

**An investigation of academic writing at the University of Namibia:
Engendering an experiential, meaningful and critical pedagogy for
English for Academic Purposes.**

By

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**Thesis presented in fulfillment of the requirements for the degree
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KEY WORDS

English for academic purposes

Academic writing

Identity

Voice

Agency

Critical pedagogy

Experiential learning

Meaningful learning

Critical thinking

Process-genre writing approach



DECLARATION

I, the undersigned, declare that “An investigation of academic writing at the University of Namibia: Engendering an experiential, meaningful and critical pedagogy for English for Academic Purposes” is my own work, that it has not been submitted for any degree or examination in any other University, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Joseph Namutungika Mukoroli

Date: _____ November, 2016



ABSTRACT

The study aims to investigate academic writing at the University of Namibia and intends to explore whether a critical, meaningful and experiential pedagogy in EAP that enhances voice and agency in English for Academic Purposes (EAP) can be engendered in the Namibian EAP classroom. Moreover, it aims to investigate the experiences and perceptions of first year EAP students regarding the current EAP pedagogy at the University of Namibia. The study aspires to generate an understanding of the components students find difficult when they engage in academic essay writing. It provides a holistic and profound understanding of what critical, meaningful and experiential pedagogy is and wish to propose the process-genre writing approach as tool to a critical, meaningful and experiential pedagogy to teaching academic writing.

The study draws its theoretical underpinning from critical pedagogy as postulated by Freire (1973) and Canagarajah (1999). This research supports the premise that the English language classroom is a cultural space where various agendas are negotiated and contested and explores the complexity of language pedagogy in the English classroom (Canagarajah, 1999). Moreover, this study is based on the premise that pedagogies are not received in their own terms but are rather appropriated on different levels in terms of the needs, interests and values of the local communities (Canagarajah, 1999, p.121-2). As research design, the study adopts an exploratory design using both qualitative and quantitative data.

Besides, the study uses SPSS analysis and written error analysis methodologies. While the former provides an understanding of EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia, the latter examines the components that EAP students find difficult when they engage in academic essay writing. As instruments, the study uses a semi-structured questionnaire and academic essay administered to 200 EAP first year student- participants.

The findings indicate that the current EAP pedagogy at the University of Namibia does not promote experiential, meaningful and critical learning nor does it enhance voice and agency in the EAP classroom, thus a critical, meaningful and experiential EAP pedagogy that enhances voice and agency can be engendered in the Namibian EAP classroom. The findings also indicate that EAP students find the use of APA referencing skills and the use of discourse markers the most difficult when they engage in academic essay writing. Furthermore, the literature that I reviewed for this study critically exposed how practices in EAP and institutional policies stifle voice and agency in the EAP classroom.

The entire process of this study has generated some insights that can advance our understanding of a critical, meaningful and experiential pedagogy in EAP and academic writing. These insights are: (1) A need to enhance EAP educator's critical awareness, (2) We must minimize students' text-appropriation, (3) A need to re-conceptualize and decriminalize the concept of plagiarism in EAP, (4) A new approach to teaching APA referencing in EAP academic writing, (5) A need to renegotiate voice and agency in academic writing, (6) Writing is a process not an event, (7) We need to move towards an appropriate critical, meaningful and experiential pedagogy in EAP.

The study proposes the process-genre academic writing approach as a pedagogy towards a critical, meaningful and experiential EAP pedagogy in teaching academic writing. All in all, the study upholds the premise that a critical, meaningful and experiential EAP pedagogy that enhances voice and agency can be engendered in the Namibian EAP classroom.

DEDICATION

I dedicate this thesis to my entire extended family who encouraged me to achieve my goals at all costs.



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I am forever thankful to God, the almighty, my Saviour Jesus Christ who has provided me with wisdom and divine inspiration throughout this research process.

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I am deeply indebted to the University of Namibia for affording me an entire year's staff-development leave to pursue my studies at the University of the Western Cape.



ACRONYMS

EAP	English for Academic Purposes
L1	First language
L2	Second language
ESL	English Second Language
TESOL	Teaching of English to Speakers of Other Languages
SPSS	Statistical Package for Social Sciences.
APA	American Psychological Association
NES	Native English Speakers
PTOTP	Personal Theory of Teaching Practice
UNAM	University of Namibia



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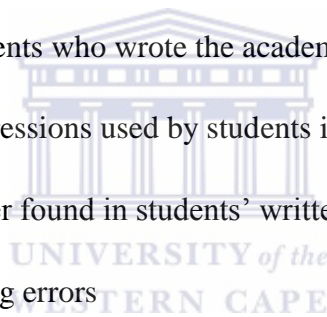
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CHAPTER 1

INTRODUCTION

A point of departure

I wish to mention as a point of departure that my back ground has been mainly in Teaching of English to Speakers of other Languages and English for Academic Purposes (EAP) with limited experience in critical, meaningful and experiential pedagogy per se. My research background has been mainly in the issues related to the teaching of writing and grammar to students of English as a Second Language (third language at times) , particularly in government academic institutions. As part of my professional experience, I have lectured EAP reading and writing modules at the University of Namibia. My back ground therefore tends to limit my perspective on critical, meaningful and experiential pedagogy. Nevertheless, I am of the view that diverse opinions can be enlightening. As I embark upon this journey of academic enlightenment, I endeavor to keep an open and receptive mind and attitude at all times. I hope that the next discussion on trends in critical pedagogy in EAP and why a critical, meaningful and experiential pedagogy that enhances voice and agency for EAP will serve as an awareness-building activity and a point of departure for this study.

Critical pedagogy is defined as a process of demythification and demystification of the world arrived at through critical teaching/ learning, in ‘co-intentional education’, where ‘teachers and students co-intent on reality, are both subjects, not only in the task of unveiling that reality, but in the task of re-creating that knowledge’ (Freire, 1970, p. 51). Due to the plurality of approaches to critical pedagogy that presently exist, key features are continually under review and contestation, both in content and interpretation.

I hasten to mention that this study aims to investigate academic writing at the University of Namibia in order engender an experiential, meaningful and critical pedagogy that enhances voice and agency in the Namibian EAP classroom.

Based on my review of critical pedagogy research as part of this research journey, I wish to mention three trends that appear to constitute the main concerns in critical pedagogy in EAP research. The first trend, the ideological approach focuses on an implicit, ideological approach to teaching with its goal of socio-political transformation (Santos, 2001, p. 177). The second trend seems to view critical pedagogy in EAP as a

pragmatic approach that is implicit, hidden behind a screen of neutrality, with its goal of socializing students into the academy; therefore, it is viewed as an endorsement of traditional academic teaching and of current power relations in academic society (Benesch, 1993, p. 543).

The third and last trend, critical pragmatism – requires developing course content that sought to critically examine the discourse that construct our and our students’ understanding of the world (Pennycook, 1997, p. 265). Furthermore, this trend views language in all contexts as political, teaching as a form of cultural politics and aims to cultivate a more direct engagement between students and the practices of the academy (Pennycook, 1997, p. 266). I wish to mention that this study is mainly situated in the third trend, although it is also informed by many insights from the first and second trend. In the next section I wish to discuss why there is a need for critical, meaningful and experiential EAP pedagogy in the Namibian EAP classroom.

1.1 Why a critical, meaningful and experiential pedagogy for English for Academic Purposes (EAP) classroom?

This study aims to investigate academic writing at the University of Namibia in order to engender an experiential, meaningful and critical EAP pedagogy that enhances voice and agency in the Namibian EAP classroom. Critical pedagogy is an educational pedagogy that proposes that the learner is situated in the environment, conditioned by the influence of his/her own context, hence the knowledge learners produce or acquire will also be influenced by their social context and material context. Furthermore, a critical pedagogy also holds the notion that everything is value-laden, everything taught already comes with values and ideologies that have implications for students’ social and ethical lives hence teaching is problematic (Canagarajah, 1999, p.15-17). Critical pedagogy in EAP provides a model that calls for the ongoing necessary engagement of the oppressed to struggle for their liberation. Moreover, this framework provides an explanation of the world (how it sanctions and perpetuates inequalities) and also provides tools to change that world. It is a type of instruction that locates the student in an environment that is conditioned by the influence of his own context, hence the knowledge students produce will also be influenced by their social and material context (Freire, 1973, p. 17). It embraces the notion that knowledge is organic and dynamic, shaped by cultural practices of those who produce it. For Canagarajah (1999), adopting such a pedagogy in the EAP classroom can allow teachers and students to negotiate

knowledge more consciously through consensus and debate which imitates the social process of knowledge construction. Equally important, critical pedagogy promotes academic writing at all social levels, as well as gives a sense of depth and ownership to the writing itself, (p,55). In this sense, writing is meaningful because it enhances the ways in which L2 writers can reveal their personally meaningful understandings to themselves or to others, thus enhancing voice and agency in the EAP classroom.

Critical pedagogy advocates such as Canagarajah (1999, p. 17) and Freire (1970, p.53), illuminate the role of implementing critical pedagogy instruction in the classroom. It promotes dialogic teaching which prevents teachers from becoming monologic decision makers that impose their views on students but allow students to be equally involved in the co-intentional teaching which eventually leads to empowerment which is a crucial premise of critical pedagogy. Since this study aspires to investigate academic writing at the University of Namibia, I find it necessary to accentuate the importance of the process-genre writing on which my study is predicated.

The process-genre approach enables for personal and emotional meaningful writing instruction that allows L2 writers to reflect on their personal experiences and to extend their self-understanding in relation to the cultural, linguistic, and emotional factors. Park (2013b) reports that writing about personal history allowed adult English language learners to embrace L2 writing as a platform to negotiate their identities, then to find power and legitimacy in the second language. Loureiro-Rodriguez (2013) demonstrates that using meaningful literacy pedagogy as a basis for her L2 writing class allows students to be engaged in the writing process and more importantly, to extend language use for their real lives, beyond the classroom. As such, meaningful writing instruction seems to be an effective methodology to personalize language learning (writing) and addresses L2 learners' subjectivities and individualities in writing classrooms (p.58). Therefore, this study aims to expand thinking on meaningful writing as a tool to enhance voice and agency and thus empower students. In the next section, I wish to discuss the statement of the research problem.

1.2 Statement of the research problem

English for Academic Purposes is defined as being concerned with communication skills in English which are required for study purposes in formal higher education for academic purposes (Jordan, 1997, p.1). The emergence of critical pedagogy in English as a Second language (ESL) teaching is a new phenomenon which has gained success in ESL literacy and little success in English for Academic Purposes (EAP).

I hasten to state that this study aims to investigate academic writing at the University of Namibia with the aim to engender an experiential, meaningful and critical EAP pedagogy that enhances voice and agency in the Namibian EAP classroom.

At this juncture, I wish to provide some crucial information regarding the current EAP pedagogy at the University of Namibia (UNAM) in particular the nature and structure of the course. The EAP course at UNAM is a six months content intensive course, in the true sense it is a crash course in English for Academic Purposes. The EAP study guide has a strong focus on content (WHAT) and none on skills practice (HOW). Moreover, over the past few years no needs analysis on why students need to learn English for Academic Purposes and what language and skills they need has been conducted at UNAM. Further to this no assessment was done to determine whether the current EAP programme is relevant or whether its objectives have been achieved. Furthermore, no material research and development of material in EAP was done at UNAM, meaning the current EAP course has not been reviewed over a long period. Equally important, it has no clear distinction between EAP skills and general study skills, hence EAP students' Cognitive Academic Language Proficiency (CALP) is low (Cummins, 1991, p. 72).

