is interesting. Almost the last question. So do you think the measures that the university has put in place to assist first year students to build up their literacy experiences of benefit to you as an additional language student?

Olwetu 4thKS: Yes, I think they actually, they doing their best. We have thousands of students in the university and so much we have only much of the staff working in the university. I think they are doing their possible best. However, besides my, my feelings towards the university saying that, if they allow me to interview people only, the rules and regulations that we have to live by, we have to, as much as we are diverse people, there is something that has to bring us together to work towards one direction. So, I actually think that the university is doing its possible best because we have the writing centre, we've got our tutors who when we need help from them. We've got consultation hours and so forth. They actually are doing their best.

R: Okay. When you spoke about from interview, going to the book and then the newspaper article were you referring to the referencing convention?

Olwetu 4thKS: Yes: Referencing.

R: What about the referencing don't you understand? How is it a challenge?

Olwetu 4thKS: You know (laughs) I don't know maybe it's something, like I said about the regulations and stuff, and they are things that you have to learn. Eh being someone who eh I can't really take information from the newspaper article, it's personal, and actually write it down. I feel bad, I sometimes feel that maybe I am not putting this persons' perspective into the way that they have put it into the paper. I don't I don't understand that. I don't feel comfortable in that manner

R: If I understand you, you are trying to say that the conventions and rules of the university may sometimes contradict your perceptions or the way you see things? Because you need to put your views aside and follow conventions in order for you to pass?

Olwetu 4thKS: Y.e.s! That's exactly how I feel.

R: Okay. Because if it's all left to you, conventions are right, but they should also allow you to

Olwetu 4thKS: Spread my wings a bit further

R: And fly. In your view what do you mean by allow you to spread your wings, is it giving room resisting these conventions and rules?

Olwetu 4thKS: Yes. I I think that they should at least allow us more space to explore, more space to research the way we feel comfortable in

R: Mnnnn. Because you feel confined? You feel like tied down

Olwetu 4thKS: Yes. (laughs), not tight down to this particular way of research, of which there are so many ways of actually doing research that expresses the things that really matter to me.

R: This is actually my main argument this research a multiplicity of thinking

Olwetu: Yes

R: Of doing things that we should be able to celebrate like you say many ways of knowing, that, if you allow people to spread their wings and fly, then we can get more ways of understanding

Olwetu 4thKS: And more information, in that way we get to understand the the the, I don't wanna say the social problems, social problems that are happening outside. In that way we actually get to understand our community, if we interact we get to understand our community, things that are really happening out there. Not things that are happening in a book.

R: Okay. If I may understand you, in that way, the research reflects our socio-cultural back grounds where we come from and where we still live

Olwetu 4thKS: Yes. Let me give you an example. In my motivational work as a volunteer, I met this girl who said she wanted to be a social worker so as to help others. But she said then she realise that the world doesn't care about help any more. She had tried everything and was really depressed because she feel like our issues are being thrown aside and the world is looking at bigger issues that are much bigger. But we need to understand that each and every one out there is an individual and each and every individual is facing their own problems. But now if I can't find someone that I relate to, I am giving up. So hence I am saying that, if we can be taught to do research development on things that can be pointed out, like at that particular place this is what is happening. To me if we don't do that, we are actually not giving other people hope, that in this situation there is someone who can see that I am struggling and there is someone who can help me. But if you ignore that, they can say okay there is no one who gonna help me let me just give up and die out because I am not relevant.

R: From your example so, if voice and subjectivity is encouraged in academic writing, it will empower this particular student, it could give the student the much-needed self-esteem and eventually give her an opportunity to write what really matters in her life and make a difference for her and others.

242

Olwetu 4thKS: A big difference. Because I motivated this girl and she went back to school and she is making a huge impact in her community now. But if I was not there she might have fallen aside.

R: So, you mean that the outcome of this your form of research is your voice and subjectivity in academic writing that will help you and others read the world around you through the words you have written?

Olwetu 4thKS: Yes.

R: Which reflects my socio-cultural stance in this study of academic writing as a social practice that helps students communicate important issues that could cause change in their lives and community. Thanks very much Olwetu. From a socio-cultural stand point this is really relevant to support my argument that, voice and subjectivity especially in the context of additional language students from a diverse context like South Africa serve as a dialogue space. This is to suggest that, if some diverse students cannot express their voice in their subject positions as university students and write what really make sense in their daily lives, then as you have said, nobody in another book will tell about your story. This argument is justified by eh, constructivist theorists' argument of the uniqueness of reality, which is experienced individually through all the five senses of touch, sight, smell, feelings and hearing. These lived experiences according to Bakhtin might not be quantified or justified. On the contrary, reality is multiple, and meaning continuously articulated in a multi-voiced, open-ended, fluid, provisional, inter-subjective and interactive mind (semiosis). Olwetu: Yes.

Transcription of another students 2nd KS. (Nomsa, First Language IsiXhosa)
14/May/2019

R: Good day Nomsa, my name is Martina and I will interview you on my study which I have explained the Topic to you as Exploring voice and subjectivity in the academic writing of… which is uwc that we are talking about.

I belief you are first year education student B Ed?

Nomsa 2ndKS: Yes, I am

R: Okay. Now that you are in the university in the first year, what is your experience of the Transition from high school into university?

Nomsa 2nd KS: For me the transition from high school to university like it's difficult to cope here because, it's a whole new environment in terms of like the way, like eh eh teachers teach, the work load and all lots of stuff

243

R: In terms of the work load what has changed?

Nomsa 2nd KS: So, like in high school, the teachers use like to to, not like to put so much pressure, like like for instance I am doing like 10 modules ah aha I am doing 8 modules. The first semester, I am doing 4. So, like, like you will find that I have like all the assignments like at the same time. So, it's hard to cope with that.

R: In relation to that is English a first or First additional language to you?

Nomsa 2nd KS: English is a first additional language

R: And what is your first language?

Nomsa 2nd KS: isiXhosa

R: Okay isiXhosa? So, is the teaching in English part of the challenge?

Nomsa 2nd KS: Ya, because some teachers like their accent, accent, like they speak faster, then or even like the way they pronounce words.

R: Mnnnnnnh

Nomsa 2nd KS: you will think that they mean something, eh eh

R: but they mean

Nomsa 2nd KS: something else, ya.

R: Okay. Are you aware of the concept of voice in writing, like in the assignments you submit to your Tutors or lecturers?

Nomsa 2nd KS: No, I am not aware

R: So, you don't know what it means by voice in writing.

Nomsa 2nd KS: I am not sure

R: And the essay questions you wrote?

Nomsa 2nd KS: The lecturer that teaches the literacy course ask us to work in groups of six or ten, then each one of us have to put an input, that is each person find his or her own information and put it together

R: Okay, from that answer do you prefer to work like that in a group or do you prefer to work alone when you want to write something like an essay?

Nomsa 2nd KS: In between because, sometimes it's hard to work, it's hard to work with people, because you find yourself like one is, one is controlling and want his or her own ideas to be…

R: To be heard?

Nomsa 2nd KS: Ya

R: Okay

244

Nomsa 2nd KS: And and like working individually, especially like, the thing is like Xhosa people ne, like, we we, like we have ideas neh` but we have to translate it in our mind into English then write it. So, it's difficult.

R: Okay, okay. From your response, you mean when you have an idea you have to be able to change it in English in your mind

Nomsa 2nd KS: Yes, and then it becomes very difficult because you, because we never went to the model C high school.

R: Okay!

Nomsa 2nd KS: And then in our high school, like English, the subject English was the only subject that were taught in English. All the other subjects, like life orientation and life sciences teachers use to explain these subjects in our own language isXhosa. That is how we understood it (these subjects).

R: Okay

Nomsa 2nd KS: Ya

R: From your explanation, is it possible to think in English in those circumstances where the teacher is explaining the subject in Xhosa?

Nomsa 2nd KS: No. I think, it's possible if you went to to to coloured school or to Model C or to English schools. But when you're a, you'er, you'er a child that went to public school then it is impossible to think in English.

R: Okay. So, from your explanation, are the measures that are being put in place like this EDC 111, do you think you as an isiXhosa student is recognized when the lecturers are teaching or assessing this course?

Nomsa 2nd KS: No lectures are given to everyone the same. This is very challenging to me as a first language isiXhosa.

R: Okay, so if you have an opportunity to influence this situation what will you say?

Nomsa 2nd KS: For me, I will say eh, at least te eh at least te lectures they must try like use simple terms that we (Xhosa) students can understand

R: Yes

Nomsa 2nd KS: And eh that is all that I can say.

R: So, your challenge is the new vocabulary that you are not familiar with?

Nomsa 2nd KS: Yes

R: Because you find it difficult to translate in isiXhosa in your mind as you told me before in order to understand?

Nomsa 2nd KS: Yes

R: Is it also because you came from high school where most of the explanation was done in Xhosa, and here explanation is done in formal and complex English?

Nomsa 2nd KS: Yes

R: So, does this also mean that in the lecture hall when the lecturer is teaching you have a challenge?

Nomsa 2nd KS: Sometimes I understand, but sometimes they lecturer use like very high words neh, that I think in my mind contradict because I think it means something, whereas the lecturer actually mean something else.

R: So, if you express this thinking (inner thought) on paper it will contradict what the lecturer is saying, is this what you mean?

Nomsa 2nd KS: Ya

R: So, when work in a group and write out your opinion in English do you think it represent what you really wanted to say?

Nomsa 2nd KS: Maybe not because I can only translate what I know. So some of the group members overpower my ideas.

R: If you are given a chance to interact in the group and explain your ideas for someone else to write will you feel better?

Nomsa 2nd KS: Yes, because maybe some group members can write better and can paraphrase. But sometimes I also need to write to practice even it is a challenge.

R: Do you feel that the academic literacy course EDC 111 helping you to find yourself?

Nomsa 2nd KS: Yes, but they must not use bombastic terms

R: If there is something that you wish change to make you as an isiXhosa first language what will you wish?

Nomsa 2nd KS: I will wish to know the same words in Xhosa so that it could be easier for me to translate in my mind and express my view. But it is challenging because I hear these bombastic words for the first time and I must understand and answer questions in writing that is what the lecturer wants.

R: Okay to end up, do you feel that, the language challenge could slow your progress or stop you from completing your studies?

Nomsa 2nd KS: Not really, for my greatest dream is to succeed in university. Maybe my progress can be slowed but I am willing to work hard because I want to make my dream.

R: In that case do you think the literacy course that is being offered to you as first year students could be extended to the second semester?

Nomsa 2nd KS: Yes! It would be very nice if it is a year course so that we could get to know most of the concepts and know how to write proper essays as university students before we go to the second year.

R: Thank you very much Nomsa, it was a pleasure chatting with you, I hope that as yo advance in your academic career, your voice will be expressed in your new self as a university student.

Nomsa 2nd KS: Okay. Thank you.

Transcriptions of another student 3. K. Evelyn (First Language IsiXhosa)

R: Good afternoon Evelyn, my name is Martina As I have informed you on the consent form. Those consent show that, if during the course of this interview you are not comfortable, you are free to withdraw.

Evelyn 3rd KS: Good afternoon Martina

R: I am interviewing you on my study and as you saw on the consent form, my topic is exploring voice and subjectivity in the academic writing of first year university students at a university in South Africa

Evelyn 3rd KS: Okay

R: My first question to you will be now that you are at the first year, what is your expectation on the transition from high school into university?

Evelyn 3rd KS: Ehm, I am expecting to come out of university with my degree. It has always been my dream to come to university, because I completed my Matric and I went to work, due financial challenges. So, I managed to get into the university now so I am expecting to get more knowledge particularly.

R: I that context, is English as a language of teaching and learning challenging to you?

Evelyn 3rd KS: Yes, it is very challenging because my first language is isiXhosa, so English is my second language

R: Okay

Evelyn 3rd KS: Sometimes although I can hear and understand English it is a bit difficult to express myself in English.

R: If I may go back, you did mention that you went and work, did you study in English in high school?

Evelyn 3rd KS: Yes, I studied in English in high school but the level here is a bit high

247

R: Okay. Do you mean the level of the formal English?

Evelyn 3rd KS: Yes

R: In that context what are the main challenges when it comes to writing in English as a language to you?

Evelyn 3rd KS: English is my second language so I am a bit slow because I need internalise what I read or listen before I can be able to answer any written task. And sometimes I am not sure if what I have written is good enough for the lecturer or the tutor, I have expressed my opinion in English.

R: Okay. On entry into university were you aware that you will be taught in English?

Evelyn 3rd KS: I was aware. But I didn't know that it was going to be tis difficult.

R: Okay. So, in your writing, do you understand the notion of voice as a first-year student?

Evelyn 3rd KS: Yes, I I I understand the need of a voice in my essay because that way it will be easy for whoever is reading or listening to my essay, that I expressed it the way that I wanted to because I didn't think that if I write it down it is the way that I wanted to write it down.

R: Okay, now you understand the need, but can you hear your opinion in the essay after you have written it? Example when you answer an essay question and try to read in English, can you hear your own ideas in the essay?

Evelyn 3rd RS: I hear them a little bit. Because sometimes like I want to write more but the English is a challenge so I might not write the way that I would have loved to write it.

R: Laughs, you say you hear them a little bit, which means the other bit stays inside because of the Language challenge?

Evelyn 3rd KS: Yes

R: In that context, do you think an explicit voice construction assistance course by the university could help you more?

Evelyn 3rd KS: Yes, I think so because it could be like I am talking now not worried whether it is the way the lecturer wants it to be or if I expressed my self correctly.

R: I belief that there is a writing centre like when you people come in on orientation day you are informed that the writing centre will assist with most of your writing challenges. Does the centre also assist you to construct voice in academic writing?

Evelyn 3rd KS: The writing centre, no it doesn't em, they are helpful in a way that they help you with the work that you've already done. They quid you (laughs) they don't write for you

R: We both laughed

Evelyn 3rd KS: So they work with whatever you already came with

R: Okay

Evelyn 3rd KS: Yes

R: So, you mean if you din not construct well and present to them, they will just edit that piece of not well constructed work and return it to you?

Evelyn 3rd KS: They will let you know that you have done it wrong, that you are supposed to do it this way, and that way (in shorts guide you) only in your own work that you have done yourself

R: Oh!

Evelyn 3rd KS: More like editing, you see, they will just guide you and you are the one who figure out what you need to write

R: Okay okay that is interesting. Okay. When it comes to academic writing which area of academic literacy and writing development interest you most? I know, this course EDC111 is supposed to help you build vocabulary, be aware of conventions and develop critical thinking for writing. When it comes t academic writing do you value note taking during lectures or tutorials, group work, or the essay writing that is given in the form of assignments?

Evelyn 3rd KS: We are given the group work and essay writing

Me: Okay But which one do you prefer?

Evelyn 3rd KS: The group work is good because you can discuss with other students and get their views. But the essay writing is also good because, you experience your personal ability in writing and your challenges

R: I understand this year you were also given a group assignment to present in an essay form.

Evelyn 3rd KS: Yes

R: Do you feel this group work bring out your voice better than if you were asked to write alone?

Evelyn 3rd KS: Em, for me since it's my first year I'm not used to work with the group like school work. It's a bit challenging to work as a group, it is nice in a way because you work with other people you get to hear their ideas…

R: Mnnnnnnh

Evelyn 3rd KS: But at the same time I feel like if maybe I was working on my own I would have done better than the group

R: so, you feel like, why do you feel that? Do you perhaps feel your ideas are being suppressed? Or that you cannot express some of your views?

Evelyn 3rd KS: I, it's like when it's a group work, is mostly divided into sections, so may be section A will be given to someone else, section B will be given to someone else and that section C will be given to me and then if I manage to get the total in my section higher, I will feel like if I

249

did everything alone I could have done better and scored more marks, because the others they get maybe ten out of twenty. This makes me feel that if I was doing everything by myself I could have done better because we different and here in the university for different reasons and ambitions, because I am serious and some are serious but others are not serious

R: Okay

Evelyn 3rd KS: And the only way to find out that the other group members are not serious is when you get the results

R: Yes, I see. So, to you note taking is also very important?

Evelyn 3rd KS: Yes

R: And the final writing process is also very important

Evelyn 3rd KS: Yes

R: So you feel that you should be allowed to work in groups but sometimes you should be tested on personal basis?

Evelyn 3rd KS: Yes. Or maybe given an option to choose if you want to do group work or if you want to do it as an individual, then you can be allowed to do that

R: Okay. Last question, what another measures do you think the university can put in place as to lay a better foundation to improve additional language students like you develop their voice construction in academic writing?

Evelyn 3rd KS: I think it was going to be best if this course was made a year course, instead of a semester course because I am doing five years B Ed instead of four years because of my age.

R: Okay

Evelyn 3rd KS: Maybe I will learn more vocabulary and words to better write before I go to the second year. And also, more chance to develop my writing and skills in academic writing, helping me use to eh the standard language of English and to improve the, my writing skills.

R: Okay. Thank you very much. Final last question that built from this one. What if you are placed in the position of the lecturer to assess the students' writing, will you wish that the lecturer understand that you are an additional language student?

Evelyn 3rd KS: Yes

R: So, you will wish lecturers are made aware that some additional language students face certain challenges when expressing their ideas in the form of voice construction in academic writing?

Evelyn 3rd KS: Yes, I think it might be helpful if the lecturers are aware, but not like we are expecting special treatment because we are additional language students, but at least to be able to

understand that, if one didn't do well to be give a second chance to rectify their mistakes, something like a supplementary something (tolerance by others could be considered in this case)

R: OKAY. And when it comes to feedback, how do you as an additional Language view it? Do you think constructive feedback from your lecturer from the tutor can also help you to correct the above mistakes you talked about?

Evelyn 3rd KS: Yes. Especially from the tutors because those are the ones we spend more time with them and we have like classes that are less students as compared to the lecture halls. So, I feel that is where we get mostly our learning than in the big hall where it's like hundred or two hundred students. So, I think that with eth feedback that we get from tutorials it's the best information that helps us a lot

R: Thank you. Lastly, any advice on how first year university students could better be assisted to express voice in academic writing?