What seems to exacerbate the situation is that the current EAP pedagogy is offered over a time frame of six months, which in my opinion prevents EAP educators from engaging students in a critical, meaningful and experiential learning experience. Thus students' ability to think logically and independently, to be reflective and critical, to analyze and synthesize and to be creative is not encouraged or harnessed in the current EAP pedagogy.

I now wish to provide some information that illustrates how the current EAP context at UNAM constitutes critical social and educational concerns that deserve my urgent attention. Cadman (2005, p.253) notes that the development of a critical approach in academic writing is a major impediment for many students. This is certainly the case

with my first year academic writing students who having come from a back ground of passive learning, accept knowledge as it comes with no debate or critical thinking. Many of my students come from schooling back grounds where the “voices” in their writing constituted of those of the teacher and the text book, particularly in poorly resourced schools in the towns and villages of Namibia. Another fact that seems to worsen the situation is that English is a second or in many cases a third language to many of my students since 13 different tribal languages constitute Namibia’s linguistic structure. At times my students feel despondent and disempowered due to their inability to effectively “voice” their voices when writing academic essays. However, at my university consideration and acknowledgement of different voices is highly recommended and critical thinking encouraged. It is for this pivotal reason that this study advocates for the adoption of a critical pedagogy and the renegotiation of voice and agency in the EAP classroom. Equally important is that, - the academic essay which is a pre-requisite for all first year students seems to pose a serious impediment towards academic progress. My extensive experience in EAP teaching has revealed that the majority of the first year EAP students do not pass the academic essay. Equally important, the academic essay counts 50% towards the Continuous Assessment mark which determines whether a student qualifies to write the EAP examination. Due to the stringent requirements of the academic essay, many students do not qualify to write exams and those that do pass the academic essay, obtain an unsatisfactory pass.

The preceding observation triggered my curiosity to ask myself: Why do the majority of EAP students fail or perform poorly in the EAP academic essay? In my attempt to answer this question, I came up with these tentative answers (1) The EAP students fail the academic essay due to a lack of writing practice; (2) There is no critical interrogation from the EAP students and lecturers regarding the effectiveness of the current EAP pedagogy; (3) The EAP academic essay is not taught in a critical, meaningful and experiential approach.

In light of the preceding interrogation, I realized that one way to understand the reasons for EAP students’ poor performance in academic essay writing would be to investigate the current EAP pedagogy at UNAM through students’ academic writing. This could be achieved through embarking on an empirical research study and by consulting critical pedagogy studies that aim to enhance voice and agency in the EAP classroom, thus empower students to be in control of their own learning (writing) experiences with the constant guidance of the EAP lecturers.

The preceding argument provides a rationale for this study. I wish to mention that, to the best of my knowledge, since the establishment of the Language Centre in 1999, no critical pedagogy studies have been conducted. Therefore my position as EAP lecturer at the University of Namibia Language Centre motivated me to address this educational and social problem. In EAP the nature of academic writing is assertive and self-confident and students do not comply with this on entry to the academic institution. From my experience as an EAP lecturer, I have personally observed that when students move from high school to university, there is a loss of “voice” and agency that occurs when they engage in academic writing due to the practices and policies in English for Academic Purposes. According to Heath & Street (2008, p.106) “voice” and agency in academic literacy can both empower and inhibit the learner writer. They further postulate that “voice” and agency in academic writing is built on a sense of self and identity. Hence, Canagarajah (1999, p.121-2) postulates that “pedagogies” are not received in their own terms but appropriated in various ways in terms of the needs and values of the local communities. It is for this reason that this study aims to investigate academic writing at UNAM in order to engender a critical, an experiential, meaningful and critical pedagogy that enhances voice and agency in the Namibian EAP classroom.

I am of the opinion and belief that students should be taught how to personally and communally appropriate crucial discourse in ways that are meaningful and relevant to their various needs. Canagarajah (1999, p. 123) appears to support my view that students from multi-lingual and multi-cultural communities need a pedagogical strategy which goes beyond the mere exploration of features and forms of academic texts. Thus, pedagogies and curricula should be relevant and serve the needs of the respective community, in this study in particular, the needs and values of the EAP community at the University of Namibia.

The rationale for this study derives support from Freire (1970, p.30), hence this study embraces an EAP pedagogy for critical consciousness which calls for the application of reading and writing in terms of consciousness. I believe and uphold the premise that an EAP pedagogy should enable EAP students to understand what they read and write which leads to a behavior of creation and re-creation that produces a standpoint of intervention in their social context. I hasten to state that students who do not think critically about the content that they study will only be actively involved in education in a way that has been pre-organized by the teacher, which is the complete opposite of what this study supports and upholds. (Freire, 1970, p.30). Having provided my

motivation to conduct this study in this section, I wish to state the following objectives this study aims to achieve.

1.3 Aim and scope of the study

My research aims to investigate academic writing at UNAM and more importantly to engender an experiential, meaningful and critical EAP pedagogy that enhances voice and agency in the Namibian EAP classroom. In depth, my study aspires to generate an understanding of what a critical, meaningful and experiential pedagogy would entail and the issues that affect the pedagogical dynamic in the EAP classroom. In particular it aims to identify my EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia. It also aspires to generate an understanding of components students find difficult when they engage in academic essay writing. Furthermore, it aims to illuminate how practices in EAP and institutional policies stifle voice and agency and prevent critical consciousness in the EAP classroom. It proposes how voice and agency can be enhanced through meaningful, experiential learning in EAP classroom through the process-genre writing approach.

In order to address the afore-mentioned purpose, I intend to extrapolate the theoretical underpinning of the study from a post-colonial position that explores how the current English for Academic Purposes policies and practices stifle voice and agency as a way of colonizing student's minds. This research is grounded in the theoretical framework of critical pedagogy as postulated by Freire (1973) and Canagarajah (1999). I support and uphold the premise that the English language classroom is a cultural space where various agendas are negotiated and contested and explores the complexity of language pedagogy in the English for Academic Purposes classroom (Canagarajah, 1999, p.77). For the purposes of this study, I draw from my extensive teaching experience in EAP and ESL.

Concerning the conceptual scope, I believe that pedagogies are not received in their own terms but appropriated in various ways in terms of the needs and values of the local communities (Canagarajah, 1999, p.121-2). By taking this conceptual stance, I am inclined to believe that students in a multi-lingual and multi-cultural setting need a pedagogical strategy that goes beyond mere exploration of academic text but that enables students to deal with conflicting academic discourses, raises the awareness of discursive debates and empowers them to negotiate effectively with contrasting

discourses and to employ them critically and creatively (Canagarajah, 1999, p. 124). Equally important, I view writing as a complex, organic process through which meaning is generated and teachers allow students to generate, formulate and redefine their ideas (Zamel, 1983, p. 187). Consistent with this stance, I propose to advocate for an academic writing model that allows students to tap into their own cognitive abilities and use linguistic strategies suitable to their unique writing style to solve problems and write meaningfully (Lindemann, 1995, p. 293). In order to engender this model, I premise that, since writing activity is an ongoing process that involves various stages such as “rehearsing, “drafting”, and revising (Murray, 1980, p. 4-5), the assessment of writing should reflect not only the cognitive and social aspects of writing, but also the complex and multiple factors that affect writing activity and their various interactions within the writing process (p.6). Consistent with this premise, the process-genre academic writing model that I intend to propose in my study links together the pre-writing phase, composing, re-reading and revising, peer editing and teacher feedback. Furthermore, this academic writing approach embraces a writing process where its features are exhibited in the application or activities and phases involved in the actual process before, during and after composing a text (Gao, 2007, p. 90).

In my envisaged investigation, I will argue by critically deconstructing the current EAP pedagogy at the University of Namibia by gauging my EAP students’ perceptions and experiences regarding the current EAP pedagogy at the University of Namibia. Furthermore, I will investigate my students’ academic writing through the process of error analysis. The insights generated by my study can, not only be gainfully deployed in the educational practice of critical pedagogy and academic writing, but also be used by writing teachers and critical pedagogy researchers to inform their studies. Therefore, in order to identify the gaps in the current EAP pedagogy at the University of Namibia, I will scrutinize findings reported by studies that have investigated critical pedagogy in EAP. More specifically, I will gain understanding from studies that have evaluated how practices in EAP and institutional policies stifle voice and agency and prevent critical consciousness in the EAP classroom. Furthermore, I will review studies that have investigated the process of writing. More specifically, I hope to gain insights from studies that have investigated how identity in L2 academic writing can impact on students’ writing performance (Mendoza-Denton, 2008, p. 44). In order to triangulate, I will juxtapose and compare different theories and views on critical pedagogy, meaningful literacy, experiential learning, academic writing and writing as a narrative.

Equally important, I will explore the relationships between the development of referencing, identity, voice and agency in academic writing. I will also engender a theory of post-colonial disposition that intends to assist students in gaining voice, agency and conduct meaningful learning and critical thinking in the EAP classroom. I will do this by means of reviewing various empirical studies conducted in different areas such academic writing, voice and agency in writing, critical pedagogy, meaningful literacy, identity in L2 writing and literature use in ESL/EFL writing contexts. I will define and explain concepts such as critical pedagogy, meaningful literacy, identity, voice, agency and the process-genre approach because these concepts constitute the premises of my study. I will scrutinize studies that have investigated the teaching of different types of writing- genres and approaches in relation to the proposed process-genre writing approach. In order to understand how meaningful literacy and experiential learning contribute towards effective academic essay writing, I will review studies that have established the impact of meaningful literacy and experiential learning on EAP students' writing performance (Gao, 2007, p. 78).

Since my study calls for the renegotiation of voice and agency, through experiential, meaningful and critical learning and teaching activities in the EAP classroom, I will also consult previous studies that have examined how voice and agency can be enhanced in L2 writing and EAP academic writing in particular.

In order to achieve my aim in this envisaged investigation, I will employ an exploratory design using both qualitative and quantitative data (McMillan & Schumacher, 1996, p.67). Regarding the methodological orientation, I will use SPSS analysis and written error analysis methodologies. SPSS analysis methodology is meant to provide an understanding of the perceptions and experiences of students regarding the current EAP pedagogy at the University of Namibia and this will enable me to explore the gaps within the current EAP pedagogy and inform me on the different teaching strategies currently used by EAP educators at the University of Namibia. Written error analysis methodology will help me examine the written content of the EAP students and identify which components of the EAP essay students find difficult when they engage in academic essay writing. This will enable me to construct an informed understanding of my students' academic language (inter-language) development.

Having provided the aim and scope of this study in this section, I propose to describe the context of this study in the following section. I hope an understanding of the context

of the study can provide an understanding of the conceptual and methodological choices I have taken in this study.

1.4 Context

This study is an investigation that I have initiated at the Language Centre, University of Namibia, Namibia. Namibia is a country with an area of 2.34 million square kilometers and an estimated population of about 2 million in 2012.

The study attempts to firstly investigate academic writing at UNAM with the aim to engender an experiential, meaningful and critical EAP pedagogy that enhances voice and agency in the Namibian EAP classroom. Furthermore, the study intends to critically deconstruct the current EAP pedagogy by gauging students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia. Furthermore, I wish to propose a critical, meaningful and experiential pedagogy in the Namibian EAP classroom in the form of the process-genre writing approach that enhances voice and agency in the EAP classroom.

By considering an approach that empowers EAP students, the present study attempts to determine whether this approach can address the shortcomings in the teaching of academic writing. These shortcomings include inter alia a lack of a critical pedagogy and EAP writing skills and an over-concentration on EAP subject content. I wish to mention that these shortcomings referred to here are not only specific to UNAM Language Centre, but it also relates to the other academic tertiary institutions in Namibia. Equally important, I believe that these shortcomings although they seem to characterize the current EAP pedagogy at UNAM in general, they are also relevant in the context of EAP/ESL language learning and teaching.

I hasten to mention that the majority of my EAP first year students at UNAM come from educational back grounds where there is little or no inclination to read and write, abject paucity of reading materials, poor motivation on the part of the students and the teacher as well as poor teacher quality.

With an ESL teaching experience of almost 25 years, I am consciously aware of the impact of these educational and socio-economic problems as I conduct this research. Therefore, my study hopes to provide a more documented description of the current EAP pedagogy at UNAM on the basis of which I will suggest a critical, meaningful and experiential EAP pedagogy that can enhance voice and agency through the process-

genre writing approach. At this juncture, in order to augment the understanding of the context of this study, I propose to present the sociolinguistic situation of Namibia in the following subsection.

1.4.1 The sociolinguistic situation in Namibia

The sociolinguistic situation of Namibia is multifaceted. It can be thought of as a three-level hierarchy in which English as the official state language occupies the top rung of the ladder. Then come the 13 national languages that serve inter-group communication in their areas of influence. The 1991 Constitution of the Republic of Namibia has recognized this hierarchy as it states that, in the first two grades of primary school, instruction should be provided in one of the 13 national languages; while English becomes the language of instruction from grade 3 till 12 (Ministry of Education Namibia , 1990).

In Namibia, almost all students that attend the University of Namibia use English as a second or third language, hence their general English proficiency is low. Moreover, many of these students have already established social but not academic identities, hence once they enter the EAP classroom, they engage in repositioning of identities (Hutchins, 2013, p.77).

The enormous linguistic diversity mentioned above, coupled with the educational challenges stated such as a lack of writing and reading motivation, and the use of English as a second or third language in society, coupled with poor teacher quality complicates the task of teaching EAP at the University of Namibia. Therefore, the study hopes to argue that, in order to understand the EAP students writing behavior at UNAM, we need to consider the specific situations in which writing occurs as well as the writing tasks that EAP students confront. Consistent with this argument, I am of the opinion that as teachers of writing we should understand writing as a complex, social process through which meaning is generated. This leads me to discuss the research question.

This also proves the stimuli and the synergies that I need to propose my main research question and discuss it in the following section.

1.5 Research question

At this juncture, I wish to restate my main research question: An investigation of academic writing at the University of Namibia: engendering an experiential, meaningful and critical pedagogy for English for Academic Purposes. Canagarajah

(1999) argues that pedagogies are not received in their own terms, but appropriated to different degrees in terms of the needs and values of the local communities (p.121-2). In my attempts to answer the main question, I wish propose the following three sub-research questions:

(SRQ): 1.7.1 What are student's perception and experiences regarding the current English for Academic Purposes pedagogy at the University of Namibia?

1.7.2 Which components of academic writing do students find difficult when they write academic essays?

1.7.3 How do English for Academic Purposes practices and institutional policies stifle students' voice and agency in EAP classroom?

Now that I have stated the main research question and the three sub-research questions, I wish to discuss the significance of this study in the next section.

1.6 Significance of the study

Although the study is primarily concerned about the pedagogical EAP problems in the specific context of the University of Namibia Language Centre, the findings of this study are also important in the general context of critical, meaningful and experiential EAP pedagogy. Therefore, the study is significant in the following respects:

1.6.1 In the context of the University of Namibia

The study is believed to be an important benchmark at this time where it seems there is a lack of a critical experiential, meaningful and experiential EAP pedagogy at the University of Namibia. The findings of the study are expected to help the University of Namibia, academics and educators to critically interrogate the efficiency of their Personal Theory of Teaching Practice (PTOTP) in the EAP classroom and make the necessary pedagogical changes.

It is important for me to state that since the establishment of the Language Centre no critical pedagogy studies have been conducted in order to ensure the efficiency of EAP instruction in the Namibian EAP classroom. Hence, the study is meant to address this educational concern. It is expected to create awareness and motivation on the part of EAP educators and students on the crucial need to reflect and adopt EAP pedagogies that promote critical, meaningful and experiential learning that enhance voice and agency in the EAP classroom.

The study is of practical importance to University of Namibia EAP educators and students as it is meant to serve as a point of departure from which a critical pedagogy can be built where EAP educators, students and researchers can work together in order to produce proposals for the improvement of EAP pedagogy at the University of Namibia.

1.6.2 In the general context of teaching writing

Since my study premises that the current EAP pedagogy at the University of Namibia needs to be examined within the wider context of critical, meaningful and experiential EAP pedagogy and writing, the insights to be generated by this study can be gainfully deployed in the educational practice of academic writing teaching. Besides, they can be used by writing and critical pedagogy researchers to inform their studies. In light of these insights, the study is expected to generate, the study opens up the possibility for further debate between academics, students and critical pedagogy theorists/ researchers and EAP teachers on different issues pertaining to critical, meaningful and experiential pedagogy and writing in EAP.

1.7 Organization of the chapters of the study

Given the variety and amount of data that this study is expected to collect, and considering the variety and complexity of the issues that the study proposes to address, I believe it is better to provide a traditional structural organization of this thesis. In doing so I can provide a logical and cohesive presentation of the research process. Having provided the rationale for the organization of the chapter of the study, I propose to present the six chapters that make up this study.

Chapter one serves as an introduction. It first discusses the need for a critical pedagogy in EAP which act as an awareness-building exercise and a point of departure for this study. It then discusses the statement of the research problem, the objectives and main argument, aim, scope and context of the study, the research questions, the significance of the study, the structure of the chapters of the study and the clarification of key concepts.

Chapter two presents the review of literature and theoretical framework of the study. In order to gain a theoretical understanding of the study, three main sections will be presented: in the first section I review studies that investigated why there is a need for a critical pedagogy in EAP, in the second section I review studies that have investigated

how policies and practices in EAP stifle voice and agency and thus colonize the minds of students, in the third section I review studies that have investigated how voice and agency in academic writing can be enhanced through meaningful, experiential learning in EAP and in conclusion I advocate for the renegotiation of voice and agency in the EAP classroom.

Chapter three presents the design and methodology of the study. In this chapter, I describe the research question and sub-research questions, the research methods to be used, the research site where the investigations are to be conducted, the research participants, the research population and sample, the instruments to be used to collect data, the procedures for data collection, the methods to be used to analyze data and finally the ethical considerations.

Chapter four presents and analyzes data. Three sections constitute this chapter: In the first section I present the qualitative data analysis of EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia; then in the second section I present the qualitative data analysis of the components students find difficult when they engage in academic essay writing. In the third section I present the qualitative data analysis on EAP students' written errors (written error analysis).

Chapter five presents a discussion of the findings of the study. This chapter has four sections. In the first section, I discuss the findings relating to students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia. In the second section, I discuss the findings relating to the components students find difficult when they engage in academic essay writing. In the third section, I discuss the importance of my students' academic essay written errors. In the last section, I discuss how practices in EAP and institutional policies stifle voice and agency in EAP and thus colonize students' minds.

Chapter six states the conclusions of the study. This chapter is organized into four sections. In the first section, I first recapitulate the principal parts of the study, explain what the study did and what ensued as results. In the second section, I relate the three sub-research questions to the outcomes discussed in Chapters 5 in order to answer in an informed way these questions. In the third section, I propose to elaborate on some research insights that the study is expected to generate. In the fourth section, I present tenable pedagogical ramifications of the study. In the fifth section, I present the

recommendations for future studies. In the sixth section, I present the limitations of the study. In the last section, I provide the final remarks.

1.8 Clarification of key concepts

In this section, I propose to clarify the key concepts that are used in my study.

1.8.1 English for Academic Purposes

English for Academic Purposes is defined as being concerned with communication skills in English which are required for study purposes in formal higher education for academic purposes (Jordan, 1997, p.1).

1.8.2 Critical pedagogy

This is an educational pedagogy that proposes that the learner is situated in the environment, conditioned by the influence of his/her own context, hence the knowledge learners produce or acquire will also be influenced by their social context and material context. Moreover, a critical pedagogy also holds the notion that everything is value-laden, everything taught already comes with values and ideologies that have implications for students' social and ethical lives hence teaching is problematic (Canagarajah, 1999, p.15-17)

1.8.3 Voice

In this study voice refers to a sense of one's identity within the discourse community. In students' writing voice refers to an expression of authoritativeness (own views) and self-representation (Ivanic & Camps, 2001, p.3).

1.8.4 Agency

Agency in academic writing refers to the author's ability to take on a position of their own, the ability to make the reader understand various perspectives beside their own. Moreover, it is the author's ability to mediate between other voices, the writer's experiences, thoughts and beliefs and the requirement of their academic institution with reference to language and discourse (Cooper, 1995, p.288).

1.8.5 Student text-appropriation

The process when the teacher/ reader assumes primary control of the choices that writers make, feeling perfectly free to "correct" those choices anytime a student

deviates from the teachers'/readers' conception of what the developing text "ought to look like" or "ought to be doing" (Brannon and Knoblauch, 1982,p.158).

1.8.6 Experiential learning

Learning that involves observing the phenomenon and doing something meaningful with it through active participation, furthermore it emphasizes learning in which the learner is directly in touch with the content being studied, rather than just watching, reading or thinking about it (Kolb, 1984, p.44).

1.8.7 Process-genre writing approach

This a writing approach assumes that students learn more effectively when exposed to multiple examples of text. The theory of learning of the process-genre writing approach consists of three components: imitation, understanding and application (Badger & White, 2000, p.156).

1.8.8 Academic writing

In this study academic writing refers to writing done to fulfill a requirement of a college or university. Academic writing is also used for publications that are read by teacher and researchers or presented at conferences. A very broad definition of academic writing could include any writing assignment given in an academic setting (Jordan, 1997, p.1).

1.8.9 Identity

In this study, this concept refers to the writers' textual identities, "discoursal self" or self-representation in the text rather than to the writer as a person. Moreover, it also refers to the decision according to which an individual's linguistic selection is motivated by one's identity, and wish to be identified with certain social identities and groups (Fernsten, 2008, p. 44).

1.8.10 Meaningful literacy instruction

According to Hanauer (2012), meaningful literacy instruction is a way that views language learning as a process for "facilitating personally meaningful expression" and recognizes the language learner as "a living, historically positioned, individual human being" (p. 105).

Summary of the chapter

In this chapter, I have provided the introduction to the study. I have first discussed the current trends in EAP and why critical pedagogy is needed in EAP which act as an awareness-building exercise and a point of departure for this study. Then, I have discussed the statement of the research problem. Moreover, I have discussed the objectives of the study. I then provided the aim and scope of the study. I provided the context of the study with a particular focus on the sociolinguistic situation of Namibia. Furthermore, I have provided the research question, and the significance of the study. Finally, I have presented the structure of the chapters of the study and explained the key concepts



CHAPTER 2

REVIEW OF LITERATURE

Introduction

The purpose of this study is to investigate academic writing at the University of Namibia in order to engender an experiential, meaningful and critical EAP pedagogy at the University of Namibia.