Evelyn 3rd KS: Maybe first year students could be evaluated before given something to write as to be aware of these students' level of understanding. This way students who are not competent in the language could be identified for further assistance before they engage in the writing proper reducing the stressfulness of the writing process in English.

R: Thank you Evelyn as I indicated before, this interview is only for the purpose of this study and not for sharing with the public. I wish you luck as a future teacher in the South African schools and that may your voice construction in writing develop for you to carry the progress into the schools where the learners need to construct their views on the important issues that around them.

Transcription of the students 1. A. Cloe (Ketley, First language Afrikaans) From Atlantis (04/05/2018)

R: Cloe my name is Martina

Cloe 1st AS: Hello Martina

R: I am interviewing you in connection with a study that I am doing in fulfilment of my Masters' thesis. The topic of my thesis is, "Exploring first year students' voice and subjectivity in academic writing at a university in South Africa", the university is this one UWC. Why I am doing an in-depth interview with you is get information from you as a first-year first additional language registered education student with Afrikaans as your first language. I promise to respect the content of the consent form I have present to you and the ethical anonymity of your participation in this study. I will ensure this by using pseudonyms instead of your real names so for the purpose of this

interview I will call you Cloe. Firstly, what are your experiences of the transition from high school to university now that you are a first-year professional development student?

Cloe 1st AS: Okay, like in high school I know I was also, I was a late comer in school. So when we were late our school use to discipline us, or you will sit in detention or they will give you hiding sometimes. When you come late here, even if you come late in a lecture or class, the lecturer won't stop and ask why are you coming late and stuff, they just carry on. Even if you don't even attend the class, it isn't their worry. But in school, if you stay out of school like for a few days. The Principal will come to your house and ask your parents 'why is this child absent from school?

R: Okay.

Cloe 1stAS: But here they don't care. And even if you have eh eh assignment they don't care if you don't hand it in. Because it's your future. It's not theirs. They already have their future.

But there by us at our school, our teachers will go out of their way to assist you so that you can achieve your education. They will go out of their way to help you. But here at university it's as if they don't care. It's your future, you can do whatever you want. Even if you do not give your assignment, they don't' worry. They think they have done their own study already so it's your future they don't worry about you.

R: Wahoo! So, in that regard, what do you think changed in terms of study?

Cloe 1stAS: It is the work load and the nature the writing. In school you could just write an essay without referencing. Here you must do a research if you do an essay or an assignment. Eh like we did in school, I know I did it. In high school we just go to Wikipedia, then we will copy the whole Wikipedia in our essay. But here in university you can't do that. You must get the declaration

R: Exactly! For Plagiarism

Cloe 1stAS: Yes. But in high school we didn't. The workload. Eh I am going to say the vocabulary become at the higher standard than the one we use in School. For me who is Afrikaans speaking is, for me it's terrible to speak English. And the English where I school is a lower level. And at university now it's a higher level

R: What challenges are you facing this year when learning especially reading and writing in terms of English as a language?

Cloe 1st AS: Coming from Afrikaans medium of learning it is a huge adjustment. I have to adjust in English and in at school, it was easy for me to explain myself in Afrikaans. But now I am in an English university I see its better one is sitting at the back. So that when the lecturer ask questions we won't answer. Because I am scared to make a fool of myself. Because I can't speak. Not that I can't speak but the way I speak English isn't the standard that we must have in university. So I

won't answer or ask. Sometimes ai know the answer but it's harder to explain myself in English so I won't answer. As I said, there are certain terminology that the lecturers especially use. Sometimes, Like I am a Geography student. The terminology. They say the word and okay what is that? Did I o it in school? Then maybe the lecturer start to explain, oh! That. Then I think about the advance word, then it that that the lecturer is talking about. Like the terminology make you think that you are stupid because you don't know the terms the lecturer or the tutor is using in English. So, you think you don't understand the word, but actually you do. This if it is Afrikaans that I speak I could understand it properly.

R: So, in that context, do you think the measures the university has put in place like this literacy course EDC111 are helpful, the way this subject helps you understand some of the new words or thermology, and to assist you express your voice in writing do you think the measures are helping?

Cloe 1st AS: No. For Afrikaans students, there is no benefit for us Afrikaans students. Okay I know, the the main language in the whole world is English. But not everyone is English like Nelson Mandela said 'speak to someone in his mother tongue, they will understand you speaking to his heart'. That's because if they teach me in Afrikaans, I believe that I will become a better student. I will achieve high marks and because if I lose the one assignment that is in English because if the medium is English. Sometimes I will just feel, I don't want to do this because like in an essay, the terminology and the vocabulary, it isn't the standard that you use for the technical writing. That is why I just feel that sometimes I don't wanna do this. It fades you up because the language is really a barrier.

R: In regards to that response do you think if the terminology is translated and given to you in Afrikaans, with additional vocabulary that will make you understand those terms to translate from Afrikaans to English, will you be able to construct your ideas better in English?

Cloe 1st AS: Yes. But the writing standard will still be low even though I know the terminology in Afrikaans, because here is all academic writing, so I have to make a choice and structure the writing to be a standard and I can't. So even though I might be given the vocabulary I might not be able to express myself with the right words better in English. But in Afrikaans I can express myself better.

R: So even if the terminology is equated in Afrikaans you say it will still be a challenge to put it together in sentence to make sense from you?

Cloe 1st AS: It will still be a challenge I wouldn't express myself the way I really want to. But if I express myself in Afrikaans I can do better because that is how I grow up (identity). My community, my family and all my school. The teachers in my school even teach English and the

253

subject they are supposed to teach in English in Afrikaans because they teacher is also comfortable speaking Afrikaans and want us to understand. That's why I receive, I achieve high marks in English because our presentations were always in Afrikaans. So I understood the English in that context better, and I could express myself better because the teacher gave the English lessons to me in Afrikaans.

R: In the above case would you as teacher be able to assist a student who might not speak Afrikaans without facing a challenge?

Cloe 1st AS: It will be a challenge for me in school if I have to teach in English because its difficult for me to relate in English. It's better I teach in Afrikaans so that I can communicate better. Here in class, a friend asked me you don't like to talk in class. But I know if it is Afrikaans I will speak and would not even give the other person a chance to talk. But because I think I am limited I stay quiet.

R: So, if you are given an opportunity to give students like you something different in the university that could help them speak and write, what are you going to do?

Cloe 1st AS: I will say the university get other lecturers to tech some times in other South African languages. Our mother tongue, so that we can understand better and write better and be more successful in our academic carrier. So, if there are lecturers who can relate to us with the language I think we will become more interactive.

R: So, for you the main challenge is relating in terms of the language?

Cloe 1st AS: Yes. The language.

R: How do you feel now that you as an Afrikaans speaker all through school and home being taught here in the university bin English?

Cloe 1st AS: It's a great challenge like I said.

R: Are you able to express your opinion in writing effectively.

Cloe 1st AS: No. The way I construct sentence will not say exactly what I want to say. That is why the tutor sometimes ask what I wanted to say.

R: So, do you think it's possible to think in English even though you are first language Afrikaans?

Cleo 1st AS: I don't think so. For me in my experience because I am Afrikaans so I'm going to think in Afrikaans, then I must then translate into English. And the translation will be a bit confusing

R: So, if you are encouraged to think in English so that you can write in the same English is that possible?

Cloe 1st AS: I don't know how that can work, because eh, because I am sorry to say but I don't like English. The words are not the same, the pronunciation is different and the spelling is different, like in English, I will may be say Philip while Afrikaans people with Philip is F not 'ph'. So with this huge difference and problem how do I think it English? It will confuse me. Because I also don't feel confident when I write something, maybe the spelling is wrong or I pronounce in Afrikaans instead of English. So, when I writ in English I always think I am wrong. So sometimes I ask friends or I go on Google. Then to me I don't feel like I have written what I wanted to write.

R: The problem is not that you cannot express yourself, you feel reaped from your confidence, and the way you want to express yourself which is limited the language challenge.

Cloe 1st AS: Yes

R: Thanks very much Cloe. I am enlightened with your experiences. As a geography B. Ed student, I understand that what you are saying is that you also need a voice to be able to teach the students which must be in the language you are most comfortable with. For if you are struggling with English ad understanding it may interrupt that voice and your identity as an Afrikaans first language student. You may not be naturally motivated enough to articulate your opinions especially on paper.

Cloe 1st AS: YES: Because we are busy with presentation now. Because I am not comfortable speaking in English, I'm is almost like when I come in front of the class, its' a blank. I can't speak. I am struggling to get my words out. This is also another reason why our marks may drop because first impression we give with this way of presentation. So it is really terrible doing everything in English as it breaks down who you really are because it's not your language you cannot bring out the real you in either speaking, writing or listening.

R: Wahoo! Thank you very much Cloe. It was a pleasure having this interview with you. We are maybe going to continue this discussion at a later stage.

Another Transcription of another student 2. A. (Zee Afrikaans) From Atlantis

R: Hello Zee

Zee 2nd AS: Hello

R: Good morning. My name is Martina. As I have explained to you before, I am a Masters' student and I'm doing a study on voice and subjectivity in academic writing. My topic in this study is; exploring voice and subjectivity in the academic writing of first year students at a university in South Africa which is UWC our context. You are a first-year education student doing the B Ed degree in professional development to be a teacher right? I will ask you some important questions

https://etd.uwc.ac.za/

concerning the academic literacy course EDC111 that you do and your whole experience as a first-year university student. I promise to abide to what you signed on the consent form so you are free to withdraw if you are uncomfortable. The questions are not in any way to test your intellectual capacity or to make you feel less of a human. For the sake of this interview the pseudonym name I will use for you is Zee in other to guarantee your anonymity. The in-depth questions I will ask you is for me to get information on how your experiences as a first language Afrikaans speaker when you express ideas in writing. Your struggles, strength and weaknesses or challenges. This in regards to the fact that you have informed me that you are from the Doooderan, where you have spoken Afrikaans most of your life. And from our discussion I learned that, part of your school studies was in Afrikaans, partly English but your first language is Afrikaans

Zee 2nd AS: Afrikaans. Yes

R: Okay. Now that you are in university, what is your experience of the transition from high school into university?

Zee 2nd AS: On high school, there were teachers most of the time who stood behind you, eh eh they will always tell us that our assignments needs to be in, we need to study, like constantly behind us. But when I came to university, I saw a huge difference. There is no one standing behind me even though I have tutors. The tutors do remind me that I have to submit my assignment, or that my assignment is due and something like that, but the lecturers however aren't like the high school teachers. They don't stand behind you and tell you, you need to learn eh eh you writing a test tomorrow, so you need to be aware of what happening by yourself and that's why I think you have to be, not actually confident. You need to have value all that stuff because if you don't have it you will not make it here.

R: Okay: Building on your statement that you need to have value. Eh what do mean by value? What has changed from high school that you feel you need to have value?

Zee 2nd AS: Most of the time, especially for me, I am from Atlantis, but in certain case we can stay on residence. And when you stay on residence you don't have parents that stand behind you. Like to tell you, but you need to learn tonight and you are writing tomorrow, it's sleeping time. So, there aren't, even though there are rules, but it still can be broken. So you can do what you want to. And most of the time on high school, it isn't like that. The rules are there set for you and you need to abide by that rules. On university there are rules but you can still do as you please. Especially when you looking at residence students. You can drink when you want, you can party whenever you want. And that's why I say that you need to have values. You should know, tell

256

yourself that I have this test eh tomorrow so I need to learn. Even though me and my friends need to go party but I still need to learn because it's my future.

R: So, you mean you need to be self-disciplined?

Zee 2nd AS: Yes self-disciplined

R: Okay. So, you need to have values you need to be self-disciplined because, if you are not, there is no body behind you, because it is believed that you are mature enough to take decisions at this level?

Zee 2nd AS: Yes. Especially when you are on university you are mature, but as as they say that is the big people here. They always tell me that, so as a child I felt hah! It's only clever people who can go to university. And once you are here, you have to be one of the cleverest people to come to university and so self- discipline is actually one of your main thing that you need to have to gain your education.

R: Okay. So, is English as a language of teaching and learning in this university challenging to add to those other concerns?

Zee 2nd AS: Very challenging. I was born, raised everything I grew up in was Afrikaans. I grew up in an Afrikaans home. My household, my community, everything is Afrikaans. Eh I went to an English Crèche, however because our church eh had a Crèche and I had to go there.

R: So, the church offered those facilities to the members?

Zee 2nd AS: Yes. I had to attend the Crèche even though it was in English. I went to school in Afrikaans later. But my English actually started in the Crèche. But I did not grow up in English and I think it's actually tuff for us because you can't express yourself the way I would in Afrikaans. And especially when it comes to assessments and those stuff.

R: Yes

Zee 2nd AS: You don't know when to write is and when to write are (grammar rules) because and it's really confusing and your sentence structure and all those stuff. And you think in Afrikaans and the obviously you will directly translate it which will make it wrong. And then the tutors most of the time especially the lecturers, they don't' think of…wait let me see from which place this child is coming from. Eh maybe grew up in Afrikaans or maybe grew up in Xhosa so there would be slight differences, so let me just quickly look at the back-ground stuff first. They don't do that so they just assume that as a student you have to know it because your medium here is English and so, I think, they just think that we need to know English. On a on a high standard.

R: So, university expect you to know English and on a high level, this shows that, it's not only the challenge of the language English, the high standard is also an issue

257

Zee 2nd AS: Yes yes. And if I may add something

R: Yes!

Zee 2nd AS: Most of the lecturers usually use words that I have never heard of in my life and then I'm sitting there I'm thinking and saying to myself, what does this word mean? And maybe that word can come in the exam that I don't understand. Or that word can confuse me. But the lecturer won't have eh eh almost a type of Dictionary that say this word, this is the meaning of the word. So, some of the Afrikaans and Xhosa children that grew up in their mother tongue like me. We are lost most of the time because the lecturer's way of teaching does not accompany us that are, have another language. And not English on their standards.

R: Mnnnnnh.

Zee 2nd AS: So, in that case what are other challenges that you face maybe in writing that has to come from the knowledge you learned in class?

Zee 2nd AS: Actually, it breaks you. Because as friends we will be a group of friends, then growing up in Afrikaans don't have some of the sounds like that th sound like in 'they' and 'the'. We would mostly confuse it and you will say they or and some of the students would actually laugh. But sometimes it's breaking you down because you made a mistake and the whole class is laughing, not knowing that are or you were not brought up in English. So your stands won't be as the next person who grew up in English

R: Yes

Zee 2nd AS: Some of my challenges, one of my tuts I had, there was this, and I actually that I grew up, I know it's wrong. But growing up in Afrikaans I can express myself better in Afrikaans. And my tutor said that we can answer in Afrikaans and then, if someone don't understand he would then translate it in English. And one of the fellow students, it was a Xhosa student and he felt, that it was wrong because we can speak Afrikaans and he will not feel that the tutor will understand and will not want to speak in Xhosa even if he can because no one to translate. And I actually understand his point, because they language is a big barrier because we not on the same level of English seeing that it is the medium of our university and you don't always feel free to speak or you won't ask a question because you too scared you would trip over your words or the word will come out wrong or anywhere you don't understand. In the lecture hall or in the tutorial. And the lecturer or the tutor ask, 'does anyone have a question?' Especially coming from Afrikaans I wouldn't ask a question even if I know I don't understand. I will just sit there and I say yes I understand. But I won't ask seeing that my whole language is Afrikaans.

R: Whao! That is really scary and sad. In this regard are the measures put in place by the university to assist first year students of benefit to you as an Afrikaans home language speaker, considering that this literacy course is meant to help you write better? And now you made me understand that you are insecure when it comes to asking question.

Zee 2nd AS: I really don't think that there is any benefits for an Afrikaans student like me. This is because I can't express myself in class the way I would when I was in school because all my teachers just were Afrikaans. They did understand em the language that I spoke. They also spoke Afrikaans, so I could express myself better there. And when it comes to writing, the words that we use in Afrikaans are actually of a high standard. But then, you don't usually know the word in English or whether you can use a translator but you don't know how to use the word in that sentence, so it would make like the sentence construction even bad. The benefits of our university, I actually don't agree that there are any benefits for us Afrikaans first language speakers. Because they believe that you need to be on a high standard of English when you are accepted here. And it's not always the case. Some of us, we want to make, have a better future so we need to study and we got accepted here and I thought that they would be an Afrikaans course for us even though I ma studying in English, so that there will be something in Afrikaans that we can have. Like could have Afrikaans lecturers and Afrikaans tutors. But we have nothing. Our Tutors are mostly English and they have to be English because they are African people like Xhosas and Zulus in our classes. Eh eh I can't want them to speak Afrikaans because it will be unfair for them. But I don't think the university have any benefits for us when it comes to the language and writing in a language. And I was doing linguistics, it's a study of a language, but they, they say it's a study of a language and I feel that it is actually the study of the English language because they mainly focus on English. They didn't focus on Afrikaans or Xhosa or Zulu. It was actually, the main focus was English. And I feel it's wrong because, it says the linguistic of a language and it is not like a language is only English. They already choose a language and I think they could have made, we should have made the choice, you decide in what language you want your linguistics to be. Is it Afrikaans, is it Xhosa or English?

R: Okay! Eh if an opportunity was granted to you, what is it that you could change at this level of this teaching and being able to write following your previous response?

Zee 2nd AS: I will firstly require that the language medium of our university will change. That the language be more Afrikaans, and not just Afrikaans, but also Xhosa and Zulu and all those other African languages. Because we are South Africans and we have different languages. And I think that, if I may say it's actually wrong of the university to just cater for one language in context

259

where there are many languages. Even though they do cater for Afrikaans children or the Zulu children, but they main they main focus is actually English. If I could get the opportunity to change something it will be to try and let the use the languages that all those people are around us, Afrikaans, Xhosa, Zulu etc. and they also struggling. Because most of them grew up in Xhosa homes where they spoke and everything is in Xhosa. But they need to think in English now. Because I remember, when I was at school eh, our English paper would, the time that we write, would usually be longer than the Afrikaans paper and our teacher said because we asked her why it is like that. And she said because you think in Afrikaans and you need to interpret in English and you have to translate it in English before writing it down. So it will take a huge amount of your time, so they can't give you an hour to write the English. Emm bringing other lecturers and tutors in of different languages can cater for the different languages. Because in Atlantis, where I come from, it isn't a norm. Most of us dream to go study one day. When they reach the level of applying to a university, they hear that our university is in English, most of them immediately withdraw and they say no they not going to apply anymore because they feel that they an't man enough if I can say it to or worthy enough if they have to come to an English university. Ya. Which is actually wrong. Because you are…worthy enough and you can come, but because of the language barrier the students feel they can't make it through.

R: Woohoo! This is a very interesting direction that our discussion has taken and I am really enlightened. You could also put these ideas in proposal and present it like a topic for debate. Lastly which might still prompt a question

Zee 2nd AS: From my answer

R: From your answer. Perfect! Can you explain how you are feeling now that all your subjects are being taught in English rather than your home language Afrikaans, that you expected at least some subjects in? Not even maybe an Afrikaans course that familiarise you with the English concepts

Zee 2nd AS: Can I quickly say something first. Most of the time, being a first year students is really tuff coming with that school mentality, there is still a teacher, there is still a bell that rings and you come to university and you see this whole setting is different and most of us fall out in our first year. And the language is also a problem. Because you can't, you feel that, you you an't as good as the next one who was brought up in English. So you feel that you an't out for this, then you just leave the whole thing. Em. How do I feel about all my subjects being taught in English, I feel it's actually wrong. Because South Africa eh, we are far long past apartheid. And I feel that this was one of the thing that the people fought for, to be able to express themselves in a language they are comfortable. That we all be seen as equal. Unfortunately, our language isn't equal I am

an Afrikaans speaker and the next person can be a Xhosa speaker. And I think that they should cater for everyone. Having my my classes and all my modules in English is really a task for me because I have one module that is about psychology and the pronunciation of the words is tuff. Especially when it comes to learning and I have to study for a test, most of the time I can't get the stuff in mind because I don't even know how to pronounce the words. But and then I must try to remember writing it down several several few times and it really takes most of your time and it's hard for us. Because you can't, you not you are you'll never but you will always be behind. And those of your friends at the fellowship that went to English school will be up. I think eh, its' actually wrong that they do this, that everything is just in English.

R: Oka! Finally. To your understanding do you think you can really voice out your view point when you write an essay in English noting all these concerns you have expressed?

Zee 2nd AS: No, I can't. Even when I am speaking you can hear because most of the time some of the words are wrong because of direct translation from Afrikaans to English. We had to give eh, there were 2 eh em em essays that we had to write. And I struggled but I think, it was just 250 words. And it was such a little few words but even though struggled with that because it was, I had to think in English and the lecturer said, and the thing was that we have to write on a teacher standard seeing that we are future educators. But I think if they would have said that writ in your mother tongue, our inner voice will be much better expressed, then I could have written what how I actually felt. The I would have sounded much like future educator. But in English I can't write, not I can't, I can but it won't be up to the English standard that the lecturer wants. And which actually does make that our marks are much less.

R: Mnnnnh. Thanks very much Zee. I will come back for a follow up interview if need be.

Zee 2nd AS: Thanks for giving me the opportunity.

R: You are welcome.

21/ 05/2019   10: 22 Library foyers

Transcription of another Student 3. A. Jaydene (First Language Afrikaans)

Jaydene 3rd AS: Good morning Martina.

R: I just presented with consent forms which I promise to follow the ethical guides you have read and signed. Your anonymity is guarantee through the use of pseudonyms a name that is not yours. As a first-year student in the university, R: Good morning Jaydene

What is your experience of the transition from high school into university, what has changed from high school into university?

261

Jaydene 3rd AS: Firstly Martina, I am a, Afrikaans is my first language speaker. So, the transition from high school to university is that, university all the subjects are in English, and the lecturers all always teaching in English and the lecturers also teach in English. So sometimes it's difficult, there are concepts that you don't understand when they explain information to you. So sometimes it's difficult to understand the English in the lecture.

R: What high school did you come from?

Jaydene 3rdAS: I came from James Ramssy High School.

R: So, all your subjects were in Afrikaans?

Jaydene 3rdAS: And also, what happens is that all the English teacher is sometimes Afrikaans. So they don't speak a lot of English with you in class. Then you come at university, then you struggle.

R: Okay when you say the English teacher is Afrikaans, you mean that, instead of teaching you English, the teacher uses Afrikaans to teach you English?

Jaydene 3rdAS: Yes, they sometimes speak in Afrikaans to express themselves better

R: Oh Okay. To explain to you to understand?

Jaydene 3rdAS: Yes

R: The teacher will use Afrikaans instead of English?

Jaydene 3rdAS: Yes, yes

R: Interesting! Okay. So, in that case, what were your expectations when you came into the university?

Jaydene 3rdAS: My expectations when I came to the university were that there will be, because I'm Afrikaans that there will be more assistance when it comes to the subject English

R: Okay

Jaydene 3rdAS: Because eh eh when you have to to write English it's difficult to express yourself, if Afrikaans is your first language because eh I've adopted this ahbit of always having my dictionary with me so that if there is a word, because one word can make you to to just mess up a whole essay.

R: Can through off.

Jaydene 3rdAS: Yes, can through you off if you don't understand it.

R: Okay. If I may understand, this is the first time you encounter English at the university in full teaching that is in all the subjects?

Jaydene 3rdAS: Yes. Then you also have to speak it and write in it.

R: So, if that is the case, do you understand the need of a voice when you write those essays of assignments like the one of the transitions from high school into university?

262

Jaydene 3rdAS: Even if I understand, it is not easy to voice your voice if you are Afrikaans speaking. That is what I have learnt when it comes to the ideas I am writing.

R: What is the challenge in that context may I ask?

Jaydene 3rdAS: The challenge comes with structuring your sentences. Like when I had to write the essay for the first time this year, when I had to structure my sentences. I would write long sentences. I wouldn't know eh sometimes it must be in the present tense or in past tense. But how difficult it is in putting those stuff in place and and it is not easy as first year student to sometimes ask for help because these is other challenges that you have.

R: In that context can you hear your opinions in that writing?

Jaydene 3rdAS: I don't think I hear my own opinion because when I write there is a…I will be more focus on answering the question or what is asked of me or I will do what is asked of me instead of thinking out of the box. So I will just address the question. Because I don't even want to think and imagine if I can say anything else because I might go out of topic and fail. This is because I might misinterpret the question with my limited knowledge of English so it's better for me to just address what I think I have been asked to answer. Though this give me poor marks like 50% or 60% I don't mind because I know I tried.

R: So in that context, what area of studies interest you most and helps you to improve your understanding as to write better. Is it note taking in the lecture hall from the lecturer? Is it when you work together as group work? Or is it when you write the answers of essays individually?

Jaydene 3rdAS: I think bought sometimes taking notes from the lecturer gives, because that guides me. But then most of the time I think group work. Because when you are in a group, you get different opinions. You hear how other people understand what the essay requires or what we need to do. So, I think most of the time group work assist. And also, if there is somebody that first language is English and they can enlighten you a bit, then that is what helps.

R: Okay. So, you will do with a scaffold from somebody whose first language is English.

Jaydene 3rdAS: Yes

R: Then, that colleague will now try and explain in an academic way what the question requires you to do.

Jaydene 3rdAS: Yes

R: Okay. In that context if you are asked what the university should add to what they are already doing, because I know EDC111 is to introduce you to concepts and other issues of structure. Could this course be more profitable if it runs through the year not just for one semester?

263

Jaydene 3rdAS: Yes, I think it will help a lot because you must remember when we come to university, especially in the four-year program, we have a lot of subjects. So, you can't, you don't focus that much on on writing because your mind is everywhere. So, if it is until the end of the year, it will at least prepare you for every other thing that you gonna write, whether it is in English or whether it is a Maths subject because you struggle even to understand the terms in Maths if you are Afrikaans speaking. Yes

R: Okay okay. Again, in that context, what other ways do you think the university can assist especially additional language students like you?

Jaydene 3rdAS: I think if the university, I know the university already have tutors, but if they can have room where there can be maybe English-speaking student from mother tongue who can maybe just assist second language speakers, whether it's Afrikaans, isiXhosa or so. Because I think a lot of us second language eh to English we struggle a lot when it's our first year.

R: In that way, do you feel that when it comes to assessment of written tasks the lecturers should be aware that you are additional language students and don't rate you the like first language students?

Jaydene 3rdAS: Yes, I feel the the first persons marking the essays should take that in consideration, especially when it comes to to to the grammatical part of it. Because sometimes you would write English just like you would say it in Afrikaans. But I'm sure that (laughs) may be that person can maybe see light into it that this is the message that you would like to bring or you are trying to bring across.

R: What about when it comes to the voice construction? Can English also challenge the way you present yourself in that essay?

Jaydene 3rdAS: Yes. It does challenge the way you present yourself because em if I write the essay, I can't hear my voice in there, because I would go on the on the computer then I will look for synonyms an dyou know, if you use all sorts of tools to assist you in that writing at the end of the day it's not your own voice.

R: So, it almost ends up like you write the way you talk, because you go to look for word for word translation, and by the time you put it together, it's not the way you really wanted it to be but you have no choice.

Jaydene 3rdAS: Yes.

R: Thank you very much Jaydene. It was a pleasure having this chat and getting that information from you also. All in all, what do you think could be done better to the new additional language student so that they experience better than you did?

264

Jaydene 3rdAS: Martina, I have been thinking about it, from my side I feel that, if there can be somebody from the university that can go to schools and just tell the students that all your subjects is going to be in English so you must prepare throughout your schooling life on how to to use English and don't wait till you come to university. Because there is I am sure there are not much universities that can teach us in our mother tongue all of us. So, English is our main focus so I think high school should be aware and adapt that language of teaching to prepare learners for the university. This is not to disregard the mother tongue, but they should just prepare students already at school because it's not easy when you come to university to only get the English from the university precisely, because you only have four years which is packed with a lot to do in the English that is not comfortable at all. So most of the time you struggle because you don't want to fail yourself and leave without finishing your career. But others do find it difficult and prefer to leave at a certain stage and look for a job where they can easily use Afrikaans. But then you want to come back again and complete your studies which is not good.

R: Thanks very much. I hope you find your voice and carry those concerns back to high school. Four years is not far. I wish within these four years you develop your voice and document your challenges so that other students can benefit and had a better experience than what you are having. Good luck.

Jaydene 3rdAS: Thanks Martina.

22/05/2019   12:30 in the library foyer

Transcription of another student 4. A. Brad. From Northern Cape (Afrikaans First Language)

R: Good morning Brad, my name is Martina, I have just presented you with a consent form with my topic, and in that form, it was showing that you are doing this voluntarily. And that if along the line of my questions, if I am not addressing the research, then you are free to withdraw. Do you understand that?

Brad 4th AS: I understand that.

R: Okay. Thank you. My first question will be, now that you are in the university what is you experience from the transition of high school into university?

Brad 4th AS: For me, it is very complicated because I, my home language which is Afrikaans, so now I have to, I already think in Afrikaans, now I need to transcript my sentences in English, so now, sometimes my word formation, eh don't make sense, but when I go through re-work, then I will, I will get the right eh formation of my sentences. But for me well, it is very difficult

265

R: There you already answered the second question which is what has changed and what is your home language? Your first language?

Brad 4th AS: Eh, my first language, because I am from the Northern Cape

R: Okay

Brad 4th AS: So now we normally speak em, em Afrikaans, but the plat Afrikaans and in my Afrikaans, there is also a blare, like the r, r, r, I can't pronounce the r very properly, but I think it is genetically inborn in my genes, eh eh, from my family.

R: Okay, so is English as a language of teaching in the university, is it having any impact on you? Where you taught in English in high school?

Brad 4th AS: It, it, it have, surely it have. It got an impact for me surely as a first-year student sure particularly because what we were taught em in high school is just to to the the verbs, nouns pronouns, adjectives, that type of thing. But now in the English when you write essays, you need to construct, you need to analyse, and that is a much deeper. I already have the obstacle of, of of that English because I have limited em English in my vocabulary, already. So now it is a bit difficult for me. But I think with em a lot of reading, I will over overcome my fear or I will overcome the obstacle that I am currently facing.

R: Okay, following up that, do you understand the need of a voice in your essay like when you write an assignment? For example, like the essay the lecturer ask about the transition from high school into university. Do you understand the need of a voice in that essay?

Brad 4th AS: Surely. Because, when I hear my own voice, like I am speaking now. I can hear, then I can hear my view point. But when I am mostly writing, because most now, when we write essays we need to reference. So now, you also need to correlate, if I pronounce the word right, the word in line with what the the question are. SoYah! I think to hear your own voice it's important

R: Okay. So in that context what position do you take when you are writing? Do you think by yourself or do you relate to other scholars the way they think in context of the question?

Brad 4th AS: I think most probably I relate to other scholars think em, because I think to reference it can, because, for the limited vocabulary that I already acquired, eh to take somebody's stand and read more about what he is saying in his findings, it also help in strengthen your view point. And then, I think to analyse the question to work on the question first, because sometimes myself I can write out of proportion. Because if I don't understand what the question says.

R: Mnnnnnnh. Yes

Brad 4th AS: So, I think for me the transition is very tuff.

R: So, if there is a way that the university can if they offer a course on explicit teaching of voice and subjectivity in academic writing to develop your voice construction in writing, will that help you?

Brad 4th AS: I think, surely for me eh, it will help me. Even if it is a mentorship program, it will also help me. Somebody that can, that have the necessary experience of what the expectations are of the university writing expression. Eh so I think eh em em em em, I think the voice thing, I think that the university must implement eh eh eh eh line out or support services to help us that. Because really, it's really difficult for me.

R: Okay. In that context, I know there is a writing centre that you people are also sent to help with essay writing. Does the writing centre not deal with issues of voice in your writing?

Brad 4th AS: Em, em, eh I think, because there was one essay in this first semester we need to summit in EDC111 like in a group and one in the the other course. Eh, eh I think the way they do it, they will just assist with your grammar eh eh assistance eh read through the question again, if it make sense. But I think that eh, they are eh eh….

R: An exclusive development of voice is not really their responsibility?

Brad 4th AS: Is not their responsibility, yes. Because they want to, you need to say to them, what are you saying, whereby you also a bit not sure if what write is the right way.

R: Okay. So, to you if an exclusive focus on voice course with an explicit explanation from somebody who is may be aware of your challenges, will you express your opinions in a more comprehension manner?

Brad 4th AS: I think it will really help us because, it's not that I don't know what to say or what to write or what I want to write, but it's just how I am going to put in down on paper because maybe I can write it in the last part, when I am supposed to write it in my introduction. And then, the reader or the the the lecturer will already think that, this don't make sense, but whereby I, I give it in the conclusion, and that, I think that, also affect my marks em in the essay writing because I obtain 45% and em, but I know I need to work hard, because, to to fulfil my dream.

R: Almost the last question. Following from you wanting to work hard and fulfil your dreams, why my study is on writing is because most of the assessment in the university is through writing. When you write, even the group work do read and listen to the ideas you have written if they sound like what you wanted to write?

Brad 4th AS: I will say, it's stuck in the middle, maybe and maybe not

R: Okay

Brad 4th AS: Because, I am still in the transition between Africans and English

R: Okay.

Brad 4th AS: So now I'm still, I'm still finding my way, but whereby I think that if I have the support, then it will really help me to bring out my voice.

R: Okay

Brad 4th AS: Eh, So but I think that eh, I need to write, eh I need to read more.

R: Okay

Brad 4th AS: And and and I think even if there is a support service in high school, that will also guide us to to, with the transition, or make us aware, then, the we won't be so relaxed. Because we waste already a lot of time when we are in high school, when we when I could have worked on it already. Though now I know it's not too late then I need to work very hard.

R: Okay. Talking about time, I know we cannot go back to high school to make this situation better so we can only do something at the university. I know this literacy course EDC111 is to help you develop literacy skills and other skills including the voice construction in writing we are talking about. Is this course not too compact for six months because I know this course is only offered in the first semester? Could the foundation have been more solid if this course could run through the year with a focus on the aspect of voice construction in writing?

Brad 4th AS: I think, em em em em I think, it will be beneficial for us when it's a year course, because I don't know what is expected in the second year. So now, we we just do it for the six months and then we are not aware of the next semester (Laughs). So, I think that if it will be run, especially for us that find difficult of, for the whole compliment, it will be, it will really benefit all of us.

R: Okay

Brad 4th AS: Do you think, the second semester could have courses that will compliment and continue this course as to enhance your English vocabulary so that you can construct voice better in writing?

Brad 4th AS: At the movement I am not sure yet because we are still in the first semester because though the time table show some courses I am not sure what will come out of them.

R: Okay

Brad 4th AS: Bu I think that em mmmmm, the approach to strengthen my self is I will make contact with the with the lecturer, of some of the courses to find out what we will be doing. Maybe get resource material or line out

R: Okay. I see you really industrious. Lastly, what area of academic literacy teaching interest you most? Is it note taking during lectures, is it group work during tutorials, or is it when you are working on your own like in writing an essay?

Brad 4th AS: I think, I think eem, group work for instance in my case. Because, think, the the the there is always one that knows more than the other one or I would say know more than the other one. So I think that type of support will also help, is also helpful and then, to take notes, what specific things that the lecturer make or, or or highlight in the lecture, and then that type of things is maybe important in your writing because I think because all the things or the arguments or the the the expectations that the lecturer gave, gives you, is the ones that he/she wants and to see in your essay writing. So putting that will be the way (Laughs) that is for me the way forward.