In this chapter I contest, negotiate and debunk the various agendas in the EAP classroom. Furthermore, I explore the relationships between the development of referencing, identity, voice and agency in academic writing. I also engender a theory of post-colonial disposition that intends to assist students in gaining voice, agency and conduct meaningful learning and critical thinking in the EAP classroom. I will do this by means of reviewing various empirical studies conducted in different areas such as academic writing, voice and agency in writing, critical pedagogy, meaningful literacy, identity in L2 writing and literature use in ESL/EFL writing contexts. I will define and explain concepts such as critical pedagogy, meaningful literacy, identity, voice, agency and the process-genre approach because these concepts are the premises of my study. In order to triangulate, I will juxtapose and compare different theories and views on critical pedagogy, meaningful literacy experiential learning, academic writing and writing as a narrative. Canagarajah (1999) and Freire (1972) are staunch advocates of critical pedagogy and post-colonial views which I support and uphold in my study and therefore they form the foundation of this chapter and the rest of my study.

Canagarajah (1999) argues that pedagogies are not received in their own terms, but appropriated to different degrees in terms of the needs and values of the local communities (p.121-2). I am inclined to believe that this chapter is vital in that it extrapolates what a critical, meaningful and experiential EAP pedagogy entails.

2.1 Theoretical framework

I approach this study from a post-colonial stance. Post-colonial thinkers suggest that suppressed individuals can see through the dominant knowledge systems and critically interrogate them for their empowerment. Moreover, they claim that academic and political life has the ability to deepen and further democratize center discourses due to their unique location hence their oppositional subject location, outsider identity, marginalized status and substitute cultural traditions provide a critical interpretive view on Western discourses (Canagarajah, 1999, p.34). The theoretical framework is informed by the critical pedagogy theory as postulated by Freire (1970) and Canagarajah (1999). The literature review is outlined as follows: (1) It acknowledges the need for a critical pedagogy in the Namibian EAP classroom, (2) It explains how current policies and practices in EAP stifle voice and agency and thus colonize the minds of students, (3) it suggests ways to enhance voice and agency in academic writing through meaningful, experiential learning in EAP classroom. In conclusion, it renegotiates for voice in academic writing. In sum and spirit this review of literature advocates for a critical, meaningful and experiential EAP pedagogy that enhances voice and agency in the EAP classroom.

2.1.1 THE NEED FOR A CRITICAL PEDAGOGY IN ENGLISH FOR ACADEMIC PURPOSES

Cadman (2005, p.353) notes that the development of a critical approach in academic writing is a major impediment for many students. This is certainly the case with my first year academic writing students who having come from a back ground of passive learning, accept knowledge as it comes with no debate or critical thinking. Many of my students come from schooling back grounds where the “voices” in their writing constituted of those of the teacher and the text book, particularly in poorly resourced schools in the towns and villages of Namibia. Another fact that seems to worsen the situation is that English is a second or in many cases a third language to many of my students since 13 different tribal languages constitute Namibia’s linguistic structure. At times my students feel despondent and disempowered due to their inability to effectively “voice” their voices when writing academic essays. However, - at my university consideration and acknowledgement of different voices is highly recommended and critical thinking is encouraged. It is for this pivotal reason that this

study investigates the current EAP pedagogy at the University of Namibia in order to explore can a critical, meaningful and experiential EAP pedagogy that enhances voice and agency be engendered in the Namibian EAP classroom?

2.1.2 What is critical pedagogy?

According to Biesta (1989, p.500) critical pedagogy has been historically considered as the application of the Frankfurt School of critical theory in educational settings, - However the work of Freire (1970) can be perceived as the basis for the present day critical pedagogy. Freire's (1970, p. 30) critical pedagogy provides a model that calls for the ongoing necessary engagement of the oppressed to struggle for their liberation. Moreover, his framework provides an explanation of the world (how it sanctions and perpetuates inequalities and injustices) and it also provides tools to change that world. Freire's pedagogical objective is to "disrupt the attempts to accommodate students to the dominant culture by providing them with the means to challenge the social order." (Stanley, 1992, p. 101). Fay (1987, p.20) claims that "self-estrangement" which is obtained through rational knowledge will enable students to liberate themselves from false knowledge and as well as oppressive conditions. Fay (1987) concurs with Freire (1972) by postulating the principle of *conscientizacao*. It claims that the demystification of the world could only happen through critical teaching/learning in "co-intentional education", where "teachers and students co-intent on reality, are both subjects, not only in the task of unveiling that reality, but in the task of recreating that knowledge" (p.51). A host of scholars such as Apple (1986), Shor (1987, 1993), Giroux (1988), McLaren (1989) and Kanpol (1994) all share a critical pedagogy foundation with Freire (1972) which emphasizes a profound desire for emancipation. Canagarajah (1999) shares the same school of thought with Freire by opposing the banking model of education which is severely criticized by Freire (p.17). Canagarajah (1999) proposes a "pedagogy of resistance" to counter the banking model of education. In a "banking" type of environment, a classroom is structured such that the primary duty of students is to remember and accurately recall the information provided by the instructor. They are not asked to participate in any other way, and simply absorb the information. In this type of approach, the world is seen as static and unchangeable, and students are simply supposed to fit into it as it is. This concept is in contrast to the "problem solving" concept of education, in which students engage in dialogue about the subject matter with the teacher and also with one another. The world is seen as a work in progress,

and students are encouraged to think about ways to change it (Canagarajah, 1999, p.18).

Freire elaborated on both concepts in his famous work "Pedagogy of the Oppressed." He describes the banking concept as oppressive, with no room for independent thinking.

He further stipulates the core premises of critical pedagogy in the teaching and learning context:

- the learner is situated in the environment, conditioned by the influence of his /her own context, hence the knowledge learners produce or acquire will also be influenced by their social context and material contexts (p.15).
- the rules, regulations, curricular, pedagogies and interaction in schools are embedded in socio-political realities (p.15).
- critical pedagogy suggests that the learner is located in the environment, conditioned by the influence of his/ her own situation hence the knowledge that students produce or acquire will also be rooted in their social and material context (p.17).
- critical pedagogy also holds the notion that everything is value-laden, everything that is taught already comes with values and ideologies that have implications for students' social and ethical lives hence teaching is problematic (p.17).
- knowledge comes from constant negotiation between communities in terms of their values, beliefs and back ground knowledge. Moreover, knowledge is organic and dynamic, shaped by the cultural practices of those who produce it (p.17).
- Learning is a highly contested, conflict –ridden entity where the competing knowledge, values and practices of diverse communities struggle for dominance (p.17).

Finally, Canagarajah (1999) states that it is imperative to negotiate knowledge more consciously by allowing students and teachers to reach consensus through debate which imitates the social process of knowledge construction. Furthermore, teachers have the responsibility to negotiate the hidden values and interest behind knowledge and must assist students to grow a critical orientation to learning (p.18).

2.1.3 The core premises of critical pedagogy

An important component of critical pedagogy is the notion of voice, which stems from Freire's suggestion that a pedagogy of the oppressed occurs within the continuous struggle of the oppressed to reclaim their humanity through voice. Another core premise of critical pedagogy is rooted in the idea that enlightenment through rational knowledge (demythification or demystification) could result in what Freire terms as *conscientization*, which translates as an explanation of the world required for its transformation (Freire, 1970, p.50). According to Freire (1970, p.51) transformative education does not only aim to address the issues but it also provides a plan to act against what needs to change. He continues to advocate that it is imperative for both the teacher and student to co-intent education by unveiling the reality and re-creating knowledge.

Another crucial variable of critical pedagogy is the notion of dialogue and empowerment. This notion aims to give students a voice in the learning environment as, critical pedagogy promotes dialogic teaching which prevents teachers from becoming monologic decision makers that impose their views but rather allow students to be equally involved in the co-intentional teaching / learning process (Santana-Williamson, 2000, p.447). Auerbach (1993, p.540) claims that the process of co-intentional teaching eventually leads to empowerment which is yet another crucially contested premise of critical pedagogy. Freire (1970,p.53) supports the notion of empowerment because he postulates that empowerment in the classroom emanates from a reflection on the causes of oppression which in turn becomes the tool to challenge the social order that leads to change. Canagarajah (1999) suggests that it would be wrong to assume that learning is always autonomous and never influenced by contextual forces because socio-cultural conditions always influence the way we perceive and experience the world around us. Hence it is imperative for teachers to critically question the hidden curricular of their courses, relate learning to the greater socio-political realities and motivate students to make pedagogical choices that offer better solutions to their living conditions. Notwithstanding, the fundamental role that critical pedagogy encapsulates in present-day academic discourse, it is of particular importance to note that various approaches to present day critical pedagogy key tenets are frequently under review and contestation both in content and understanding (Auerbach, 1993,p.55).

2.1.4 Critical pedagogy in English for Academic Purposes

According to Gore (1992) the main reason that critical pedagogy has not been integrated into EAP is due to its location and placement in the past within the Department of Linguistics and Applied Linguistics and not in the Department of Education where critical thinking is promoted and lauded. He further states that the main focus in English for Academic Purposes has been language, hence the limited success of critical pedagogy in English for Academic Purposes. Moreover, scholars seem to have divergent views on whether critical pedagogy had a role in the EAP classroom, in particular the notion of pragmatism. Santos (2001, p.177) claims that there is a contradiction surrounding the question of pragmatism in EAP. He identifies this contradiction as one between “an ideological approach to teaching, with its goal of socio-political transformation, and a pragmatic approach, with its goal of socializing students into the academy”. On the other hand Benesch (1993, p.543) argues that this contradiction is illusive as all teaching situations are ideological. She further claims that the difference is that the ideology of critical pedagogy is categorical, whereas that of pragmatism is implied because it is concealed behind a veil of impartiality. She elucidates that this “self-professed pragmatism indicates an “accommodationist” ideology, an endorsement of traditional academic teaching and of current power relations in academia and society (p.543). The concept that some varieties of discourse are more unrestricted of ideology than others moves into the discussion whether it is more crucial to teach critical thinking or writing in the EAP pedagogy. Benesch (2001) further argues that it is demanding for EAP teachers to know precisely what the disciplinary course requires them to teach and thus makes it problematical to prepare their students for these courses (p.166). She further states that there is a basic belief that academic discourse can be a basis of power for students, “ as if language conferred power regardless of students’ gender, class , race , nationality, and financial situation” (Benesch, 1996,p.723). In contrast, Allison (1994) labels Benesch stance as ideological in itself since he believes that the discussion of politics and ideology in the EAP classroom could be over-powering to the disadvantage of other discourses and methods (p.618).

Pennycook (1997) recognizes this fundamental contradiction in EAP as the tension between the need to help students obtain access to those forms of language and culture that is important versus the need to help challenge those norms (p.265). He supports his argument by drawing on the division made by Cherryholmes (1998) between unrefined

pragmatism, as an ideological discourse that reproduces an unchallenging acceptance of the current situation that values competence and instrumentality and critical pragmatism which is also an ideological discourse yet one that values reflection and a sense of crisis that allows choice in standard, beliefs, principles and discourse practices (p.265). Further to this, Pennycook (1997) calls for a critical pragmatist approach to EAP that demands developing course content that aims at critically examining the discourses that build our students' understanding of the world (p.265). Finally, he states that this approach would perceive language in all contexts as political, academic course content as always political, teaching as a form of cultural politics and would create a more direct engagement between the students and the practices of the academy (p.266).