R: Thank you very. Conclusively, in your answer of assignment, do you think you need your own ideas or do you just want to answer the question and write what the lecturer might need?

Brad 4th AS: (Laughs) to honest, I also want to bring out my voice, but now all I worry for this transition is to pass (Laughs). Worry no to stay in first year. I don't want to fail. I want to pass to second year maybe I can express myself more there (laughs)

R: (Laughs too) So in that way, if you are allowed to write the way you think without conventions do you think you will answer the question and express your view without being worried?

Brad 4th AS: I think, that, if we are, are allowed to to answer the question the way that I right, I think I there will be some kaps Afrikaans in there (laughs) but I think it will make us more comfortable to answer the question because, because like I mentioned earlier that the vocabulary is already limited that I need to work out. And I don't want to to mention some words that are not or go to the ….

R: Are not in the academic context

Brad 4th AS: Yes, are not in the academic context. You understand? So I just want to to be in that space or area what they expect from us, from me

R: Lastly, if I may understand you, will you wish that assessment on your essays like and additional language student be understood and considered by the lecturer? Will you wish the lecturer and tutor are aware that you are an additional language student and try to understand that the writing might distort the opinion that you have place on paper?

Brad 4th AS: I think they must be aware because I think some staff are very critical, and that they put us in the, I won't say the box (laughs) but it's a box because that is their expectation and that is what they want. They want to put our minds or our way of thinking in in

R: Conceptual frames

269

Brad 4th AS: Yes, in those frames (laughs) that is the box I am talking about. So Ya. I think, we are em em em we are. I think Martina that we are, for me the lecturer, know that he/she have a whole maybe four or five six hundred learners and for her to do individual talk with us it it times don't allow us. But I think that the tutor is also there in support the lecturer. I think that em em em. I think for me in the first semester we also go for consultation, the lecturer or by the tutor. So the tutor that I already have, she is very critical about what I do and there is already this pain that I am feeling at the moment. So now I am not feeling open just to to her. I want to go to the lecturer, but the lecturer is busy.

R: So, you feel withdrawn?

Brad 4th AS: I feel a little bit withdrawn.

R: That she will criticise you?

Brad 4th AS: Yes (Laughs) that she will criticise me more.

R: But I think its constructive criticism. It builds you.

Brad 4th AS: Ya it builds me but I also need to shape my mind. I really understand where they come from. But I think if they just a bit more linen toward because it's not only me that is struggling, we are a lot from the Northern Cape who are struggling also, (laughed) currently

R: Thanks, you very much Brad. I understood also in that context, that, feedback, the way you appreciate it, it should also be reflective of your ability and explicit when it comes to as an additional language so that you can learn without feeling intimidated or worthless.

Brad 4th AS: Yes, Martina (laughs)

R: Thank very much Brad. Wish you better understanding ad expression of voice in your writing as you progress in your academic career.

Transcription of another student 5. AS. Melissa (First Language Afrikaans)

R: Good morning Melissa

Melissa 5th AS: Morning

R: My name is Martina. As I have introduced myself to you through the consent forms, I promise to stick to the ethics of this research as indicated on the forms. In place of your names, pseudonyms will be used.

Now that you are in the university what is your experience of the transition from high school to university when it comes to academic literacy?

Melissa 5th AS: To be honest, it's quite challenging for me as a first-year student I must now transition from being now Africans to English. It's quite challenging because everything else is in English.

R: From your response, that you must now transition, if I may ask, what high school did you attend?

Melissa 5th AS: John Ramsey High Secondary.

R: Did you study in Africans

Melissa 5th AS: Yes. Africans was my first language

R: Which means you were given lessons in Afrikaans

Melissa 5th AS: That's right

R: So, every subject was in Afrikaans

Melissa 5th AS: Yes, in Afrikaans except for English for second learners.

R: Oh Okay. And now you are studying in an English university where everything is English? In that regards is the academic English a challenge?

Mellissa 5th AS: A big big challenge. Very challenging. I feel like we weren't expose that much on school to English as it on university campus. So it's quite difficult if you come from a background like mine Afrikaans

R: Okay. So, what were your expectation when you were coming to university?

Mellissa 5th AS: (Laughed) my expectations, I didn't even think that it was gonna be, especially writing essays and stuff. It's quite difficult. I feel like I'm not given the opportunity to, to do my best, when doing things like that. How can I say, I wanna explain it in the most comfortable way I can, but because I really struggle with English and I don't fully understand the grammar rules. It is quite difficult.

R: In that regard, do you understand the need of voice in your answers of your written assignments?

Melissa 5th AS: Most of the time no. I struggle with that one.

R: Okay. Did the teacher ever ask you, where is your voice in your assignment that you have written?

Mellissa 5th AS: Yes, they do but sometimes I feel like the instructions isn't that explicit. So, and and what I've also realised is when we're in the class each one is different. So we learn differently, so yes I might be slower but it doesn't mean I don't understand. I just need the extra, what can I say? Help maybe to get over the huddle

R: Extra eh eh scaffold?

Mellissa 5th AS: There we go (giggles)

271

R: So, when you write your own assignment as you have mentioned, do you hear yourself speaking in that assignment? Or do you feel that by the time you finish to write in English you are not clear?

Mellissa 5th AS: Yes. That is how I feel. Most of the time I find myself retelling the story (laughs) so that is not my voice at all.

R: What area of study will interest you most, to help you improve your academic literacy skills when it comes to academic writing? Will it be note taking in class, when you are doing group work with friends or when you are writing that essay?

Melissa 5th AS: I feel more confident when I am in group work with others, because why, now I get an understanding of how each and every person feels and write and it helps me to do better in my writing, by myself it's quite difficult sitting there and trying to think of things to write

R: Okay from the group work, now you can be able to put it into your own words?

Mellisa 5th AS: That's right.

R: Then you can write.

Mellissa 5th AS: Yes. It's much easier like that.

R: Okay. What position when you write. How do you express your voice? Do you express your voice as if it is your own thinking or do you address the question the way the teacher wants it?

Mellissa 5th AS: Yes. I address the way the teacher wants it most of the time it's not my own opinion. I feel like I just need to answer the question

R: In that case in the course of answering the question, do you feel like you could have said something more?

Mellissa 5th AS: I do. But because English is not my first language. It's quite difficult to put it into words. I feel like I could write my essays in Afrikaans, I would have stand a better opportunity or get a better way in writing it or of expressing my

R: Okay

Mellissa 5th AS: That's what I'm saying for me it is important now, I am in first year I need to grasp the concepts.

R: From that response, do you think, it is the Afrikaans per say that is challenging or it is the new concepts that you are being introduced in university now in English, that you need to translate into Afrikaans to English that is the problem?

Mellissa 5th AS: I think this definitely the problem

R: The concepts

Mellissa 5th AS: Yes, the concepts translating it for me to understand properly.

272

R: Okay. But do you most of the time find that, those concepts, are they the same in Afrikaans or when it comes to English they are different?

Melissa 5th AS: It's not that much different, I think it's got to do when it's writing. It feels like it is (laughs) I don't know, it take some time to really sit with the work read it through carefully to understand what the lecturer really wants.

R: Okay

Mellissa 5th AS: If it was in my first language, maybe I would have gotten, maybe what is expected of me.

R: Since it is in English, maybe you need more time which you might not have. How many subjects are you doing again?

Mellissa 5th AS: Yes, time is also an issue, because in the second semester totally I'm doing eight.

R: Oh, so you are doing the four-year course

Mellissa 5th AS: Yes.

R: The last question, but not the least (laughs) If you will say the university, I know the university has placed like this subject EDC111 is to introduce you people to the literacy course, academic writing and how to argue a point with the right vocabulary. Will it have been profitable if this course was extended to the end of the year to give you more foundation?

Mellissa 5th AS: Definitely, because the more you are exposed to the vocabulary the more you practice and you can do more and can do better as well.

R: Considering that the subjects compact, it has to make you aware of concepts the notion of voice and conventions?

Mellissa 5th AS: Yes

R: Maybe if it might have been extended to the end of the year, those concepts will not come to close to each other.

Mellissa 5th AS: That's right

R: Then it will now give you room to be able to think proper and practice to understand the notion of voice and subjectivity in the written essays that you submit to lecturers and tutors

Melissa 5th AS: Yes. Yes. I feel strongly about that.

R: Thanks Melissa. And the final question. What do you think, the university can do more for additional language students like you when it comes to assessment in the context of an essay?

Mellissa 5th AS: I will say sometimes you can take it to the writing centre, but me I take time to read my essay and when I reach there so it's full, so I can't submit my essay. I will say…it's like

they maybe accommodate more students at the writing centres, so these students are not turned away before they can submit that they are late because they didn't submit their essays in time.

I would like them to improve in that sense because it's difficult if you do not know you supposed to make the corrections, when you done writing the essays.

R: Okay. So, does the writing centre helps you in terms of the voice construction?

Mellissa 5th AS: It does, they do so they give you an idea of what you are supposed to do, where to go on and make it broader

Me: So, in your opinion, those recourse areas like the writing centre should be more accommodative, especially to additional language students?

Mellissa 5th AS: Yes

R: Thank you very much Mellissa, it was a pleasure, and I hohe as yu progress through your academic journey that you will be able to find your voice in written constructions although it will be in English as an additional language but as we understand standard English is the linguistic capital for every student to succeed in the 21st century academic writing context.

Mellissa 5th AS. You are welcome.

Transcription of another Tutor 1. Sibonesso (Sibou)

R: Okay, Sam, I believe you are one of the literacy course EDC111.

T1: Yes, I am one of the tutors

R: Okay I am asking permission to interview you. I have just presented you with a consent form that you have signed. So, I just explained to you, the, my research aims and my topic, which is: Exploring first year students' voice and subjectivity in academic writing at a university in South Africa.

So, the purpose of this interview is because I want to understand how English as additional language to these Afrikaans and isiXhosa students, actually five that I have selected Afrikaans and five isiXhosa. Which the isiXhosa students came from your class. How English as an additional language could have an impact on these students' study, in their first year in the university with particular interest in writing.

In this regard, I will ask you a few questions in the capacity of these student's tutor. If at any point you are not comfortable with my questions, or you feel that the questions are not addressing the purpose of this research, please you have the right to withdraw. Or if at any point you feel that these questions are interfering with your private life, you have a right to withdraw. Or if at any point you feel that my questions made you uncomfortable, you are free to withdraw.

274

R: First question I will ask you, in your practice as a literacy tutor, as EDC111 tutor, do you support language skills that could nurture language awareness in the construction of voice and subjectivity in academic writing?

T1: I will say I do support the voice construction because I always encourage my students to actually go and read up and not just write their general knowledge. I told, tell them that it's good to actually have a general knowledge of what they are writing about, maybe they are given an assignment. But I will also encourage the students to engage within the scholarly community because they have to understand they have to understand the transition from high school into university (subjectivity) and now having to abide to laws and conventions of the academic community and to the scholarly community so to speak

R: Okay. In the context of this literacy course that we are using, do you have a particular understanding of voice construction in writing when it comes to your teaching?

T1: I would say there is a part that I I say that I do understand, the concept of voice and perhaps how one should voice out thoughts on paper because I really acknowledge the power of voice in writing and because indeed in writing everyone needs to voice what they think, so I encourage them to use their general knowledge but accompany it with these literature writers or scholars as well (if I understand he tries to encourage student to write using language and concepts of academic literacy).

R: If I may understand, you encourage lived experiences of daily knowledge to interpret and comprehend the task at hand, but your emphasis the need of justification through evidence of other scholars that has been done in the field?

T1: Exactly my point. Em yes

R: Is the demand of voice in academic writing understood by students most first year students?

T1: I would say a part of them thus understand and a part of them took some time to actually come to the concept of understanding this using their voice to express their ideas. But eventually, I I I would say I managed we all managed, me and my students to actually get to the pint that, where everyone was understanding what does it mean to have their voice in a piece of writing in academic literacy and engaging with all this other writing as well.

R: Following up from that, do you think the students who experience the challenge the most are the ones that English is not a first language to them?

T2: Particularly, I will say yes. That is the other case that we are faced with because you will find that, some of the Afrikaans students are writing Afrikaans terms which I am a Xhosa native I couldn't understand them in my assignments. So it was quite difficult for me to understand some

of them and then the grammatical errors that you find even in the isiXhosa speakers, you discover that, they are actually using some of the grammatical rules from their native language be it isiXhosa or Afrikaans to get to this English.

R: Which means they are using their first language as resource to translate and write in the present language they write in (English in our context)?

T1: Exactly! And I I think they found it so comfortable to be doing that because they they know their language and they are, they are comfortable with their mother tongue so they are able to shift those rules into English in order for the meaning not to be lost somehow somewhat.

R: Okay. In that context, is it a challenge? Seeing their diversity in language and maybe culture, do these group of students succeed to express their opinions in writing without distorting the meaning, that is bring out their voice in this piece of writing in the manner in which you as a facilitator expected?

T1: I will say they do fulfil my expectations. The students did fulfil my expectation from what I was I was requiring from them as their tutor and I will say they did do justice in that because they used the grammatical rules of their mother tongues in order not to lose the voice expression in writing. And then after editing and having consulted with me these group of students will maybe go then and rectify the language errors only without losing the content and their own voice.

R: Following up from that answer, this drawing of daily knowledge is common amongst which group of students? Considering that you encourage these students to use their daily knowledge to understand and place their ideas in conceptual frames?

T1: The group of students that I have picked up is some of the isiXhosa student speakers. The isiXhosa speakers is the issue that, in their, in their schools I mean high schools, the medium of instruction is mostly isiXhosa, even in the English classes, the English is the second language there, but the instruction that is carried out using the mother tongue, strictly mother tongue. Whereas when it comes to the Afrikaans speakers, most of the time teachers are giving English as medium of instruction except in the purely Afrikaans medium schools. So, from my experience also, that is what I also happen to pick up, with these students as well.

R: From your responses, I could say you are flexible as a tutor who asses when it comes to the manner in which your diverse student expresses their thoughts in writing, that is to say you do not follow a particular convention or theoretical underpinnings?

T1: Certainly not, certainly not. I am only allowing my student to voice their thoughts on paper, and then I am only coming along just to wheel them towards the side which they are directed to

without having them to conform to this one theory or maybe another, otherwise they are wrong. No, I don't carry out that idea. I belief in flexibility indeed.

R: So, in that context, would you eh would you agree that, to these students' knowing something or understanding meaning depends on the views and the way the students perceive and understand issues?

T1: Definitely I do agree with that. I would say that, the students under my teaching do construct meaning as per themselves, or as per the individuals. And I allow that individuality to be working within them because in the end, that is what we are striving for without having the students in these boundaries or setting the parameters that these new students should may be not cross them. Yes.

R: Okay. To build on what you have just said now

T1: Mnnnnh1

R: What in your opinion could additionally be done especially to these additional language students who are really struggling to comprehend and express views a scholarly manner considering the transition from high school into university? What other form of assistance or resources do you think could be given to the struggling group of students to boast their expression of views on paper? Considering that maybe you as a tutor could be flexible but the other tutors might not be?

T1: I would say…eh, firstly, maybe meeting up and discoursing as tutors could be very helpful to place the tutors at least at the same level of interaction even if we teach and asses differently.

Secondly, it has been a crucial issue that, some course such as this one we are working with EDC111which is the academic writing, take a whole year that is they are a year module. But this EDC111 in our faculty is considered to be a semester module. I would say having an extension there will be really crucial and helpful. Which means it will allow even the tutors to actually process some of the information or maybe make reviews on all these issues including addressing them as well.

R: Okay thanks you! So, considering the one semester point, you are trying to say that, the period of development is…not equated to what is expected of the novice students. Are you saying these new students could do with more time and develop in more proactive ways in their expression of voice in academic writing?

T1: Definitely. And the content to be delivered at such a short amount of time is really pressing the new students thereby putting them under a lot of pressure. I must say even for for myself as a tutor, I did feel that although I tried to be as convenient as I can be towards my students and accommodate them and help them to understand some of the eh issues around it.

R: From my understanding what you are try to say is that, if the students do not have enough time, to assimilate, accommodate and internalise subject matter, literacy comprehension for re-construction of academic voice on paper might be flawed.

T1: With this given time, I can hypothesis that it will take some of these new students minimum a year and a half for them to grasp the new concepts of academic literacy to reconstruct in their own voice in essence.

R: In this context, you trying to advice that, a curriculum upgrade could be beneficiary in that the time is prolonged to a year course with a section for voice exclusive lesson in academic writing. The tutors who are sometimes undergrad students will also have a mastery of these concepts and work better with especially the struggling students to improve the students' writing.

T1: Absolutely: because in my opinion just preparing the entry level students and giving them too much content to digest in a very short period of time, sometimes maybe will really not have the expected out come on the greater student development mostly intended by the faculty. But stretching out the duration into, from six months into a year might really be helpful especially to the vulnerable group of students which is some first language isiXhosa and some first language Afrikaans students. Then that will be really helpful considering the fact that these students are busy with a professional development degree which aims at not only graduating students who pass, but self-motivated and empowered teachers with tools to go out and make a difference in the various schools in South Africa.

R: Thank you very much Sibou. Any other advice you would like to give me on this study, considering that I am doing inquiry in a South African multilingual context, where English might be a second or third language to most the students, though my focus on isiXhosa and Afrikaans students. Any other input on the issue of voice and subjectivity in academic writing especially of additional language students?

T1: I will say, the way in which you are going about it (that is my approach) is precisely correct. I will, I will say that it is actually accommodating, having said that you are not looking at the isiXhosa speakers only, but five of my isiXhosa and the other five Afrikaans speakers which is which allows you to understand the situation first hand. But from the side of the tutors I would say that, tutors need to motivate and encourage students to do individual consultations, because that is the other issue that they, they really have. It's the language, the students are afraid to come in and and use English so to speak, in order for them to consult with their tutor for clarity on certain issues of meaning and construction of ideas in writing. Ya.