2.1.5 Incorporating critical thinking into English for Academic Purposes pedagogy

“A great truth wants to be criticized, not idolized “(Jay, 1973, p.65).

This study supports and up holds the premise that the current English for Academic Purposes pedagogy at the University of Namibia does not enhance critical thinking, hence this study advocates for a pedagogy that enhances critical thinking, engenders voice and agency in students. According to Freire (1970) a critically conscious person is aware of: (a) the historical, social and political consequences of a situation (the context); his/her own social location in the context; (c) the intersectionality of his/her multiple identities (race, socio-economic class and gender), and (d) the inherent pressures that exist between a vision of social justice and the current societal settings for all people (p.33). Freire (1970) further believes that if people were to become critically conscious they would be able to reject the instructions of others and progress could be made towards undoing the systems of oppressions. My extensive teaching repertoire in academic writing has shaped me to believe that the aim of universities is to help students develop critical consciousness by assisting them in making meaning of their experience within a context where they can use EAP content as a tool towards social mobility and social transformation in a multi-cultural environment. Landreman (2003,p.67)strengthens my view by stating that acquiring intercultural consciousness is a developmental process that includes an understanding of self and identity in historical and socio-cultural political context which could only be attained through reflection or engagement towards the achievement of social justice objectives. Jay (1973) notes that in order to enhance critical thinking in the classroom it is important to teach students how to analyze and develop reading and writing assignments from the perspective of

formal, logical patterns of consistency (p.79). Nieto (2000) notes, without personal transformation that complements the development of critical consciousness, efforts to provide multi-cultural education for others will be superficial (p.338). He further states that the concept of critical consciousness with an emphasis on psychological and sociological components, offers a strong perspective from which to address the weaknesses of other approaches to multi-cultural education. Moreover, despite the importance that higher education institutions have given to multi-cultural initiatives, the knowledge, experiences and perceptions that influence those entrusted with developing and enabling these initiatives on university campuses have received little or no consideration (p.339). It is in this regard that Rasmussen (2007, p.276) draws on Freire's (1970) critical conscious model and proposes a framework for university educators in developing their critical consciousness that will assist them in understanding how to better facilitate the critical awareness process for students. He divides this model into two main phases, namely the awareness raising phase and the critical conscious stage.

2.1.5.1 The awareness raising phase

According to Rasmussen (2007) the exposure to people different from one's own culture serves as an access point to critical consciousness; he defines critical incidents as important events, interactions and experiences that served as facilitators for self-reflection and successive meaning-making decisions which include challenging the intersection of their identities, reconciling new experiences or information with previously held belief system, and recognizing their own biases, prejudice and privileges. Self-reflection is another important component of awareness because it leads to understanding or making meaning of events or circumstances which includes a re-examination of one's place in family, school, work place or neighbourhood. A profound understanding of your social awareness could lead to the "aha" moment which Rasmussen (2007) describes as -when teachers are able to understand the broader social meaning of a particular event or experience. This includes the representation of teachers' feelings and belief systems in response to their experience with discrimination, intolerance, violence or other injustice which results in an increased awareness about themselves and their position in society (p.276)

2.1.5.2 The critical consciousness phase

Rasmussen (2007) argues that as teachers we never permanently arrive at critical consciousness but that it is a continuous process which entails sustained involvement. Furthermore, when teachers allow themselves to connect with other people with the same values and beliefs systems that challenge dominant ways of thinking and to actively participate in intergroup dialogue programs, it could lead to social justice. He contends that the exposure to differences provides interaction with diverse peers and colleagues which serves as an important component of awareness raising and self-reflection (p. 276). Rasmussen (2007) critical awareness model below:



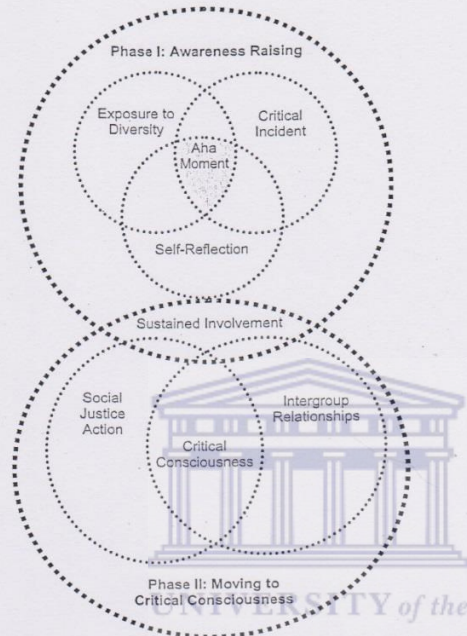


FIGURE 1. Developing Critical Consciousness

The critical conscious model (Rasmussen, 2007).

The critical conscious model (Rasmussen, 2007) is a framework for university educators in developing their critical consciousness that will assist them in understanding how to better facilitate the critical awareness process for students. This study aims to engender a critical, meaningful and experiential pedagogy for the Namibian EAP classroom. In order for this to happen it is imperative that university educators become critically conscious (conscientizacao) Freire (1970). I am inclined to strongly agree with Nieto (2000) who argues, without personal transformation that complements the development of critical consciousness, efforts to provide multi-cultural education for others will be superficial (p.338). He further states that the concept of critical consciousness with an emphasis on psychological and sociological components, offers a strong perspective from which to address the weaknesses of other approaches to multi-cultural education. It is imperative to state that without the active involvement of University educators in the development of their critical consciousness, this critical pedagogy for EAP in Namibia that I propose will not be realized, thus this critical conscious model becomes an indispensable premise in my study. It is the starting point for the implementation of a critical, meaningful and experiential EAP pedagogy at the University of Namibia and will be elucidated in my final discussions.

Benesch (1999) states it remains imperative for teachers to teach dialogic critical thinking since this might expand students' understanding beyond what they may already know (p.723). According to Benesch (1999) the teacher serves as "conversation facilitator" and thoughtful "intervener" in class discussion. She further states that as conversation facilitator the teacher should take notes, and ask occasional questions to encourage elucidation and as intervener the teacher may ask students to examine certain assumptions comprehensively. Thus, she states, the teaching of critical thinking may not be considered an unguided free-for-all didactic lecture but rather a balance between extended student contributions and gentle prompting by the teacher. (p.723). Freire (1973) notes that in a critical thinking classroom facts, issues and events are presented as a problem to students. He further states that knowledge requires ongoing search, invention and reinvention. Moreover, knowledge is not the end of thinking but rather the facilitating link between students and teachers (p.49). Giroux (1978) concurs with Freire, and suggests that students be taught how to use frame of reference as a conceptual tool in order to treat knowledge as problematic (p.299). Jameson (1971) states that students need to learn how to perceive the importance of what they are examining by placing it critically within systems of relationships that give it meaning,

in addition they must be taught to think dialectically rather than in a segmented manner (p. 78).

Sartre (1965) notes that knowledge is not studied for its own sake but should be perceived as a facilitator between the student and the larger society; hence students must be able to examine the content and the structure of the class room relationships that provide the boundaries for their own learning. Sartre (1965) however cautions that any approach to critical thinking, regardless of how emancipatory it is will limit its own possibilities if it operates out of a network of class room social relationships that are authoritatively hierarchical and promote passivity, docility and silence. Furthermore, he states that social relationships in the classroom that project the teacher as the expert, the giver of knowledge eventually stifle students' imagination, creativity, voice and agency (p.110). Freire (1973) argues that if students are subjected to a language and belief and value system which convey the message that they are culturally illiterate, they learn very little about critical thinking and a great deal about the "culture of silence (p.99). Bourdieu (1977) and other researchers who exposed the principle of the "culture of silence "note that class room knowledge is often the imposition of literacy and cultural style that is specific to the language socialization of the privileged classes therefore if students have to give meaning to their existence, teachers will have to use students' values, beliefs, and knowledge as a crucial component of the learning process before a move to the theoretical can be achieved (p.304).

Bourdieu (1977) suggests that the best way to teach critical thinking skills and attitude is by requesting students to write an argumentative essay on the practical value of logic. He states that this might be a viable way of transferring the needed critical thinking skills and attitudes since this will require students to explain how the skills and attitudes of critical thinking are used in their majors by using deductive and inductive argument forms that they have learned in the course in support of their thesis. He further notes that this will enable them to understand how general thinking skills are used in their majors and to use their logic in real contexts (p.49). However, Newkirk (1995) argues that the traditional argumentative essay that contains its thesis in the first paragraph gives too much away too soon and therefore spoils it for the reader (p.193). Bourdieu (1977) countering this argument says that -, the purpose of the argumentative is not enjoyment but clarity. He further notes, the thesis controlled essay does not remove the exploratory element of reading since the reader still has the critical task of determining if the author has managed to prove his/her case (p.51).

In keeping with the issues I have raised so far, as a teacher of writing I am cognizant that the task of teaching students to write and think critically is not easy. Nevertheless, my study advocates for the incorporation of critical thinking in the EAP class room. It calls for the rejection of conventional approaches to academic writing. It is my hope that students should use their writing as a pedagogical tool to think more critically about the content they learn. It is also imperative that teachers allow students to incorporate their distinct cultural experiences in their writing. Freire (1973) claims that students who see knowledge as problematic perform a “reflection” that translates into a critical “reading “of reality (p.2) and I am inclined to agree with that.

2.2 Critiques of critical pedagogy in English for Academic Purposes

The issue of voice in critical pedagogy has been severely criticized by Gur-Ze'ev (1998). In critical pedagogy, the student is perceived as “empowered” when the teacher engages students to “express their subjugated knowledge or voice “(Ellsworth, 1992, p.100). Moreover, in the Freirean pedagogy the premise is to restore the marginalized groups’ stolen “voice”, to enable them to recognize, classify and label things in the world. Gur-Ze'ev(1998) argues against the Freirean pedagogy by stating that the centrality of language in Freire’s critical pedagogy relates to his concept of “truth” and a class struggle that will permit the marginalized an authentic “voice”, as if their self-evident knowledge is less false than that which their oppressor holds as valid. He further argues that the Freirean pedagogy seems to embrace the notion that the interests of all oppressed people are the same, hence this creates a problem in the EAP classroom where in a heterogeneous environment the expression of student’s “voice” is ambiguous (p.480). Gur-Ze'ev (1998) further counters Freire’s critical pedagogy by stating that the self-knowledge of” marginalized” groups is no less dangerous than trusting hegemonic knowledge , furthermore an uncritical acceptance of marginalized knowledge can become “foundationalistic” in presenting the truth (p.480). Gur-Ze'v’s (1998) argument strongly points out the dangers of an uncritical acceptance of the “voice” and also emphasizes the crucial point that all knowledge is entrenched in power relations (p.481). Ellsworth (1992) supports Gur-Ze'v’s (1998) argument by pointing out “while critical educators acknowledge the existence of unequal power relations in classrooms, they have made no systematic examination of the barriers that this imbalance creates for the kind of student expression and dialogue they prescribe” (p.110). Ramanthan (2003) argues that to allow students to make sound judgements after reading on complicated issues does not prepare them to deal with critical issues in its complexities

at all, however;- it dilutes the complexity of these issues since it only turns real problems into superficial problems with easy solutions. He concludes that there is a need to explore the comments made in class conversation on this crucial issue (p.110).