R: So, which means English as a language of teaching could influence some of these students' leaning because if they think that they are not perfect in English, it may deter them to come to the tutor and the student rather stay in ignorant and fail.

T1: Yes. There is that mechanism that the students with the language challenge are unable to answer. Even in class when you ask them why they are not responding, some of them will reply in Xhosa why they are shy and say 'I can't really call out this in English but this is the answer'. And you will find out that it is the correct answer, but they must say it in English because we are in an English medium context now in the university.

R: Thank you very much Sibou. It was a pleasure having this interview with you and I promise you that, I am not going to use your names in the study, instead I will use code names. If maybe along my study you read something that you said, which is not true, you are free to call on me and indicate that it's not your words and inform me on what you said. Thank you for your contribution which will be only be used for the purpose of this study. I also hope this will contribute especially to the   understanding of issues of voice and subjectivity in additional language students not only in the South African context but in another context as well.

Transcription of another Tutor 2: Wasim (Ismail Ive)

R: Okay good morning Ismail, my name is Martina.

T2: Good morning Martina.

R: I am a Masters' students as I explained to you before

T2: Yes

R: This interview is in connection with my research. As I informed you during the signing of the consent form, my topic is; Exploring first year students' voice and subjectivity in academic writing at a university in South Africa. I choose UWC to conduct my inquiry. To my best knowledge you are one of the tutors of EDC 111 which is a literacy course…

T2: Yes, I am a tutor of EDC111

R: that first year education students do in the University of the Western Cape

T2: Mnnnnnnnnh

R: I will ask you some relevant questions in relation to my inquiry, but if in the process of the interview you do not feel comfortable you are free to withdraw. The questions are not also a test of your intelligence or integrity. Answering depends on the best of your understanding.

T2: Okay

R: I also guarantee your anonymity in this interview through the use of pseudonyms instead of your real name. So there is nowhere in my study that you will find your name.

T2: Okay

R: But if at the end of my research you need a copy of this interview you did with me or want to verify what I have written to make sure it is actually what you said in the presentation and the resolution of this study I will avail to you. Finally, before we start, you have given consent of this interview for the sole purpose of this study and nothing else.

T2: Okay

R: First question, in your practice as a tutor of EDC11, do you think this literacy course supports language awareness in the construction of voice in writing or does it re-enforce thinking in English only as the language used for teaching and learning?

T2: I think the module strictly re-enforces thinking in English. I feel like this because, if one looks at the purpose of the module, it basically lays a foundation the new students' university career, teaches you how to write academically, how to argue a point, to bring your voice across and also how to bring your opinions out in an academic manner on paper especially. So structurally, the focus of the module is on how first year students must write and the way they need to write at this level of university that requires writing in academic English.

R: Okay. You mention one of the purposes is helping students bring across their voice and express their opinions in writing?

T2: Yes

R: So, you think the demand of a voice in the assignments of these first-year students is understood by all students including students whose first languages are not English?

T2: They do understand, but when it comes to expressing the ideas in writing they are often at a disadvantage due to the fact that, English is not their first language.

R: Okay

T2: So, it thus becomes quite difficult for some of these additional language students, trying to adapt to understand English as a language they must write in. You understand? So for them it's a challenge because, it's not these students' first language, so now too, they come out of high school, they use to writing in the way thy write, now they come in the university it's a whole different ball game, they need to adapt to certain ways and everything. I think the transition for additional language students is very difficult because, some of these students do not speak English or English is not their first language. So, it's difficult for these group of students I personally think. And my experience that show now for the semester shows that somewhere struggling. In the essay when I

280

read their drafts, they were struggling to construct proper sentences, how to bring out their voice, because of this, should I say language barrier or something to that effect ya!

R: In your response you mentioned that for the additional language students it is a challenge, you mean a double challenge? Because I believe entry to university is a new experience to both first and second language students.

T2: Yes of course. That is what I am try to say.

R: As you mentioned already, how in your opinion did the voices of these struggling group of students come through in the draft essay? Where these additional language students able to construct clearly their opinions in English for your understanding as a tutor?

T2: In most cases there were good academic writers despite the fact that English is not their first language, but in other cases, you could see that, this student is arguing a valid point. But unable to make the right word choices to motivate the argument due to eh eh what I referred to before as a language barrier, and maybe an influence of the first language, you understand?

R: Yes

T2: So, I think if maybe they were given the the chance or opportunity to to argue their opinion their language of comfort, this student could do much better, I personally think so. The student could have done a much better job.

R: Okay. Thank you, Ismail. So, in your experience as tutor who has lived through the struggles of these special group of students could you say the influence of English as the language that bring across their voice on paper could withdraw some of the ideas some of these students might have desperately wish to express?

T2: Yes, I, yes, I do. It does. Well, like I mentioned previously, they do argue well, but I feel that when I read the essays some of these students could argue well if they were given the opportunity to may be explain in their own language what they meant. But unfortunately, this is not possible because the written piece speaks for the students, you understand? So, I feel that in writing, some of these students are limited because now they they need to adapt to this kind of writing and it is on a different level so, it's kind of challenging like I mentioned previously making the transition a double challenge for some of the new students. You understand?

R: In the context of the additional language students being allowed to use their first language do you feel Afrikaans first language students, for example could construct ideas in formal Afrikaans that will meet the academic standard if allowed to, though some of these students might not be literate in academic Afrikaans? Considering that some of the concepts might not be the same in Afrikaans when translated?

T2: If I look at it from a broad perspective, I think some of the students if allowed to write in their first language will cope and others will struggle even more. So, to me it is an issue of time for the students to adapt to the new form of writing and being aware of the language and concepts of the module or literacy course.

R: So do you feel the group of student I identified are worth looking into, in terms of language and understanding? Do you feel these students struggle because of a language barrier or because they are not familiar with this form of writing and the academic concepts?

T2: I think most these students are struggling because they are not familiar with the academic concepts or may be these concepts are not really known in their first language. I say this because, for example most of these Afrikaans students listen to what is said in English, translate into Afrikaans, adapt and understand before translating into written English. If the students cannot find the word in the first language, they sometimes struggle to write their opinion clearly. The language to this group of students could be a barrier, you understand? But fairly, I think some students do do well.

R: Okay

T2: In fact, there are some Afrikaans first language speakers that sometimes do well in expressing their views in writing than some English speakers, understand?

R: Mnnnnnnnh

T2: So, sometimes it could be a language issue and other times the student just needs to adapt to the writing context. You see. And some are naturally gifted with the ability to shift and adapt well in new contexts.

R: Again, from your response could we say, it might not be a language problem. Rather, that in this context, the additional language student needs time to accommodate, assimilate and adapt to the new context to progress?

T2: Yes. That is why, we as tutors have expressed our views in meetings with the lecturer that, the EDC111 Module should be a module that runs over a year. That way all students including additional language students get adequate amount of exposure to the literacy concepts and how things are done when it comes to writing assignments as new students in the university.

R: Okay.

T2: I think mostly they just need to adapt to the new form of academic development, be it writing, listening to lectures and and taking notes or active engaging with other students in group work to be able build their construction of ideas, thus developing voice construction in their writing of assignments.

R: In terms of the faculty and the university in general, what other assistance in your opinion could be given especially to these struggling students that could enable these students succeed in due time while at the same time being confident that they as students have achieved something in their new career path?

T2: Firstly, that the literacy module must be extended over the period of a year. Secondly, it could be helpful if aspects of this module could be in-cooperated into other modules. You understand! Maybe the student is doing linguistic or mathematics whatever the new students are doing, the foundation of the basis of academic writing must be implemented in this module, maybe in that way all students might get the adequate amount of exposure I mentioned earlier. In mention this because now they only just learn academic literacy in one module, by the time the student need the academic literacy skill taught in this module to apply it to the discipline the student is enrolled they sometimes realise that the demands of academic writing are different in what this students is specialised in. But if aspects of these course are incorporated into other courses the lecturers will also keep updating the students on the way of writing required, in that way the students could accommodate the ideas and slowly adapt. Eventually academic writing becomes a way of life to these students and gradually they become effective in the way they construct ideas in writing and voice out in writing what really matter to them as novice students in the written answers of assignment. In that way, the students construct their voice in the way we as tutors want.

R: Whao! If I understand you properly, you are trying to say this issue of voice construction in writing needs to address across curriculum? Not only education students?

T2: Yes. Because I think all the students struggle to construct their opinions in writing for clear understanding by the tutor or lecturer. For example, I have friends in the art faculty who tell me they are struggling. The Afrikaans students however tell me they are struggling and there is no module in that faculty that accommodate these students with academic writing. They need to just fall in place or go to the writing centre that does not address their needs. You understand! So I think it will be profitable if academic literacy is incorporated all over the faculties in addition to a voice exclusive course that addresses the needs of each discipline.

R: So, you think the construction of opinions in academic writing academic should be highlighted and incorporated into every discipline because university students are mostly assessed through academic writing, no matter what discipline you are?

T2: Yes. Also, what I think lecturers or course advisers can do is that, when they set up essay questions for examination, they must try, what can I say, tell students, okay you choose a topic

283

that you are comfortable with and argue your point, bring out your voice, and they see if you can present yourself in an academic manner. But through the means of a paper

R: Yes

T2: An essay. You understand?

R: Yes

T2: So that way, you are giving the students a chance to express themselves, in order words to voice their opinions. You understand? Because now you are telling them, this is the assignment, this is the topic. Do the essay in an argumentative essay. Now they do it, they not bringing their voices across. I think we can kind of change that, concept of assignment by saying here are 6 topics choose the topic that you are most comfortable with.

R: Okay. If I may ask, what you are saying is that, the way lecturers set essay questions, should be accommodative in away all students can relate with?

T2: Yes

R: Okay in that case if the students are allowed to choose they will go for the topic that they are comfortable with. So, you are saying most of the students might understand that, when they write, my voice includes what others have said before me, but because the student has been given a topic he or she is not comfortable with it becomes difficult to relate and make sense of the situation in order to response in the context of academic writing? NB

T2: Yes

R: So, if the student is allowed to choose from a position of comfort he or she could relate to the topic and in that sense allude to past experiences and maybe search for empirical evidence to justify their stance.

T2: Yes. And bring out their voice in doing so.

R: Okay. Last question; As a constructivist scholar in the 21st century, Considering the idea of voice construction and engaging with other scholars, while at the same time acknowledging sources as well as obeying the rules and conventions of academic writing. In your opinion do most new student actually manoeuvre through this and express their view point or they shy away with the rule and end up just giving what might be relevant as the right answer in order to pass?

T2: Yes, the students are so governed by rules and conventions that they lose sight of what is important. You understand? Like you say because of all the conventions which they are afraid to violate they sometimes are unable really bring out their opinion you see

R: Mnnnnnnh

T2: So maybe we can have activities or mini tutorial assignments that students just write without rules, no grammatical, nothing, just ideas. Now the students write, then we as tutors and lecturers we read, then see the essence there. You understand?

R: Yes, yes

T2: Now the students are governed by rules and conventions stuff, that at the end of the day, it limits these students to a certain extend. Understand?

R: I am sorry I said last question but following up from what you said, you mean if these students could be allowed some moments of expressive writing, and allow their ideas just flow

T2: Eventually they will reach a point where they could handle rule and conventions, engage with other writers, acknowledge sources and still bring out their voices in academic writing as university students. You understand? Or practice that builds down to that. That is my view and the way I interpret things in this context.

R: Interesting. Thank you very much. So as a constructivist, expressive writing might be more accommodative, more constructive and more student centred which could help students to write better in a way giving these students a sense of worth and empowerment as university students.

T2: Exactly!

R: Which means if this form of writing is encouraged and it proves productive, it might dispel the myth that voice construction in academic writing might only be possible through fulfilling convections of referencing, acknowledging sources which if not rightly done might but punishable with allegations of plagiarism. Which sometimes deter some students of a voice in academic writing that shows understanding subject matter.

T2: Exactly. You see.

R: (Laughs) sorry some interesting responses build up to more inquisitive questions.

In the context where the student is unable to achieve personal understanding and construct their own opinions can these students remember anything afterwards or they just answer the questions to pass the exams?

T2: To be honest, objectively, in most cases the students just want to pass the examinations. May a small amount could get it right, but the majority memorise just for the examination purpose. That is why once the students are done, they forget about what they did and when a flash back is required when they are maybe in the second or third year, they are almost lost or they have forgotten about it because it was not instilled in them as part of their nature. You understand?

R: In that case are they empowered? Or writing freely is more fulfilling to these students?

285

T2: Ya. I don't think what they might not remember have any real effect on the students. But if the student writes freely, they are able to think critically and try construct a piece that could mean something to them and like the music, the idea will stay in their mind long after they have completed the course and they can always refer back if need be. Not just write for exams purposes and forget. For example, if I study for exams, I write and forget about it all because I think I am done. Not that I undermine academic rules and conventions, but the truth is once the students are able to express themselves, they can then adapt to rules and conventions. Because once the foundation is laid the rules can be accommodated. But if the rules are dominant from the beginning the foundation might be challenged and understandings as well as construction of ideas become a problem. The way I see it.

R: Thank you very much Ismail. It was great having your productive input. Will come back for a follow up if need be.

T2: No problem. Just let me know the date, time and place. You welcome.

Transcription of one of the Lecturer 1. Mike

R: Good Mike. As I introduced during the signing of the consent forms, my name is Martina and I am here to interview you as part of my study of how some English additional language students within the literacy course that you lecture construct voice and subjectivity in their academic writing.

You read my topic on the consent form. I am an M Ed student in language education. My interview is not an evaluation of your teaching skills nor is it an investigation into the way you interact with your students. Rather, this interview is to help me understand issues that could be problematic to a diverse group of students within the academic literacy context of South Africa, UWC, in particular. Thus, my Intention to find out your understanding of voice and subjectivity in academic writing in relation to the first-year students that lecture and assess in these students' positions as novice scholars in the intellectual community.

So, you are not the focus of my study. The students are, but your expert knowledge as their lecturer is invaluable to enable explore the issues I am searching in the context of my research. Thus the consent form spells out all your rights which ethical I am bound to respect.

R: Firstly, Mike which method do you use to teach the literacy course in your lecture?

Lec.1: I adopt several methods. Eh I like to come down to a level of interpersonal communication

R: Okay

Lec. 1: That I mean, right in the very first few classes I place the students at ease. That they do not see me unreachable, that we are exactly at the same level. So, I try to engage them from day one

R: Okay, so the first method will be Engagement? So, in relation to that, can you explain how you engage with the students as a teaching method?

Lec.1: On a practical level?

R: Yes

Lec.1: I usually set up 2 weeks, I follow the module outline. Eh 2 weeks again, and I set up eh power points. Eh every every class ends with and action item list

R: Okay

Lec. 1: I have to engage them, so that I get them to do some research. Eh, whatever the specific topic was.

R: When it comes to English, that is English for academic purposes, what are your perspectives on your students' voice in academic writing?

Lec. 1: Well, the most part in the South African multilingual context most of my students were English second language students and I knew that it will be a challenge

R: Okay

Lec. 1: In this context, it will not be a challenge only on an academic level, but also on a personal level, because language shapes our identity

R: Okay

Lec. 1: And our ability to speak, to voice and as we share earlier, these two are synonymous voice and identity.

R: Yes

Lec. 1: If I feel intimidated because of my lack of proficiency in a language, it automatically does something to who I think I am. You know my identity

R: Exactly!

Lec. 1: So yes, I was very much aware of that, as a lecturer, as a teacher as a facilitator. And I had to be sensitive to that.

R: What are some of the challenges you face when teaching academic literacy to first year students especially these second language students?

Lec.1: One of the first questions I ask students is 'what is the meaning of academic literacy?' And, 'have you ever heard of this concept in your high school years?' And every single one of them had the same response that they have never heard of it, and they don't understand it. Some

of them would say, ya it's about learning to read or learning to write, but they have not been prepared. You know we use this word (laughs) underprepared.

R: Yes. Underprepared

Lec.1: They are underprepared. So that was a challenge, because now I have to take several steps back, and I share with them that, in a nut shell we are going to go on a journey, towards intellectual maturity. It is not necessarily about English, eh and about grammar, and syntax, as those are important but they are not the most important when it comes to academic literacy.

R: As follow up from that, which is not in my interview guide, you mean you have to go back to high school and give the student and entry route into the new course which is academic literacy which may be would have been prepared from high school?

Lec. 1: Yes. And, and, the way I do that is I constantly probe. I want them, instead of me giving answers which doesn't engage them, I keep on, which is part of my class also, part of the material that I prepared

R: Yes

Lec.1: I keep on asking questions using day to day things. For example, I ask them a silly question. 'Can anyone give me the atomic mass of calcium hydroxide? They will all ask 'what?

R: Laughs

Lec. 1: Then I will ask them 'what language did I speak now? And they will say 'English of course' then I will say why didn't you understand it?

R: Exactly.

Lec. 1: Then I will say 'this is discourse'. We are dealing with the discourse of Chemistry. It's in English so as part of this academic journey, we become familiar with this discourse of university language. And I give them many, many examples.

And one thing I do emphasis to them hopefully is they should never never feel intimidated to ask any question.

R: How often do you pay attention to voice and subjectivity when lecturing the academic course in your lecture?

Lec. 1: As said earlier, I am very sensitive to that because I myself was an English second language student, who felt intimidated, who felt shy and almost insecure, so I am very very much aware, in fact as I shared with you in my PHD study,

R: Yes

Lec. 1: a big emphasis in both mythology and theory is auto-ethnography.

R: Okay

Lec. 1: I write it myself, into the thesis because I see myself as an insider and an outsider.

R: Second part of questions. So, in your practice as a literacy course lecturer, do you support writing skills that could nurture language awareness in the construction of voice and subjectivity in academic writing? I know you touched this before but I will like you answer this for emphasis.

Lec. 1: Yes, I do. One of the resources that I designed, actually because I had to ask myself 'how do I get into the minds of students who are under-prepared? Or who are intimidated, or feel shy to speak, you know, or again to voice themselves? Eh when it comes to writing, because as you and I both know, as undergrads we faced the same intimidation

R: Ya

Lec. 1: And, so we have two fears at undergrads; we don't want open our mouths and when we put pen to pare, we feel, or our English is not up to standard. So one of the things that I did was that, I wrote an essay for the students and how to walk through eh the academic process, sorry the writing process.

And in this essay, I break down the steps involved in the process of writing, and they found that very useful. And then obviously, there are eh some sequential ways of breaking down eh, you know the other process, you know eh paragraphing, eh structuring, conclusion and so. All of those mechanical things which I also walk them through. But I am always cognisant of their perception of themselves

R: Building up on perception, Is the demand of voice in academic writing understood by all or let's say most of the first-year students in relation to the perception of themselves that you just mentioned?

Lec. 1: Initially I don't think so. As I said, I take it from myself to empower them to a point where these students own their own identity and then their own voice. And here are two concepts that I, eh you ask any of my students that I am pressing on them is independent and critical thinking. Okay. In other words, if I give them a poem or advertisement to review for presentation, I inform them at the end of the day, I want you to have these two words Independent and Critical thinking. Which means you own your own interpretation, and in the articulation of your interpretation, this is your voice.

R: Okay. How do you as these students' lecturer think these diverse students construct voice in academic writing especially in essay writing where they have to discuss and explain relevant concepts in an argumentative manner? Drawing from your concepts of independent and critical thinking, could these unprepared students in our context independently understand as to critically think in a way that permits them to articulate a constructive voice on paper?

289

Lec. 1: In writing?

R: Yes

Lec. 1: Initially, what I do in the very first essay which is basically just a very basic personal question. Questioning why did you choose to study this degree? And that I use as a a I am going to use a Doctors' medical term, as a diagnosis

R: Okay. Laughs

Mike: And the students are are, you know, I am very transparent with the students. Then after I have marked hundreds of the, I extrapolate the most salient issues. On a grammatical language issue and then also, concept and content. Then I break that down for them, just to make them aware of;

1.   I said, to know how I mark. I've asked you a personal question, why do you choose to do this? So, then I quote you an emotive response of people who want to go back into their town ship to make a difference. And I raise that as there you go, this is your voice. This you, this is you wanting to make a difference in your community.

2.   And I say now on that on the mechanical side, we going to, I'm going to help you on this journey, to eh, to improve upon the mechanics and the language in other to facture yourself. So it's two-fold but again, I put them ahead and hoping that I empower them. That the students don't see me as a person with all the answers. And I don't discard their answers at all. I am a very big performer of egalitarian thinking. And everything I do I say it.

R: Okay. Do you as a lecturer notice the influence of English language fluency in the written answers the students in the manner in which they express ideas?

Lec. 1: yes, I do. I can immediately sense when a student come from circled Model C School

R: Okay.

Lec. 1: They obviously more fluent, confident, in both verbal and written work.

R: Structure of written work?

Lec. 1: Structure too. Eh, and even in that, eh classification. When I read two or three sentences, I can immediately tell the type of education the student had come out of high school. The location, ya.

R: Though we touched on this a straight answer on this might be important. Which group of students in your opinion experiences more challenges in the answers of assignments to bring out clear and explicit answers in clear and coherent discourse?

Lec. 1: the most marginalised are the ones whom English is not a first language. The students who live the furthest away from the university, in rural areas or students from another country to whom

English is not their first language. Students who have disabilities and students from the guy community.

R: really?

Lect. 1: Yes, that's in my experience. Students, eh, eh I don't' know how long eh you've been in S A. (referring to me), you know after apartheid, but in my undergraduate years there was this thing called 'the triple occasion'. If you are black, a female and you poor you were discriminated against. Well, that that list eh has now increased, if you are black, female, poor, rural, LGBT (lesbian, gay, bisexual and transgender), eh with disabilities, you know are the most discriminated against.

R: Okay.

Lec. 1: And of course, the language comes into play, if you are not English speaking

R: Yes

Lec. 1: Ya, I also eh eh articulate that in my thesis. And again, the stratification.

R: Yes

Lec. 1: And again, there are movements, scattered throughout the Province that will eh enable members from this discriminated communities like the voice of the gay community. In that community, a black female from the rural areas whom eh English is not different language and is there, can find voice in there. I believe, university should be at the forefront of giving discriminated students a voice and opportunity. I think the university has done somehow in this regard. But I think the university should do more.

R: From your views what in your opinion can the university do, in your words 'more' for these so called 'discriminated' students?

Lec. 1: Eh, I am going to, did you see the ad on a symposium coming up in 2 weeks? It's called the 'UWC stars, Tutorial symposium'

R: Yes. I have been shortlisted by my co-ordinator as one of the tutors to attend this symposium.

Lec. 1: I'm going to be peaking there. My talk there will be based on how university should address the issue of voice to disadvantage, discriminated or unprepared students. And in this regard, to me the heart of it is human dignity.

R: Okay

Lec. 1: You know we do all these fancy tutorial programs, and we have materials and the power point on Ikamva.

R: Yes

Lec. 1: But my question is 'have we address the person

291

R: Mnnnn, yes, yes

Lec. 1: And I think addressing the person should be right at the forefront of any curricula. And I will make some practical examples of the effects of that.

R: Okay. Whao! (I actually attended the symposium after our interview which was two weeks from the date of our interview. Mike gave a great presentation on motivating tutors on how to assist special need students, giving him as an example and indicating some very private issues in his life that he was always conscious of. To him these private issues always speak loudly, and made him felt shy, intimidated and no confident as a student. He also pointed out language as one of the greatest night mares of his life when he made it into university. For, language always reminded him every time he wanted to open his mouth to keep quiet. What touched me most as the part of human dignity I came to understand is when Mike dropped the mike in the middle of the talk and picked a guitar and started singing. After some sweet melody, he gently laid the guitar down and played a drum which was handed to him to the enjoyment of everyone in the hall. As his fingers moved on the drum, I discovered that, a joke he made about him being born different at the beginning of his presentation was actually true. Indeed, Mike is born different with more fingers that the normal ones, but incredibly, he has worn the people's heart in such a way that by the time he finished all we could think was the Mike who made tutors felt special, I think this is what Mike meant by human dignity. I could not understand it on the day of the interview because it was difficult for him to demonstrate, but I felt it on the day of the presentation. Feelings which are difficult to demonstrate because they are personal.)

Lec. 1: So, on Monday the 8th of October at eh School of Public Health auditorium with Dr Su Pather.

R: Okay Yes

Lec. 1: And I will talk there about the discourse of the affected in the tutorial.

R: What time is your presentation may I ask?

Lec. 1: It's at 8:30 and it goes till 2 I think. I think I'm only on after tea.

R: Thank you for that information. Noted I will definitely attend

Lec. 1: You are welcome.

R: Okay, Last question, or let me say almost because your respond may trigger another question. What additional assistance do you think could be given to English additional language students especially for success in expressing opinions in academic writing?

Lec. 1: Mnnnn Eh, I think the curricula, in effect all curricula, whether you doing science, maths, arts, economics, should invest more time in eh what I call 'the education for pedagogy for the

292

whole person'. Academic literacy seems a perception that is in a junk as a help, but it doesn't address the whole person. Let's say the person has got some language needs, you know just to be frank, I think what we need to do is to develop a program and eh actually offer this to a module in the education faculty but that, eh I got this here, to address the person in a way that, em reaches the integrity of a person. Because what we have here Martina, yes apartheid is over, bla, bla, bla, it's 22 years. But the new system (academic literacy inclusive) has not addressed the core of what apartheid did to our society.

R: Okay

Lec. 1: That is apartheid affected us in our deepest integrity. When you are made to feel less of a person because of the colour of your skin, because of your lack of fluency in a language (which might not be your first language). No one has, is talking about that in a meaningful way.

R: Okay. Mike, your response set me back to the immediate trigger to do research on this topic. For I am also a second language student. My experience also, and what I observed with the students when I was a tutor of this same literacy course some three years back gave me an insight of what you are expressing. In the sense, that, though I am also a second language student, I was never made to feel less of a human in the context of being discriminated for the colour of my skin. I might have experienced some level of marginalisation around the language area because where I come from English was seen as a language of the marginalised. But this marginalisation was not because of me or any other Anglophone student not being fluent in English. On the contrary, the marginalisation was because, we were required to speak fluent French in addition to the English that we could speak and write. This, also was in spite of the fact that, some of us spoke a native language at home even if we were not literate in this language, but it was our first language. The discursive discourse, in the university in my context thus was also a challenge because at the level of university most of our English language lecturers were either British and American exchange students who were not aware of our language back ground, or lecturers who studied out of Cameroon in English universities. Our voices were then; locked up on the pages we wrote with little or nothing we could do about our struggles to do the linguistic shifts from native language to English or from French to English. My experience with my students in UWC was different because for me, I can still speak with my French/native language accent without feeling guilty, though my writing might be a problem. But some students who sat so quiet in class to my dismay did very well in writing. When I called these students in for consultation, I was made aware that 'I can't speak because I am scared my colleagues will laugh at m'. This sounded familiar to me because, my colleagues from other faculties in the University of Yaoundé 1 Cameroon, had this feeling

293

because if they pronounce something wrong they will be mocked at and called derogative names like 'Anglo!' (English). In this regard, I think I support your view of 'pedagogy of the whole person' which mimic's Paolo Freire's Pedagogy of the Oppressed (Paolo Freire's Pedagogy of the Oppressed). This is because, when I looked into education students in the professional development course, the field of my inquiry, I said the way these students are learning, it' like they are to go out and be as the 'custodians' of knowledge a more special learner population in the South African schools. So what I always do in my tutorial is that, I remind each student that 'you as in I are the best'. This is because I feel that, if the teacher is not confident enough, or in other words, humanly prepared, the knowledge the teacher is expected to give might be limited. In that, the teacher might just consider him or herself as 'guardians of something he or she is not or might really not be benefiting from. This is what, I think you are also trying to express here.

Lec. 1: Absolutely! One of the things that I also impress in the first few lectures is that to my education students you are going to be professional communicators, no matter what subject you teach

R: Exactly

Lec. 1: You are going to be a professional communicator and it is part of my job for us to become bold communicators

R: Exactly

Lec.1: Mostly our self-esteem, like ourselves

R: Yes

Lec. 1: Okay, all of that and content put together

R: Yes

Lec. 1: You see and again, it is addressing the issues at its core, dignity, integrity, self-confidence, then the whole person. You can have the most fanciful up to date or latest curriculum and be hundred percent acceptable with CAPS. But if you haven't address a student who says, we don't feel confident speaking in class, you going to be putting that person out into a school on a salary, but they have not been empowered to own themselves, to own their identity and their voice and I think that's problematic.

R: Okay. Finally, in relation to subjectivity which is the person now, so I understood this element of 'human investment' or 'pedagogy of the whole person' to be the subjectivity because we in the context of students take off ourselves from where we come from or who we truly think we are, to role play this important position of being a student in the university which is a highly valued status. So what you are implying is that, for voice and subjectivity in academic writing to play out in the

294

constructivist sense, the student has to feel empowered, the student has to build up self-esteem and the student must be able to to to feel the power to articulate?

Lec. 1: Absolutely. Well eh there're two things when it comes to subjectivity and objectivity that I address in academic literacy courses;

R: Okay

Lec. 1: One on a personal level, eh I (use the metaphor a journey) say academic literacy is this journey towards intellectual maturity

R: Okay:

Lect. 1: It is the journey that takes you from the emotive response, to research response. So here I am talking like an academic

R: So, you use the metaphor of a journey?

Lec. 1: Yes. And eh, the other thing, when you are given a a, an assignment, an essay topic, where you have to express your personal feelings, this is where the door is open, it's completely subjective. Now that's different from when you are asked a question to do some research on say a topic 'corporal punishment'. You know. There now are asked to step out of the domain of the subjective and you can do some research, on what the expert say about the law, so and so...

R: Okay

Lec. 1: But this only much later in the journey

R: Okay

Lec. 1: But I make the aware of subjectivity and objectivity

R: So, to you when the new students get in subjectivity is mostly to prepare the students to have self-worth?

Lec. 1: Yes

R: So it's only later that these students are required to extend their skills and mind into research?

Lec. 1: Yes. It's only in the second term. You know towards the end of the second term I will give them a classification code. Remember I did a diagnosis? And I realise I have gone this far back I can't dump these students into the ocean when they cannot swim.

R: Exactly!

Lec. 1: The students still have to learn referencing and I can't even teach them referencing if they still intimidated by me because I am up there and unreachable, I'm untouchable

R: The Knowledge gap.

295

Lec. 1: Ya, so I have to break those barriers, the barriers of intimidation, low self-esteem, lack of self-confidence. I ask my students at the end of every term. I say 'remember what I asked you at the beginning? Are you intimidated? Yes. Next term I say 'are you still intimidated 'No!

R: 'No'

Lec. 1: Here's another thing I will address at the symposium; I said I introduce myself. My name is Mike. And please don't call me Sir! I do appreciate respect, nut I have not been invited by Queen Elizabeth. So, I insist, even if I must graduate, like when I graduate the Doctorate, I will always insist that people call me on my first name. Because those titles have been eh socially constructed and put people on academic capital, like social scales of barriers. Those barriers I break to make students not to be intimidated by any one, though some of the lecturers don't like my ideas. But to me no one has the right to make any students, intimidated and shy. The university should be a place where as a student, your voice is freely heard, be in writing or otherwise.

R: Okay. I am relay thankful. But let me conclude by making sure I got you. From what you've made me understood that when the students come in you take their voice construction from the emotive to the academic discourse. In view of the level in which I am writing, my voice is strengthened by my linguistic capital, as well the accrual of knowledge from previous scholars be it through theories, concepts or methodology. Your take if I may call is that, this form of construction needs a gradual development which needs to follow a process. Without which some new students especially additional language students might be stranded when it comes to the construction of voice and subjectivity in academic writing.

Lec. 1: Absolutely

R: So, the entry level student should be allowed to find themselves first on entry before these students are start on theory?

Lec. 1: Yes. There is a big disconnect between practice and theory especially in my experience in the university. And I am not a very big proponent of dumping theory onto students because, if they are already struggling with articulating themselves coherently in English, how are these students still going to come to grasp with the concepts of dense theory?

R: Yes.

Lec. 1: You know Beinstein, Bhaktin, and especially those who have come out of eh, so called Township school system which you and I both know it's the order of the day. At the end of the day, we must first address the person. Eh eh sort of a crude Metaphor. The person have been damaged. You can't expect a person to excel, who has come out of eh a shake, you know who has been younger through the challenges of Township life and then now turn immediately to a

296

discourse of very dense theoretical concept. And there again I speak from my personal experience, it took me a while to understand Foucault. Who's Foucault?

R: Ya, ya

Lec. 1: And who is Chomsky?

R: Exactly!

Lec. 1: And eh...You know it took me a while, and also the purpose of this. One of the things that I like about the Professor from the Free State, eh...what is the name now. He says we need to become knowledge producers, more than assimilators, and this is also something which touches on the topic of voice.

R: Yes

Lec. 1: He say dumping knowledge into smart students' mind and looking into regurgitating them in a kind of rubric. That kind of sounded now like 'Pedagogy of the Oppresed'.

R: Yes. Paulo Freire.

Lec. 1: But no problem. We need to be empowering our own knowledge production process.

R: Finally, on the notion of pedagogy of the oppressed and empowerment, how in your opinion is this process of knowledge production, enriching as it might be, possible in this our time as researchers when conventions and rules, almost activate the reproduction assimilation?

Lec. 1: We have to break out and we have to expose it.

R: Okay.

Lec. 1: In fact, I do that in my in my thesis. I say 'I will be assessed based on my knowledge of you know, these theoretical concepts and my knowledge of these theories. Then I asked is that fair? Is that fair that I will be judged based upon my English language fluency?

R: Okay

Lec. 1: Is that fair? And who determines that? I am actually really challenging my assessors (laughs). You know and holding them as the team of my examiners.

R: Exactly. Great! Thanks very much Mike. I am definitely coming back to interview you in my next level (laugh). You have enlightened me on the aspect of breaking out of conventions as well as exposing what does not work in our context and a form of knowledge production that also liberates. In due time our students might then study based on the theories and concepts that work in their own context. This could encompass the person hood of the individual who is being education you mean

Lec. 1: Yes and given that person ownership of their own voice.

R. Thanks very much for completing this puzzle of my thesis.

Lec. 1: You are welcome!

10/04/2019   11:15 in her office in Education Faculty.

Transcription of one of the Lecturer 2. Doctor Bee (Doctor Quinta) EDC11

R: Good morning Doctor B. My name is eh Martina Ambe. I am a Masters' student in Language education. As I presented to you the consent forms, you've seen the topic of my dissertation which is; Exploring voice and subjectivity in the academic writing of additional language students at a university in South Africa, which in my context this university of the Western Cape. I pledge to respect in full what you just signed in the consent forms and use pseudonyms in place of your real names. The interview questions are in-depth because I want to get rich data to answer my research questions and address the aims my study.

R: My first question will be, as a lecturer of the literacy course that you are teaching, what methods do you use as a lecturer?

Lec.2: Actually, when eh it comes to literacy for the first years it's eh a kind of complex situation because these learners, these learners come with diverse a kind of diverse back ground

R: Okay

Lec. 2: So, during my lectures I do not follow the conventions or particular conventions of teaching.

R: Okay

Lec. 2: I am not, I don't base my lectures on eh the lecturer centred kind of context. So it's open because it's an open situation because I believe at this stage we are forming, we are moulding critical thinkers, so that gives room for free expression.