Another important issue concerning voice in EAP classroom relates to students' supposed confidence in their oral competency. As a researcher I am cognizant that many of the students in my EAP class come from diverse socio-economic back grounds and at times struggle to master the voice of their respective disciplines. Most of the times their own voices are drowned out by the loud voices of their discipline. Hence this research makes a bold case for a critical, meaningful and experiential pedagogy in EAP; It further aims to empower students to include their real-life experiences in their writing, by doing so enhance their voice and agency.

The notion of empowerment plays a pivotal role in critical pedagogy although it is heavily criticized by Gore (1992). Gore (1992) claims that the term "empowerment" has been used in various educational discourses including professionalization , to a more substantial conceptualization which aims to empower individual relations between teacher and learner within the classroom, as well as an emancipating understanding which focuses on greater political and societal relations of power (p.54). According to Gore (1992) the term "empowerment" often assumes: (1) an agent of power, (2) a concept of power as property, and (3) some kind of vision or appropriate state (p.56).

Gore (1992) criticizes this model of empowerment by claiming that power is not a zero sum property that can be granted and appropriated freely, but rather perceived as something that is exercised where individuals are only "elements of articulation" of power (p.99). Although critical pedagogy perceives "empowerment" as a process that result in an ideal end, Gore (1992) dismisses the notion of a liberatory empowerment postulated within a critical discourse. She states that critical discourses are presented as liberatory because they challenge dominant discourses not because they have been emancipating for any group or people (p.60). Pennycook (1997) appears to agree with Gore (1992) and suggests the analysis of dominant discourses within which it is entrenched such as pragmatism and English as an International Language. He concludes that,- if this fails to happen it might lead to a discord between the ideal end state of EAP and that of critical pedagogy and the university in which the EAP program is situated (p.269).

According to McLaren (1998) in critical pedagogy the teacher is considered as the agent of empowerment. He states that teachers must relentlessly attempt to empower students both as individuals and prospective agents of social change by instituting a critical pedagogy that students can use in the classroom and in the streets (p.221). However Gore (1992) dismisses this notion of empowerment by stating that these claims of empowerment affords extraordinary abilities to the teacher and provides an understanding of agency which risks ignoring the contexts of teachers' work (p.70).

Benesch (1993, p.543) argues that it is problematic to perceive a teacher as an agent of change as postulated by the Freirian ideology since in most cases the EAP teacher serves in a non-tenured position that is probably situated in a larger department such as linguistics or in a unit that functions autonomously from other academic disciplines. Crookes (1999) claims that current teacher programs are overly concerned with disciplinary knowledge and less focused on skills to keep their work or fight against exploitative working conditions that characterizes much of ESL teaching. Hence he states that the notion to encourage teachers to be agents of "empowerment" for the English for Academic Purposes students ignores the risky reality of EAP and thus the call for empowerment becomes mere rhetoric (p.279). Although critical pedagogy is based on the principles of critique and action, Giroux (1983) argues that critique and action employed at the classroom level without assessment of the meta-narratives that theoretically and practically withstand - the structures and discourse of schooling in the liberal state and in a globalized economy are devoid of any value (p.261). Pennycook (1997) shows correlation with Giroux (1983) stating that this is particularly true in situations of EAP programs that are integrated within a discourse of the university as a neutral unit allows for an understanding that EAP functions as a service industry to afford students with access to a neutral body of knowledge. Therefore, simple critique and action within the EAP classroom may indeed serve to further disadvantage instead of empowering students. As a case in point, students may challenge marginalizing conventions or ideas within their respective disciplines which may result in students bringing negative attention to themselves and thus put at risk their academic agendas (p.263).

Orner (1992) states that is important to ask "How do the subject positions inhabited by one student connect with the subject positions of everyone else in the room?" since relational understanding needs to be applied not only among students but also between students and teachers (p.74). Kubota (1999) contends by stating that it is imperative to

consider that the EAP students are a heterogeneous group with complex motivations for studying English for Academic Purposes e.g. some may study English for Academic Purposes for instrumental reasons and they may also realize that a pragmatic approach to English for Academic Purposes in their classes may not prepare them for the politically oppressed hidden curriculum of pursuing academic degrees (p.36).

2.3 How practices in EAP and institutional policies stifle voice and agency and thus colonize the minds of students in the EAP classroom.

2.3.1 The culture of referencing and the issue of plagiarism

2.3.2 Referencing

Angelil-Carter (2000, p.55) states that referencing skills in academic settings contribute much to students' formation of "voice" in academic writing hence such skills have an influence on the identity of students as writers. By connecting certain thoughts to certain sources, the writer is able to identify the voices of others and thus eventually establish their own voice. However the technique of referencing has become a confusing and intimidating activity for many students. Thus, instead of students becoming more confident in their academic writing through relating and engaging with other voices, thereby acquiring agency in their writing, issues around referencing could actually lead to students alienating themselves from the academic environment and impede them from their own agency.

Colley, Ecclestone & Biesta (2005, p.190) are in agreement with Angelil-Carter (2000) regarding the alienating and intimidating features of the academic culture to new students. They are of the view that these practices and values are not often explained since students are expected to just fit in. They further state that the nature of academic writing is assertive and self-confident and at times students fail to portray these features when entering academic institutions. Much of the academic participation occurs in the form of writing where students are required to create or support an argument by being rational, backed by authoritative evidence in the form of referencing. As a teacher of academic writing, I have personally observed how a loss of "voice" occurs when students move from their social and professional world to the world of academia, when they move from "voicing" orally to writing academically.

Francis, Read & Robson (2001, p. 387) argue that these losses and the new academic culture and traditions promote a sense of self-as -intruder in the new academic

environment. Moreover, they state that this “voicing” is not an easy process as it requires students to integrate various voices in addition to their own. In addition to dealing with the new and unpracticed tradition of referencing, students are often afraid that they will commit the offense of plagiarism. They argue that the sense of alienation might create a hierarchical gap between students and lecturers which could threaten an already shaky sense of identity when students perceive themselves as outcasts and offenders, students may also reckon that they have entered academic institutions to share knowledge but discover that knowledge indeed appears to be owned and guarded. (Francis, Read & Robson, 2001, p.387).

Hutchins (2013) conducted a study on the relationship of agency and referencing in the development of identity. The study revealed that many students feel academically alienated. This academic alienation is encapsulated in one of her student’s reflection in his dialogue journal on his welcome to the university as presented below:

“Another area that is very biased in this westernized literacy is the authority ship of the so-called professors who are at the advantage of every writer. Every field has its own politics, now the educated are claiming ownership of knowledge. Somebody has to sanction you to publish your own work. They have also strategically put plagiarism as a trapping stone for the underdeveloped or upcoming writers. They have cleverly declared plagiarism an academic crime. Because they have authority, they determine what goes into the market “(p.2).

In conclusion, although referencing is considered as being integral to the development of “voice” and as a prerequisite to the formation of agency, Hutchins (2013) concedes that referencing has become an intricate and confusing issue for many students which in the long run serves to promote a sense of non-belonging (p.2).

2.3.3 Plagiarism

Hutchins (2013) notes that the first thing that students realize on entering the academic institution is the fact that they are likely to be caught out when they copy other people’s work through the offense of plagiarism. She states that academics at times refer to referencing as technique within academic writing and plagiarism as an intended act of transgression. I am inclined to support Hutchins’ view since my students in the EAP class perceive plagiarism as something close to criminal behavior (p.3). It is in this regard that Pennycook & Thompson (2008) argue for the dismissal of the term “plagiarism” and instead call for an understanding of “transgressive and non-

transgressive intertextuality". They claim that perceiving textual borrowing in this manner enables us "to focus on the crucial issues of writing, identity, power, knowledge, disciplinary dynamics, and discourse that underlie intertextuality" (p.20). Furthermore, Abasi, Akbari & Graves (2006, p.102) show convergence with Pennycook and Thompson by suggesting terms such as "unacceptable intertextuality" or "intervoice" instead of plagiarism. According to Howard (1995, p.233) the best way of understanding a new discourse is to participate in the discourse. She states that this tentative process involves mimicking and "hiding" behind the words of others. This view is supported by Angelil-Carter (2000) who claims that the process of accepting an academic discourse begins with wearing attire that may not belong to oneself, and may not fit. She refers to this stage as "an identity that is not felt." Howard (1995) explains that in learning to write in a new discourse beginner writers often take pieces of different writers and put them together as one. She refers to this process as "patch writing" (p.233).

According to Howard (1995) this happens because students do not understand the readings or are not at ease to put them in their own words. She claims that this activity is a crucial stage in the growth of students' own voices and hence should not be perceived as intentional cheating (p.233). Angelil-Carter (2000) further explains this phenomena by stating that in the early stages of the development of the student writer, they might not yet acquired the language, academic discourse is foreign to them and hence the natural response is to use the words of others, without a speaking voice of their own or paraphrasing. She continues to assert that elementary academic writers find it difficult to assume an authorial voice that maintains control of the other voices they encounter in their own "language". This may lead to "hybridization" of discourses which may cause a sense of awkwardness within students and thus may force them to resort back to the words of others. She concludes that this is a normal journey for elementary writers which allows them to move from the known to the unknown (p.38).

McGowan (2005, p.287) states that it is important for teachers to concentrate on how to avoid plagiarism instead of focusing on why students plagiarize. She proposes that the first step to initiate students into the academy should be the development of "an appreciation of the culture of enquiry", thus encouraging a positive outcome. She continues to claim that when students have cultivated academic integrity, they will be able to take control of their own learning and may eventually avoid the offense of plagiarism.

Thompson and Pennycook (2008) support Freire's (1970) and Canagarajah's (1999) critical pedagogy, which constitutes theoretical framework of this research. They state that academic writing requires every writer and reader to take part in a much greater struggle about authority, the politics of knowledge and the feature of authorship and to ask questions as to whose language, ideas and knowledge is valid and why? (p.292).

2.3.4 The question of authorship in academic writing

“.....Every single existence receives, through the simple assertion “I speak”, the threatening promise of its own disappearance, its future appearance” (Foucault, 1982, p. 215). In relation to the aforementioned quotation, it becomes imperative to explore the question of authorship in academic writing. Many of my first year English for Academic Purposes students struggle with the question of authorship in academic writing. The question of first person or third person use in academic writing seems to be a serious dilemma for my students. Researchers have shown divergent opinions and premises on the use of the first person singular ‘I’ in conventional academic writing. According to Foucault (1982) when we allow the movement across the established boundaries, we allow in our students’ writing the same “mastery of the self” (p. 216). Spellmeyer (1989, p.262) states that the first lesson a writer learns is the absolute impossibility of “saying what you meant” since as writers we go through the process of broadening our understanding and at times resisting and renegotiating our terms of participation. Foucault (1982) describes this journey as one ridden with various systems of exclusion and regulation that allows and constrains the speaking subjects namely, cultural presuppositions, institutional conventions and practices inherent of discourse itself (p.217). He continues to argue that no discourse writes itself; hence we are still compelled to begin in the first person singular “I”. Moreover, he states, when writers are willing to create space for themselves in the writing process by overcoming their consideration for academic conventions and policies, it eventually leads to distinction between the empowered from the powerless (p.218).