R: Okay. So, you mean your teaching method is more student centred

Lec. 2: Yes, but it is not really student centred, because when it or if I say it's student centred then I'm out of it. And the students cannot teach themselves so I would rather say the method I use is neutral. It's like the students meet me half way. When I say half way it's because, it's eh it's a kind of interactive method that I use. It's like give and take. I give them the room to be able to express themselves, in as much as I lecture them. I lecture them what they are suppose, I give them the knowledge they are supposed to have but in an interactive way.

R: Okay building on that, when it comes to English, like the language structure, what are your perspectives on the students' voice construction in writing?

Doctor Bee: Most of the first-year students as I mentioned before, eh they come from various cultural backgrounds, with different types of first languages, and most of them, actually more than

298

three quarter of the students are eh second additional language learners, and so in this case there eh that eh tendency of eh them always like kind of eh that is kind of interpreting from their mother tongue into English additional language. That you see this when you read their writing. When they write, it's like they are translating directly from their mother tongue.

R: Building from your response if I understand you properly you mean they sometimes write the way the talk.

Lec. 2: Yes, that is what I am saying. Sometimes they write the way they talk. You can like when you read when you read a script, it's like eh if you had to listen to them talk, it's like the spoken language itself. The students put the spoken language into the written form.

R: okay. If I may still build on that question, in that context, it means the most of the diverse students seem to think in their first language and then attempt to translate it into English from the way they write?

Lec: Yes

R: So, it will be a direct thinking in the first and translating into the English they write in

Lec: Yes, and translate it into English.

R: Okay

Lec. 2: So, it makes their writing not eh fluent sometimes if I can use that word.

R: Okay. Building on your response, what are some of the challenges you when face when teaching and assessing this academic literacy course to first year students, including the writing or assessment of the writing?

Lec. 2: Yes eh, like I was saying when these diverse first year students translate directly they write as if they are interpreting directly from their first language into English and this becomes a challenge to me. This is a challenge because, while reading, while trying to eh eh assess their writing, I realise that eh eh most of the time, these students' work is not cohesive. That is it doesn't have that cohesion that it need to have. It also doesn't flow because of the kind of construction, the kind of sentence structures they have. The the way these students express their ideas becomes unclear because you find certain words that are being used that were not supposed to be used. But if it was in the context of spoken language, these words could be taken into consideration. But since we are talking of academic writing, the written piece would not be taken like a good piece of work.

R: Okay Doctor Bee, building on that as the last question on this section, though you have touched on some of the issues in your response. How often do you pay attention to voice and subjectivity when lecturing this academic literacy course or when assessing mostly written work?

Lec. 2: While lecturing, while lecturing, actually eh eh like I said before at the beginning eh eh, during the lectures the students are free to express themselves. So, they are not given a particular standard of what they need to say, or what how they need to say it, if it's open for them to express themselves. So, while eh eh or during the lecture while lecturing, even if the students express themselves, in their kind of more, more in their first languages, I still accommodate that, then I correct them. I tell them, that you don't say this you say that. In order for them to pick up rightly when they are given an assignment. But that notwithstanding, when it comes to writing these students still repeat some of those eh errors because eh actually, you find eh somebody writing a writing as if he or she was talking to the neighbour or kind of, it's like kind of using a lot of slangs. Or you find the student writing, writing as if he or she was talking Afrikaans for example. The construction tells you that, that person, or it can even identify to you which first language that student is using. From the construction, you will be able to know if the students is Afrikaans, if he is eh eh isiXhosa, because of the way they eh the way the student constructs. Because when you hear these students talking you as the lecturer already know how they construct their sentences both in the first language and in the second language. You will be able match which is their first languages. So, there is that eh challenge of eh writing in pure English what they want to express. There is that problem of expressing themselves clearly in English. But I think that is also part of being a first-year student.

R: Ya.

Lec. 2: And that is why these first-year students have this course.

R: You mean that is why the new students mostly the diverse group have this course to build them?

Lec 2: Yes

R: So, this literacy course is meant to be like a scaffold to this diverse group of first year students?

Lec. 2: Yes, it's like a kind of scaffolding process for first year students that is why it is called, it's meant for first year students, moulds them and actually prepares the new students for the other modules they will be introduced to later. This is why this literacy course touches on a little bit of everything, which is the language learning part of it, through building vocabulary for academic writing, design structure and argumentation which include conventions. So, eh because in this course I check on the students' sentence structure which help these students to be able to write better when they go to other modules that require much writing. So, by the time we come to the end of the course, they are able to write better than the first days of entry.

R: Okay. From what I understood, this literacy course is a type of scaffolding course?

Lec.2: Yes

R: But in spite the scaffolding strategies that you are using, you still discovered that, in writing, even though you have tried to scaffold these students during the lecture, some of them still make those errors.

Lec.2: Yes. Some still make those errors. You can't eh, normally it's eh, that's why we say its' eh certain things are just but normal because remember these are first year students and there might be some other factors for any beginner in anything, there is always a beginning and there is always a stage were, were you improve and you move further. So, the new students repeating the errors in their corrections is very normal. It's not like something like a taboo or something that cannot be improved. It's something that we expect the new students to have. Those challenges. That is why you have modules like this one structured for first year students. Ya. It builds the new students up because we know that being new in the field of academia they will obviously have these challenges at the beginning

R: Your response covers the strategies you use to nurture voice construction in awareness in your class because you mention free expression and the fact that, you are aware that these students are not only new, coupled with that, most of them come from disadvantaged background of either poor schooling or speak English as an additional language.

Is the demand for voice in the writing of the assignments understood by all your students? Do most of them understand the concept of voice in writing at this stage?

Lec. 2: The concept of voice, not all of them understand, but when I give feedback on assessment I equally have to explain to them.

R: During feedback?

Lec. 2: Yes, during feedback. So, when I give feedback, I equally explain what is expected of them but some of them do not even understand what you are talking about, they will like justify what they wrote by saying 'this what I meant, Doctor this is what I meant when I wrote or said this'. And you'll still realise that they are talking to you but showing that, they express themselves more in the first language. But the students themselves do not realise this. So, they are like saying, 'I was right to say this because this is what I meant' then I will tell them tis what you meant but this is not what you wrote. There is a difference between what you meant and what you wrote. Yes, that is why I give you the feedback and I tell you how to express your idea clearly, because what you wrote was not clear. Yes, even though I understood that this what you meant, this is what you wanted to say, that is why I accorded marks for content. Because I realise you understand that this is what you need to say. But that is not what you wrote down on the page.

R: Okay, I think that response will also answer the question how diverse students express voice in their writing. Especially in essays and in explanation of relevant concepts

Lec. 2: Yes. That also answer that question. Because you just said, the student will write something else and explain that this is what I meant (laughs)

R: Again, building up to, do you as a lecturer notice the influence of English Language fluency in the answer of like those students who wrote something else and explain to what they meant?

Lec. 2: In this context I will say the influence of the first language, because there in their writing I can instead see the influence of the first language is more glaring and more visible. So now eh eh as their lecturer, I try to bring in the kind of the eh English language side as well for the English language to have a little bit of influence, because these students' first language already is having a lot of influence in their writing.

R: Okay. If I may understand, you still tap into their experience and encourage the students now to try to reposition themselves and use the English language in the right way that will help them express the opinion that they wanted to express?

Lec. 2: Yes

R: Okay

Lec. 2: So, in doing that, in doing that eh that encouragement of using the English language more than their first language, makes them now not to bring in, that is where we talk about the influence of English language, when most of these students must have eh shifted a little bit

Lec. 2: Their minds from

Lec. 2: Yes, shifted a little bit their minds from the first language. Because at this stage some of these students are basing their minds a lot on the first languages. And they keep saying 'in my school I was taught in eh Afrikaans until this class. In my own school, I was taught in eh isiZulu from a very tender age to this. That is why in addition to this, we have eh eh other modules where these students with challenges will be taught like they are being taught in English. You have eh methods of English, there the course outline will be expecting most of these students to move away from that knowledge, from that back ground, that first language and reposition themselves into using more of English constructions. This is in order to neutralise or to meet half way, that is why we talk about subjectivity of the voice, because subjectivity of the voice when we talk about that is referring back to your title, the title of your work, talking about subjectivity of the voice, you will be able to see that subjectivity only if everything is neutralised. The first language, the knowledge, the influence of the first language meets the eh eh influence of English language half way.

302

R: Okay.

Lec. 2: Because if the influence of the first language is still so glaring, then it is going to be some how difficult. Because that voice that we want to hear would not really be. Because eh sticking to the first language is like eh refusing to be subjective and insisting to be objective.

R: Okay

Lec. 2: Which we are trying to discourage. So, giving that room for for everyone to feel free to learn English in the best way that he or she thinks. It's like giving room for subjectivity of voice, for all the voices to be heard.

R: Okay. Thank you. So, in that context you mean the students move away from the understanding that, I was taught like this …

Lec. 2: Mnnn and I must maintain that, the mind has to shifted from that way of thinking

R: So, in this context, the mind of the student needs to be shifted both cognitively and linguistically for the student to realise that the structure of English in the context where he or she was taught in high school has shifted, for maybe that was the foundation. Hence here a shift is again required to meet up the context of expression in which he or she will be able to articulate as a new scholar and develop voice and subjectivity in academic writing.

Lec.2: Yes, and in this way, we will be able to see the subjectivity of the voice clearly.

R: Second to the last question. Which group of students in your opinion experience more challenges in written assignments to bring out clear opinions in clear and coherent discourse?

Lec. 2: The eh, the first additional language students, eh lets' not say first additional, lets' just say additional language students because it could be second additional language, it could be first additional language, but all of them. So long as eh English is not their first language, or it is and additional language for them, they have a challenge, of expressing themselves. So it could first additional, second additional or in some cases third additional language. But so long as English is an additional language, it poses a barrier.

R: I understand that since South Africa is a multilingual country some students might speak more than three languages. Is this what you are referring to?

Lec. 2: Yes

R: Okay. Last but not the least question. What additional assistance do you think could be given to additional language students for success in expressing opinions in academic writing?

Lec: Okay. Eh, you tried to ask before if this module is, or the course is sufficient enough for the new students especially the struggling ones to be able to build that eh, to be able to have the

knowledge they need in order to write critically or to able to write in amore academic, if I understand

R: Yes

Lec.2: Okay so, like you mentioned before yes, this course is six months, six months is just for the first eh semester, eh but that notwithstanding, this is not the only support that these first-year students do have. Because this course accommodates students from other first year courses that are being given. And during the second semester, some of them, almost like eh, almost like eh, half of the class do continue in other eh, eh kind of literacy studies which are like a build-up on this because they go deeper in to vocabulary and concepts. It's like a follow up and deeper into the presentation of certain concepts and theories of academic literacy. So, by the time we run to the end of the year, and that module, one of them I also take. So, some of the students I have right now, continued with me in the second semester.

R: So, you want to say the students don't experience that gap as if they are just dump into the ocean to swim without assistance?

Lec. 2: Yes, they don't experience that gap and so they are still in the first year. So by the time these students get to the end of the the year, most of them are better off than the time they came at the beginning of the year. And most of them can attest to that. Like their test marks, their progress reports, you can see the progress report and things like that, you realise that most of these students have improved and they are able to write eh essays fluently, they are able to even express themselves better than they use to be at the beginning. So, I think eh those additional courses, and then, there are some courses that are also being offered during the second semester not just my course but eh, the other courses are given to those who may be considered like being too attached to their first languages. And so, they are asked to eh differentiate it, to identify which first language these particular group of students use in their schools. And if they identify for example if, eh isiZulu was used during the period in their schools, they will be asked maybe to isiXhosa for example. If they used eh, if they did something like eh Sotho in their schools, the students could be asked based on what level, how, how much, how much of that course they had during their school. They could be advised maybe to take Afrikaans. So, they have different, why the university does that, it is because, there is this saying that, 'most of the time, the foundation, a stronger foundation in eh in a first language will build or will encourage the better development. Because some of them, if they have a better foundation in the first language, it's going to help them to develop more in the additional language. That notwithstanding also, there could be eh, I could suggest that during eh, when workshops are being organised, certain workshops are being

304

organised, even not eh limiting them that they are still first year students. Some of them should be considered for those workshops so that, they see how other scholars, depending on what are the topics that are being discussed or presented during the workshops. If it has something to do with literacy, academic literacy, then it is advisable to include them.

R: Okay

Lec. 2: So that these students even though still in the first year could learn something.

R: Thanks Doctor Bee. I mention this for future studies.

Lec. 2: Okay

R: Needless mentioning that high school doesn't prepare these learners for university, but do you think, high schools could do better to prepare these learners because when these new students enter the university, universities are like sitting with this problem. If I may call it a problem that universities are now pushed to some sort of fix when the unprepared students are within their context? Do you think just for future studies if high school could also try to better prepare these students at least with shift in mind set and linguistic change, then the weight might also be lighter on universities to realise a higher through put rate and growth?

Lec.2: If I may start by mentioning to you that this is not completely out of your topic because in the high school most of the students you will find them writing their essays in a particular format. And they will always maintain that fact that, their teacher in the high school told them that …which means it's written there in the students' minds if I may say.

R: Yes, it's like entrenched

Lec. 2: Yes. It also means it's so strong or entrenched in their minds. So they think they can't shift away from this 'our teacher told us that, you can write, the format of the essay must be like this. You must follow it like this, if you want to write you must write and our teacher told us that, even the headings you can write them boldly like that in the essays and so and so forth' So if eh, that, that, is why I say it is still connected to your topic because, there in high school, these students are restricted to, in the high school they are made to, to not to see the importance of subjectivity of voice in writing.

R: It's like a rule following format or structure there

Lec. 2: Yes, a rule following structure and there is a restricted standard in this context that the students must follow and maintain.

R: So, it's like a norm

Lec. 2: Yes, a norm. So, it's not helpful when these students come to the university because, academic literacy is trying to move away from that eh eh rule following particularities or following

305

particular conventions of doing things. We realise it's not the right way especially for language. So, if eh, eh, they could (that is educators) already at the level of high school prepare these students and tell them that, even though you have these format that has been given to at the school to write your essay, that notwithstanding, it is also acceptable to go out of these conventions. You could equally write in a way that, you you you express yourself in a personal way, you make your personal voice to be heard in a way, not necessarily maintaining, because I gave you this or that rule.

Lec. 2: Considering the challenges some of these students face in a double capacity do you think the duration of this literacy course is enough, though you have indicated that the students move to another course. Don't these other courses address other needs and this course could be more profitable if it runs through the year?

R: In this context, do you encourage multimodal resources in constructing voice and subjectivity in academic writing?

Lec. B: Yes, I do encourage multimodal resources to express voice in writing. For example during presentations; I allow students to use advertisements in which they could upload pictures and videos of devices like phones, lab tops etc., to show the most updated devices through

• Functions

• Features

• Advantages over other varieties

That could provide more knowledge on the devices

The students are encouraged to use videos, pictures or whatever multimodal means speak more to their topic. This is because technology is so interwoven with education that, it is almost impossible to separate technology from literacy or voice construction in academic writing.

R: Thanks very much Doc Bee. This interview session was really an eye opener for on lectures' perspectives on voice and subjectivity in the academic of first year students, additional language student especially.

APPENDIX 2: Documents

my school days it were very different then now. My parents did everything for me and i still complained and had my problems with my parents.

It really were a big a thing for me to get use to my fellow roomates but i am very comfortable now. I have the chance to meet new people and get to know their views in life . And learn new cultures . In school i did not have the opportunities to explore the options. The one thing i learned is to respect and understand people and their views in life.

Sport really does play a major part in our lives and really helps to bring out the spirit inside us. There is a huge difference between university and school when it comes to sport . The intensity is much higher and the spirit is really big on university levels. When i played for my school the mindset were to win but just go out there and have fun also . When we play for our universities the mindset is to win and play more proffesional.

One thing i learned is that you must really belong in university by joining a group or political party. Otherwise you will get lost in the shuffle. When i were on school i could stand on my own and still be noticed but university is way bigger for me to make a difference. I must atleast have some support behind me to make a mark on universty .

Social life plays a big part in transitioning from high school to university. We get to meet more people and there are lot more parties. And i will say again there is no one going to look out for you . It is everyone for himself. Atleast on school level i had my friends watching my back and my parents warning me of going to parties and the results of it.

The big aspect is adjusting from high school to university . Not a lot of people can do that successfully . Because they crack under the pressure . There can be a lot of reasons for that . Mostly because of decision making is not correct. On school level we had our parents to fall back on.

Spending time correctly and being responsible plays is huge success in transitioning from high school to university. The other one is to know your goal and to stay on the track . You control your life so make it count

Introduction : 2.5
paragraph : 3
language and style: 2
conclusion : 2.5

(10)

* Please, note that the first person pronoun is always a capital letter (I)

Figure 1

Reference ~~Reference~~

Bibliography (handwritten)

Ebrahim S (2017). *Discipline in schools: what the law says you can and cannot*. Daily Vox. 10 November

Gluckman H. (1985). *Beating the devil*. Matlhasedi, 4:10.

Harber C & Mncube V (2011). *Education, Democracy and Development: Does Education contribute to Democratisation in developing countries?*. Comparative Education Review. 4 November.

Nizamani, S (2018). *Human rights of Children*, Time: 07:18 am, Published in Dawn, January 03, 2018.

Cullotta .P., & Mclain, T. (2019).Corporal punishment. *In a practical guide to the evaluation of child physical abuse and neglect* (pp.431-443). Springer, Cham.

Introduction : 6
in-text ref : 1.5
bibliography : 3.5
content : 8

language and style : 6
General impression : 2.5

27.5

Your ideas are not clearly expressed
Revise referencing

Figure 2

308

In Section 10 of the bill of rights it states that "Everyone has inherited dignity and the right ton have their dignity respected and protected." Teachers became reliant on corporal punishment and it became ingrained in South African education al system① It was used as a way of punishing learners who were unruly or had unsatisfactory results in their school work.

As in the case where a teacher slapped a learner at San Souci High school in Cape Town. In this case the teacher argued with the learner who did not have their homework out and sat with her cell phone in her hand. The teacher than started swearing at the learner. The learner than pushes then pushes the desk into the teacher as she tries to get her phone back, this is when the educator slaps her across her face. The actions of both the teacher and the student led to a situation that could have been avoided. The teacher could have handled the situation differently instead of causing physical harm to the learner. Corporal punishment was removed to protect the human dignity and bodily integrity of learner and this teacher went against that and violated the right of the learner. The Western Cape Education Department said ill-discipline by learners will not be tolerated, but said corporal punishment is unacceptable. Any form of corporal punishment unacceptable.

In the area of school discipline, parents have often had to assert themselves to make an impact. It is believed by different parent that a learner is well -taught about behavior towards teachers all these problems can be avoided. It is important that parents work together with teachers to help sustain wanted behavior towards education. Parents' contribution towards their children's future is of much needed by not only contributing financially. parents should teach their children how to be obedient towards their teachers. According to Wielkiewics (1995:7) children are still not regarded capable of protecting their own rights. It is thus the obligation of the parent to see that the children's rights are adequately protected. For instance, if a child has to undergo a behavioral management programme, he or she cannot be deprived his rights to education. If he or she must be suspended from school, because of serious misbehavior, a parent has to protect his or her child's rights by appealing for a disciplinary hearing, for fairness, If the decision was taken without a hearing.

In the event of corporal punishment in South Africa, race and the believes among the different races in South Africa plays a big role in how parents go around about corporal punishment. In late 1998 a survey was conducted by Robert Morrell 16 Durban high schools. The purpose of the survey was to investigate issues of school discipline in a context in which corporal punishment had recently been prohibited. By the time the research was conducted corporal punishment had officially been banned for over 18 months. For this survey Grade 11 learners from the different schools were selected. They were asked questions such as, have they ever been beaten? How they were beaten? And if they were taken to hospital after being beaten?

The results indicated that 90% of African 89% of Coloured 60% of Indian and 62% of White children has ever been beaten by parents.

Figure 3

punishment they feel as if nurturing discipline is working to their disadvantage. This would leave teachers powerless to prevent bad or disruptive behaviour. By applying discipline should not be made out of a clamp-down because the learners misbehaved or were disruptive. They should be entering a class the gives off love and positive energy every time they walk into class everyday.

As mentioned above corporal punishment has its advantages and disadvantages, by having this form of punishment it moulds learners to behave in class and this improves learning. If this carries on, the child won't be a problem to the parents. But learners differ one child will fear the teacher and will only behave and do their homework cause they fear that they will be smacked. This will cause withdrawal and the children will respond in an aggressive manner. You can bruise the learner's self-esteem and not know it. By being on their best behaviour they won't worry about getting into trouble or will not get any type of punishment. Learners shouldn't fear going to a certain class because they fear that they will get into trouble. If you have hurt any learner physically it will cause trauma and marks or bruises. Teachers see corporal punishment see it as a way to push the learners but most learners don't see that as a reward.

The consequences of corporal punishment is that in most circumstances teachers act without considering the effects or forgetting the results of their actions which are most of the time harmful to students. For example in case whereby a teacher is trying to solve a problem like bullying in the classroom, the teacher has to understand that at that particular moment they have to listen to both sides of the story and for instance get a witness to verify the event and that would be effective. However there could be another teacher given the same scenario who wouldn't listen and would rather punish both parties and that would less effective.

Teachers should not be scared to have a positive loving relationship if learning is to take place. If there is trust between the educator and the learners, teachers would not be in a position of whereby there is a lack of power in the class. I believe that corporal punishment is a flawed system and there are superior alternatives to discipline.

Figure 4

310

QUALITITIES OF BEING AN EFFECTIVE TEACHER

A teacher is a person who assist other people to acquire knowledge. Teaching is one of the most important career choices one can take. So, the purpose of this essay is to discuss the importance of teaching as a profession. Firstly, it will reveal my personal motivations and expectation for becoming a teacher in the 21st century. Secondly, it will explain the values that I can add to the profession. In addition, it will compare the various literature regarding the qualities that make an effective teacher with my own personal characteristics. Lastly, it will portray how my positive characteristics can contribute to the development of the learners in the class.

Firstly, the main thing that motivates me to become a teacher in the 21st century is very personal. The thing is, when I look back at my community. I realize that, education is taken carelessly by the young people in this century. This carelessness or habit is caused by the theories that the learners create by themselves. For instance, they believe that a person can be successful in life without being educated, and that is not true. This is very bad for their future; as a result this increases the rate of drop outs and failure at schools. As a result that gives me power and desire to become a teacher. Because I think I can handle such people as I have experience about such thoughts.

Secondly, passion is also one of the reasons that made me choose teaching. Passion is like the calling for a specific idea or career choice about something you wish to fulfill and have love for. In this case as I grew up I always believed that I could make a good teacher. This is because I think the love I have for children will consequently assist them reach their goals. In the 21st teachers with passion are of need as the learners of these days behave in certain ways, which could be caused by things such as family conflict, peer pressure and so on. And such things need someone who have passion and who will meet the leaners half way and help them in such issues, which is something that I believe I can do.

Thirdly, I'm always willing to help children reach their goals no matter what they can or cannot do. Motivation is one of the things in my personality that give me the reason of taking the challenging decision of becoming a teacher. Since I started schooling I learnt that we as people do not deal with issues the same way. As we come from different backgrounds. For instance, although I didn't have much knowledge, I always felt that whatever the situation there's always a

1

Figure 5

311

to behave not only academical but also about the life challenges. For instance, while teaching you should include moral values and develop and preserve their culture and teach to develop a progressive generation. *according to* (Goodwin, 2011). *Do referencing properly. see guide-lines!*

Delivery is one of the things that make an effective teacher. Meaning the teacher must speak naturally, and be himself. That self may be formal or hyper, but should not fight with the learners. The teacher should believe that school is the good way to assist individuals to rise above their present situations, By encouraging students to take their studies a prior and make sure they understand. By doing that it shows you are an effective teacher.

Lastly time management is also another aspect that makes an effective teacher. It is because time management makes the teacher's work easy in a way that he can present his lesson fast, and also get the time for the learner's questions before the end of the lesson. For instance, the teacher should set a weekday work schedule, in order to allocate set times to certain tasks. That he will become productive.the teacher can also locate his own time after scholl, like 30 minutes to prepare for the next day's lesson. (Boring, 2002). I believe that makes an effective teacher.

In conclusion, looking at my motivations to take teaching as a profession would be of much value as it shows that I can handle children with different behaviours, which is also part of qualities of being an effective teacher. Like the fact that I have passion and belief in education also counts. The learners will trust me, and they will share their problems with me so that I can help them. The learners will be happy in the class because I have a sense of humor and they will be able to focus in the lesson. The learners will feel class as their home.

Too many mistakes!!!
Proofread essay before printing final copy.
Attend to language mistakes!
Use Strong's book or article more
with reference to Qualities of Effective Teachers

3

Figure 6

312

measures were put into place to discipline students. When corporal punishment is used instead of these alternatives, fear is instilled in learners instead of changing or finding solutions to the problems. One of the reasons why it was banned is due to preventing the misuse of this punishment by teachers because many teachers used it for their own pleasure. Providing a more pleasant environment. Thus, making it easier for students and teachers to interact with each other.

[handwritten: for example ?]
[handwritten: incomplete sentence]

"Ruptured eardrums brain damage and other bodily injuries and death in some instances are some of the bad and tragic effects of corporal punishment." (Banda,2006). The statement above gives a clear point of what physical and emotional damage occurs when corporal punishment is used in schools. The physical punishment could easily be dealt with, but the emotional scars and psychological damage that had been installed had major setbacks in the lives of these learners. In so many cases these scars can lead to depression, anxiety, suicided and worse. This being one of the reasons why it got banned from the South African Educational system. With so many evidences of the consequences of corporal punishment bought to front, it is still widely practiced by teachers. Situations come to the light of students feeling that they are being picked on by the teachers which can lead to a feeling of inferiority.

[handwritten: page]

In conclusion, corporal punishment should be used by no means when punishing a child. It is shown to be a flawed system with no effectiveness. The consequences involve mostly negative long-term effects for children. Corporal punishment is proven to not be more effective than other alternatives when it is used. Corporal punishment does not treat children with the necessary respect they as human beings deserve. Therefore, it should not be practiced or reinforced as nothing positive can come from it.

*[handwritten:
Introduction: 5.5
in text ref: 2
ref list: 3.5
content: 9
language and style: 7
General impression: 3

30

* please, avoid run-on sentences and always check for punctuation and in text references]*
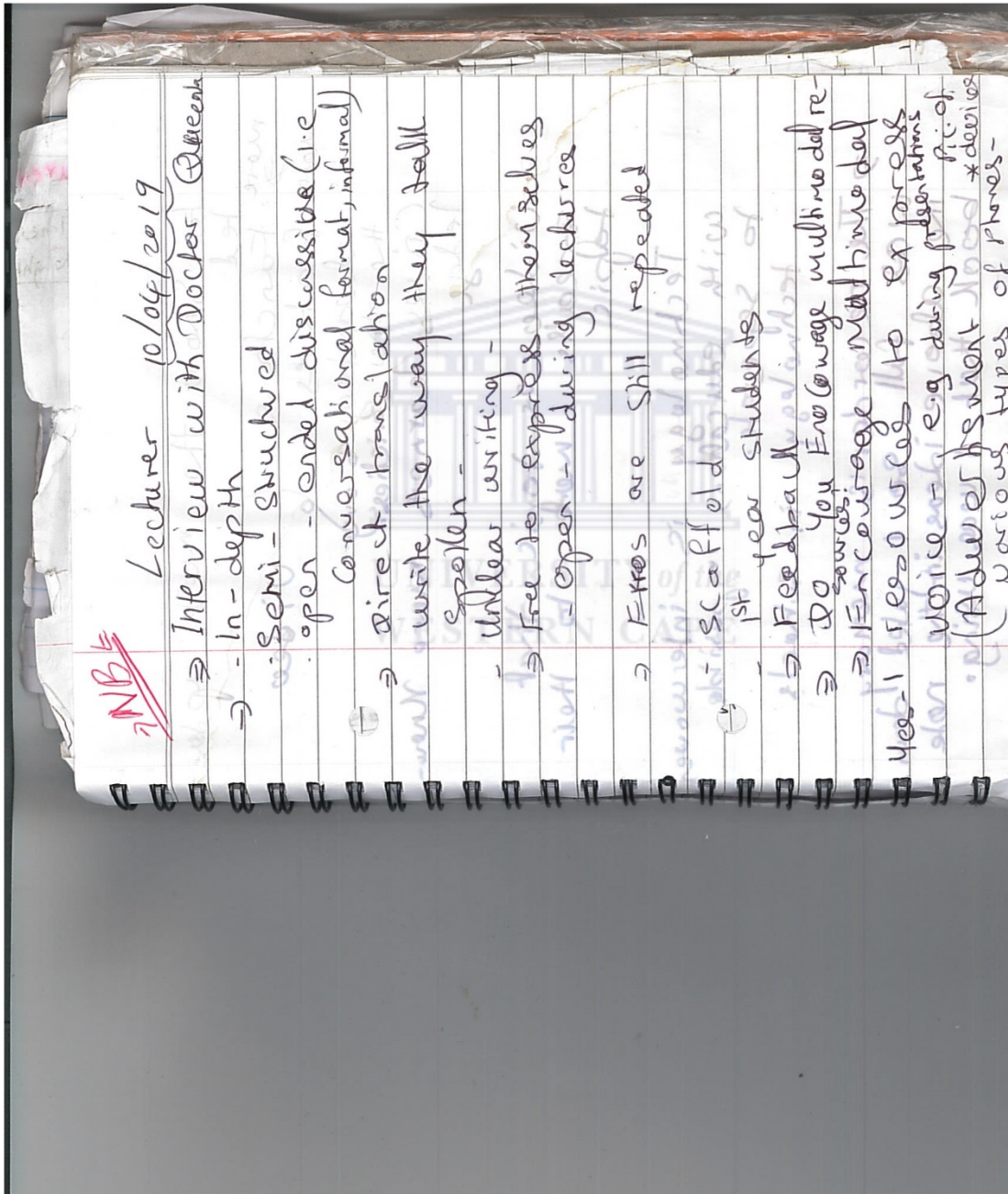
4

Figure 7

APPENDIX 3 Field Notes

Figure 8

x Students from the gay Community

x If you are black...

x the most discriminated, Shall fall on. then ①

* The university should to address voila issues

- heart of it human dignity'
- Have we address the

③ The Curricula Should invest more time to what pedagogy for the per-son. Integrity of the person Though Apartheid is 22 yrs off but not affected the one integrity rather the person. ⑩
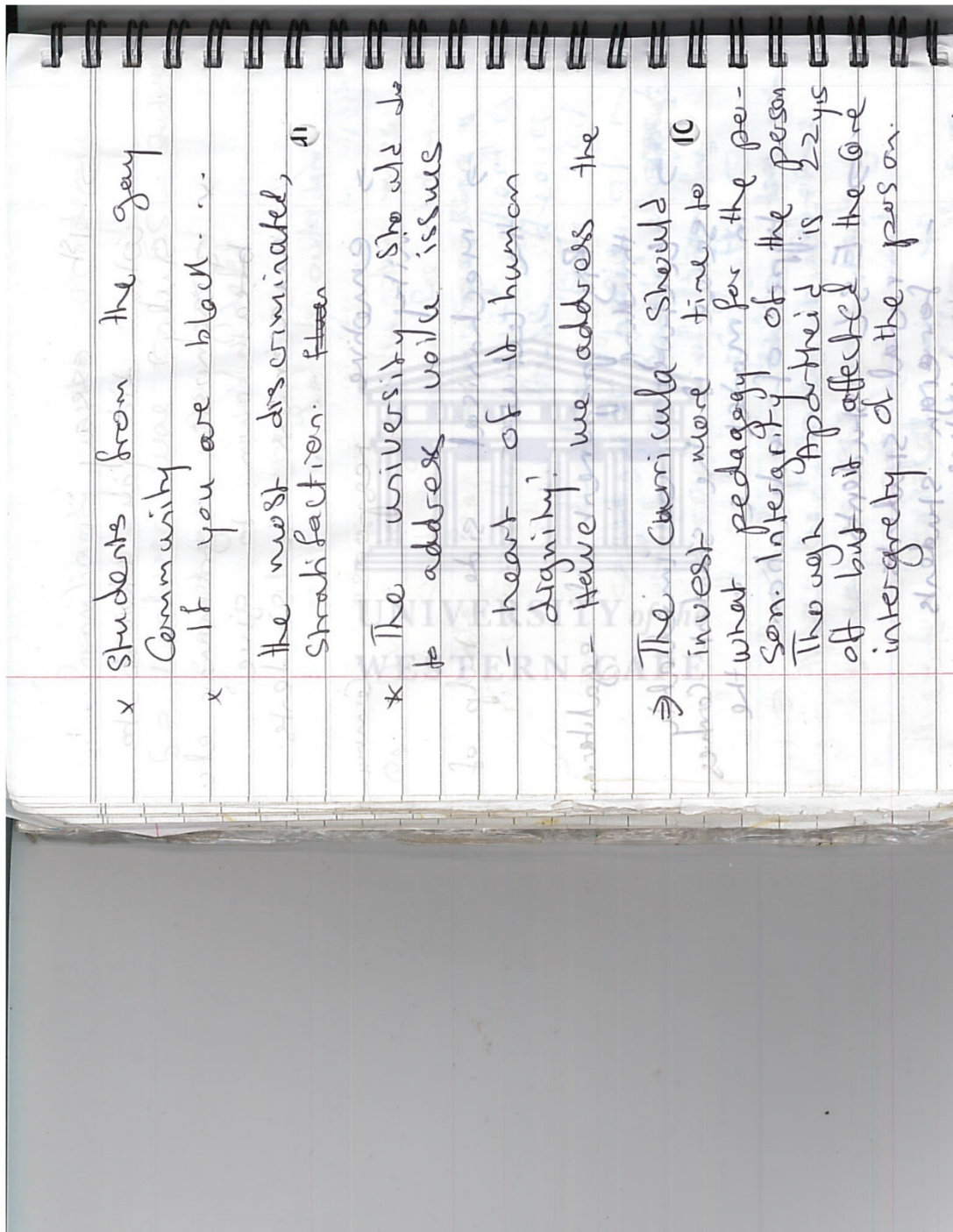
Figure 9

315

to show the most up da-
ted
· Functions
features   video
advantages over
the other varieties.
Gives learners more know-
ledge

Video or topic that
speaks more to their
topic

Technology is interwoven
with education, impossible
to seperate.
technology in schools
The recorder's memory
was full so I jated down
the above ideas in the note
book that I was using.

Figure 10

rofessional Communicators
do low esteem
ugnity
ntergrity

Most farciful
but student are not Confident
pealing in class.

subjectivity
Academic literacy as a
ourney from emotive to
cademic discourse

Yes] Intimidate
No S Intimidat

7 big disconect btw
ractice and theory blc
f they are already struggly
th academic knowledge
w are they going to rel-
e to theories especially

Figure 11

317

familiarity with academic discourse
Lecturer was an ESL Student
Sometimes * Shy
            * Intimidated
auto - enography
     - insider & outsider.①

How to get into the minds
of students who feel intimi-
date - fear - both speaking &
writing

⇒ The writing process.
     sequencial ways
        Mechanical way of essays
     perception of themselves Ⓞ

▷ Innitially Lecturer does not
think the students understand
voice in academic writing
     - independent
     - critical
     - in articulation it is w

Figure 12

03/10/2018

⟹ Interview with Student
Afrikaans

2000 →

Language medium
Afrikaans - Lectures
Xhosa
2%
and other languages
b/c these are S. Africans

* think in English or
Afrikaans ??

* think in Afrikaans ??

* think in Isixhosa &
translate to English.

* withdrawal to apply
worthy enough to come
lang. barrier.

Figure 13

319