Krishnan et al. (as cited in Nunn and Sivasubramaniam, 2011, p. 6) however do not encourage the use of the first person singular “I” in academic discourse. They suggest that the passive voice be used since the emphasis is on the object of the action and not the agent of the action. Beer and McMurray (as cited in Nunn and Sivasubramaniam, et al 2011, p.6) advice the use of the active voice in technical academic writing unless there is a viable reason for using the passive voice. Nunn and Sivasubramaniam et al who conducted research on establishing voice and agency in engineering students’

writing, which included the classification of first-person uses (use-centered model) concluded that the first person choice is a legitimate potential choice that can be made in context. Furthermore they argue that the design of activities that enhance creativity within reasonable subject related impediments could lead to student empowerment through interpretive practice centered on cultural awareness, critical thinking and ownership of their own learning (p.7).

2.3.5 The appropriation of students' text

Reid (1994) states that responding to students' written text is an integral part to teaching writing. In addition, teachers treat students' texts as finished product and they respond to and evaluate that product. She argues that product-based responses used during process-based intervention could result in the possible appropriation of students' text (p.273). Brannon and Knoblauch (1982) provide a contextual definition of text appropriation:

“ In classroom writing situations, the [teacher-reader] assumes primary control of the choices that writers make, feeling perfectly free to “correct” those choices anytime an apprentice deviates from the teacher-reader's conception of what the developing text “ought” to look like or “ought to be doing”... Student writers, then are put into awkward position of having to accommodate, not only the personal intentions that guide their choice –making, but also the teacher-reader's expectations about how the assignment should be completed “(p.158).

Sommers (1982) argues that in the writing classroom, the teacher appropriates the text from the student by confusing the student's purpose in writing the text with her own purpose in commenting (p.149). Bitzer (1968) describes writing as an act directed by its context therefore teachers could no longer evaluate students writing only against their criteria for an ideal text (p.10). It is imperative for teachers to distinguish between legitimate and illegitimate collaboration with student's written text by understanding how the rights and responsibilities for making meaning in texts are shared by writers and readers. I perceive some degree of convergence with Bitzer (1968) that it is important for teachers to devise ways of commenting on student's writing while at the same time they should respect the differences between student and teacher responsibility for a developing text since there is a thin line between guiding students in their writing and disempowering students as writers (p.14). Zamel (1976) argues that although most ESL teachers usually incorporate process and product approaches in their

writing they should not focus on the mechanical accuracy of writing but rather on the creative, thought-provoking independence of process writing (p.67). Kachru (1982,p.221) and Ouaouicha (1986,p.55) perceive teacher mediation in student writing as culturally imperialistic since it endeavors to teach ESL students that U.S academic rhetoric was somehow superior to other cultural rhetorics. They continue to state that teacher intervention in student's writing is not very helpful since students respond without questioning. Zamel (1985) argues that the efficacy and effectiveness of teacher comments on students' written work fails to account for the dynamics and fallouts of the social context within which writing happens. A study done by Zamel (1985) on teacher comments on student written points to the following:

“ ESL teachers misread student texts, are inconsistent in their reactions , make arbitrary corrections, write contradictory comments, provide vague prescriptions, impose abstract rules and standards , respond to texts as fixed and final products , and rarely make content –specific comments or offer specific strategies for revising the text “(p.86).

Connors and Lunsford (1993) who conducted research on teacher responses written on 3,000 Native English Speakers (NES) student essays hold with the findings of Zamel (1985). They too conceded that teachers' responses to students' academic writing were brief, unsympathetic, and not student- friendly (p.215).

According to Reid (1994) when teachers request students to rearrange paragraphs, erase ideas or add evidence, students give up their authority over their texts, since the teacher's purpose of writing is fulfilled and not the student's intent (p.276). As a teacher of academic writing, I perceive this as the colonization of students' attempt to freely and critically express their voice. My afore-mentioned position appears to chime in with what Zamel (1985) has noted. He is of the view and belief that as teachers we should no longer perceive ourselves as authorities but rather serve as consultants, assistants and facilitators in the students' journey of writing (p.79).

In order to avoid the appropriation of student's text in the ESL class room, the teacher should not only serve as moderator of students' written work but also as surrogate academic audience. As a mediator between student and discourse communities the teacher should collaborate with her /his students in order to manage the encounter between writer and reader (Geisler, 1991, p.26). Since this study advocates for the enhancement of voice and agency through a meaningful and experiential, critical

pedagogy in EAP, I am inclined to uphold Geisler's views (1991, p.17), which wants teachers like me, who teach writing to collaborate with students by using our resources to usher them through the gate of discourse communities and not serve as gatekeepers of knowledge. The appropriation of student text should be minimized at all times, since I consider it to be prescriptive and not descriptive. It is punitive since it takes away from the writing teaching and learning experience and does not enhance voice and agency in student's writing. Most of all, it fails to empower students to become autonomous, critically thinking active members of the discourse communities.

The term communities of practice is used by theorists Jean Lave and Etienne Wenger who discuss the notion of legitimate peripheral participation. The theorist Wenger (1991) extend the concept and apply it to other domains, such as organizations. With the flourishing of online communities on the Internet, as well as the increasing need for improved knowledge management, there is more interest as of late in communities of practice. People see them as ways of promoting innovation, developing social capital, facilitating and spreading knowledge within a group, spreading existing tacit knowledge (Lave and Wenger, 1991, p.89).

Communities of Practice is defined, in part, as a process of social learning that occurs when people who have a common interest in a subject or area collaborate over an extended period of time, sharing ideas and strategies, determine solutions, and build innovations. Wenger gives a simple definition: "Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." Note that this allows for, but does not require intentionality. Learning can be, and often is, an incidental outcome that accompanies these social processes (Love and Wenger, 1991, p.99).

Martin-Jones and Heller (1996) contend that discursive practices have profound influence on the daily operations of educational institutions. They argue that local discursive practices are shaped by structural arrangements and ideology which include social and institutional routines and forms of organization of time, space and social relations. For example, the social organization of the classroom allows certain participants to control what can be said or written and how it is said or written and by whom (p.8). They continue to state that teachers and learners in the same setting can react in different ways to the interactional order, by agreement or in ways that challenge the legitimized practices of the classroom- its interactional order (Martin-Jones and Heller, 1996, p.8). Fairclough (1998) appears to agree with Martin-Jones and Heller

(1996), that diversity of discursive practices can be explained as a function of a diversity of ideologies and interests that move from the positioning of participants with respect to access to linguistic resources and educational institutions. Moreover, the construction of knowledge is in correlation with the construction of a monolingual or bilingual order within the classroom (p.87). Fairclough (1989, p. 88,) continues to note that discursive practices of bilingual educators and learners are greatly in favor the dominant language and therefore favour the privileged position of the dominant language.

Collins (1988) claims that the relationship between asymmetric power structures and classroom language practices is also mediated through ideologies of language of education and of language in education. Furthermore, an emphasis on production of dominant language varieties may militate against the introduction of new ways of organizing classroom interaction (p.299). For example, Arthur (1995) describes Botswana teachers' resistance to anything other than teacher-centered form of class organization (p.299). He further states that it is crucial to note that the pressure to effect mono-lingual English performances creates real impediments to learning consequently reproducing asymmetric power relations between English –speaking representatives of the new “aid” and “development” imperialism and the local population (p.73). He notes that it is imperative to examine the discursive practices of everyday life at educational institutions in order to reach a critical understanding of how those practices serve to maintain dominant constructions of cultural identity and strengthen unbalanced relations of power among linguistic groups. He concludes , in order to understand these practices, it is necessary to link them to the institutional arrangements and social, economic and political interest that act as restrictions on what can be said or written at educational institutions, by whom and in what ways (p.73).

Fairclough (1989) claims that institutional practices are exercised by the dominate groups trough coercion or consent; however consent does not always come through a conscious choice but through the unconscious acceptance of institutional practices. He illustrates this notion as follows:

“Institutional practices which people draw upon without thinking often embody assumptions which directly or indirectly legitimize existing powers relations. Practices can often be shown to originate in the dominant class or the dominant bloc, and to have become neutralized “(p.33).

According to Fairclough (1989) these practices which are unconsciously accepted as the normal way of doing things may inherently be political, aiming to maintain the relative position of participants in relation to each other and therefore serve to perpetuate existing power relations. Moreover, these institutional practices that he terms “ideological powers” ensures the control by consent, since language has a particular important role in imposing this control: authority and power are realized by institutional practices around language use (p.34). Tollefson (1999) who holds with Fairclough (1989) notes that language policies are a fundamental tool in ensuring that a great number of people will be unable to obtain the language competence prescribed by modern social and economic systems. He further states:

“Language is one criterion for determining which people will complete different levels of education. In this way, language is a means for rationing access to jobs with high salaries, thus creating unequal social and economic relationships” (pp. 8-9).

Skutnabb-Kangas (1988) terms this kind of control “linguicism” and defines it as: “ideologies and structures which are used to legitimate, effectuate and reproduce an equal division of power and resource” (p.13).

Canagarajah (1999) and Freire (1970) who both advocate for a critical pedagogy, are against the unequal distribution of power and resources in the teaching and learning context, which should be avoided at all cost. This research advocates for a critical pedagogy that enhances voice and agency in the EAP classroom, thus I fully support Canagarajah (2009) and Freire (1970).

2.3.6 Decentring academic text production and evaluation practices

Lillis and Curry (2010) advocate for the investigation of the experiences and practices of non-Anglophone-centre scholars relating to their academic text production and publication activities and how the privileged status of English in academic writing and systems of evaluation impacts these activities. In addition to recapitulating the obstacles non-Anglophone scholars face in getting published, the authors also make some recommendations and note existing initiatives (e.g. Author AID, pre-review support of the Croatian Medical Journal, Mentoring Program of TESOL Quarterly and of the journal COMPARE) to better support scholars in academic writing and in the publication process (p.67).

They suggest that the first step be to make brokering activities visible, which would help pinpoint the kinds of negotiation scholars need and identify who is best placed to offer guidance and how. Furthermore, the authors propose a set of questions to make visible the textual ideologies and their orientations in academic text production and evaluation. They argue that by asking these questions the emphasis can be shifted from a straightforward division between Anglophone centre and non-Anglophone centre, and it can help identify the choices that can be made in the processes of academic writing and evaluation (Lillis and Curry, 2010, p.77).

The authors also mention initiatives, for example, the UNESCO Forum on Higher Education, Research and Knowledge, which emphasize the importance of conducting research and publishing in local national languages. Moreover, they call for a shift from a knowledge economy based on market economic principles, where knowledge is converted into goods, to knowledge as a gift economy where knowledge is shared between people. Digital technology offers potential ways to freely disseminate knowledge and there are already examples of using this technology to create and sustain free access local journals, wikispaces or public repositories following the Budapest Open Access Initiative. This kind of approach to knowledge production and dissemination was also regarded as an ideal by many scholars in the study (p.88).

2.4 Enhancing voice and agency in academic writing through meaningful, experiential learning in the EAP classroom.

2.4.1 A definition of voice, agency and identity in academic writing

Northedge (2003, p. 24) defines voice as the student's own views and the ability to present other views as other voices. Moreover, he states that voice can be understood as a mark of individuality or participatory in a discussion. The issue of voice should be considered as a vital component of power as it can empower and inhibit the learner writer and should therefore be considered as an integral part of identity formation. Identity in academic writing is often referred to as "voice" or being socially grounded or to fit within a given group or situation, voice is contextually determined and builds in relation to other voices (Heath & Street, 2008, p.108). Cadman (2005, p.353) supports Heath and Street stating that identity mainly depends on language since it is a means of communication or description of self in relation to others. He distinguishes between voice and agency by stating that identity entails a sense of self while agency refers to acting with that sense of self or purpose.

Northedge (2003,p.25) notes that “voice” demands a sense of one’s identity within the discourse community hence students need support in establishing their voice in academic writing especially when they come from diverse back grounds. However, he also states that despite concerted efforts from academic practitioners to encourage students’ formation of voice in their academic writing, there is not always a clear and unanimous understanding of “voice” among academics. Bowden (1995,p.176) notes that the emphasis on personal voice and attitude in writing only emerged in the last century, hence encouraging voice in academic writing is bringing a new concept into an old style. Although Bowden admits that there are no alternatives, she expresses her concern in the following quotation:

“In using the metaphor of “voice” in writing we send mixed messages to our students. The literal understanding of voice , as a physically sounded speaking one, can not only be identified, but so too can aspects such as the speaker’s emotions, level of seriousness, authority, age , gender , health , all of which affect the meaning communicated “ (p.176).

Ivanic & Camps (2001, p.3) call for a clear distinction and understanding of “voice” in students’ writing as an expression of authoritativeness (own views) and as self-representation. They further argue that although lexical, syntactic, organizational components lead to the construction of identity in academic writing, phonetics and various speech acts also communicate a representation of the identity of the writer (p.3). They concede that the understanding of voice as authoritative and the requirement for this in students’ writing calls for the consideration of the socio-cultural context of students in relation to their knowledge back ground and values relating to critical and independent thought.

Grimm & Penti (1998, p.88) argue that there are two perceptions of agency in writing and learning: the ability to manipulate what is said by interacting with sources, and a personal “I” which operates within a social context. They postulate that helping students to achieve agency in writing calls for more than understanding their purpose and audience and suggest that subject positions in writing be created within “the discourse of the institution , its socially sanctioned ways of thinking, behaving and valuing.”

Cooper (1995, p.288) refers to agency in academic writing as the author’s ability to take on a position of their own, the ability to make the reader understand various perspectives beside their own. He further states that this power is obtained through the

ability to mediate between other voices, the writer's experiences, thoughts and beliefs and the requirements of their academic institution with reference to language and discourse. He explains that agency is an active process that involves negotiation between institutional demands and individual needs in the process of building a subject position (p.289).

According to Harris (as cited in Lensmire, 1998, p.266) learning to write is a form of "becoming" that enables us to express ourselves and by doing so we give "voice" to our ideas and ourselves. Moreover, it is a journey through different personalities and the shaping of these personalities into one identifiable entity in the student's writing namely, agency.

Lensmire (1998, p 261) explains, although the growth and expression of one's voice is a risky attempt, it is one that provides great ability for growth and new horizons of learning, through the very struggles it creates. He suggest that we think of "voice" as a project, an ongoing process of development by doing so the activity and agency of student writer is reaffirmed in the production of their voices.

2.4.2 Identity/ Identities

It is important to note that by the time my students arrive at university, they had not done much academic writing. According to Hutchins (2013) many of these students had already established social but not academic identities, hence once they enter the English for Academic Purposes classroom, they engage in repositioning of identities. Identity is distinct from voice and refers to the writer's textual identity/ies, 'discoursal self' or self-representation in the text rather than to the writer as a person, or her/his essential or 'autobiographical self. Moreover, within this thesis, the identities projected in a text are not only those of the writer, but are also those of other writers (Ivanic, 1998, p.77). According to Cooper (1995) identity in writing also includes 'self', 'selfhood', 'person', 'personhood' and in critical theory 'subject position' or 'subjectivity "the projected reader. In other words, the relationship between voice and identity can be described in terms of the following dynamic: (1) the writer's or speakers' voice is formed by the interaction of her/his interpersonal choices with the particular genre of her/his writing. (2) specific voice qualities simultaneously perform and create an impression of the writer's social and individual identities or character and in turn project a complementary imagined reader. (3) at a more sensitive level, changes in designs of interpersonal meanings within narrative and argument texts bring correlating

dimensions in the writers'/protagonists' voices and in the projection of their distinct identities as well as those of the abstract reader (p.33).

The post-structuralist theories, particularly the social-constructionist views intellectualize identity as plural, undistinctive, conflicting, and co-constructed between discourse members (Ivanic and Camps, 2001,p.33) while on the other hand the social- interactionist views identity to be created in the moment through social, and discourse deliberations (Fernsten,2008 p.44).

Mendoza –Denton (2008) defines social identity as the decision according to which an individual's linguistic selections are motivated by her/his identification with, and wish to be identified with, certain social identities and groups. Thus, linguistic choices represent various acts of identity, performed as the text develops and as the writer negotiates discursal characters and functions in genres that reveal particular social situations (p.44).

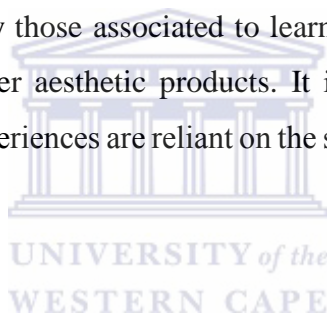
Nevertheless, a crucial difference between constructionist and interactionist views is that the former tends to treat the individual in terms of her/his social roles and as holding less agency, whereas the latter treats the individual as a complete psyche or 'self' with more control over their linguistic choices.

Ivanic (1998) argues that it is possible to theorize an individual writer's linguistic selections as dynamic, but at the same time as designed and limited by the discourses and institutional structures to which s/he has access and by her/his personal character (p.88).This position contrasts with the essentialist notion of identity held by early composition theorists according to which writing is ascribed to a special, singular, definite and holistic pre-existing self and the post- modernist view that "the person" does not exist as a reality but only as a 'sea of portrayals', a 'chorus of competitive voices' (Gergen, 1991, p. 140, cited in Freisinger, 1994, p. 255).

A second difference is that constructionists are inclined to define identity as a lens for looking at the person in terms of their shared aims – the group class or type to which they belong' (Harré, 1998,p. 6). However, drawing on Tray's (2002, p.1655) broader classification of identity from a social interactionist stand point, I am encouraged to define identity as including the writer's social (shared) and individual (unique) traits. Accordingly, a person's identities includes both her/his context-specific social roles (e.g. student or teacher) and Tray's (2002) 'master identities' (her/his generation, ethnicity, gender, capacity and class), and her/his individuality, that is, her/his

distinctive, seemingly constant characteristics or ‘personal identities’. On the other hand, Harré (1998) views the ‘person’ as a singular psychological being with changing personal traits, but who is conditioned to respond in distinctive ways to specific situations (p.67).

Furthermore, as a teacher of academic writing I am aware that the writer’s social and individual identities are being related through their mutual influence and common location in her/his person or autobiographical self; and as respectively enacted and projected by the social and individual dimensions of the subjective function of voice. Hence, a person’s performance of a social role will always be shaped by their unique traits and habitual or scripted ways of responding to that role and situation. Goffman (1959) states that it is crucial to note that a student’s perception of her/his stylistic analyst roles in their academic writing task is formed by her/his self-esteem (or ‘sense of self’) and her/his special linguistic profiles, ‘emotional intelligence’ and aesthetic awareness that have advanced through her/his individual life experiences, challenges and opportunities, particularly those associated to learning English and reading and reacting to literature and other aesthetic products. It is important to note that each person’s autobiographical experiences are reliant on the social status and academic background they possess (p.88).



2.4.3 Identity in L2 Writing

Connecting writing to identity is one of the significant issues discussed in L2 research (Chamcharatsri, 2009; Ivanič, 1998).

Mendoza-Denton (2008) defines identity as an “active negotiation of an individual’s relationship with larger social paradigms, in so far as this negotiation is indicated through language and other semiotic means” (p. 475). Fernsten (2008) defines identity as “how does language in the text signal participation, representation, or identification with a group or indicate a relationship regarding who this individual is in the world?” (p. 46).

Ivanič (1998) who is a staunch supporter of meaningful writing, elaborates on the notion of identity in the writing process. According to him, there are three different but correlated selves that are socially constructed: autobiographical self, discursive self, and self as author. The “autobiographical self” “emphasizes writer’s sense of origins” and “is itself socially constructed and constantly changing as a consequence of their [writers’] developing life-history” (Ivanič, 1998, p.24). “Discursive self” is identified

as “the impression – often multiple, sometimes contradictory- which they (writers) consciously or unconsciously convey of themselves in a specific text” (Ivanic, 1998, p. 25).

The third way of regarding writer’s self in the writing act is the “self as author” which refers to the extent at which the writer perceives his/her self as an author, as well as it “concerns the writer’s “voice” in the sense of writer’s positions, opinions, and beliefs” (Ivanič, 1998, p. 26). As Park (2013) explains, providing learners with the chance to explore their autobiographical self in writing, writing can be a meaningful and empowering experience. In this sense, writing helps language learners to connect their identities, understand their discursal self, and thus develop their sense of authority in L2 writing (p.6).

All in all, this study advocates for a process of making writing a meaningful process due to the need of utilizing L2 writing as a tool for identity negotiation and self-representation in the target language. Finally it also emphasizes the significance of implementing writing instruction that contributes to L2 writer’s identity construction.

2.5 Facilitating meaningful Literacy in ESL writing context

According to Hanauer’s (2012), meaningful literacy instruction is a way that views language learning as a process for “facilitating personally meaningful expression” and recognizes the language learner as “a living, historically positioned, individual human being” (Hanauer, 2012, p. 105). In other words, he perceives writing as a tool for revealing an individual’s lived experience and history, as well as reflecting the ongoing shifting identity construct by social, cultural, linguistic, and political contextualization. Writing in this way is described as meaningful because it includes the participants’ perspectives (Maxwell, 1996 as cited in Hanauer 2012, p.105). Furthermore, this movement of making writing a meaningful act is also outlined by the works of Ivanic (1998), Chamcharatsri (2009), for example, indicated that by exploring writing as a meaningful literacy event, we can “unfold our (re)constructed and (re)negotiated identities and thereby can begin the process of healing that is often annulled and disregarded” (p. 9).

Hanauer (2012) highlights four principles supporting the pedagogical framework for meaningful literacy he used in his own ESL classroom. These principles inform the need for delving into learners’ personal experience to understand themselves (autobiographical writing), to embrace the emotional expression (emotional writing),

to help learners understand and value their personal experiences (personal insight), and to make the writing process a socially situated activity inside and outside the classroom (authentic public access) (p. 105). Designing writing instruction in this way is intended to empower writers as “the context of language use” and thus enhance the writer’s self-expression with a sense of voice and ownership (Hanauer, 2012, p.10 5).

In the same vein of research, Loureiro-Rodriguez (2013) reports a classroom- based experience that is built on a critical approach to teaching Spanish as a heritage language and Hanauer’s (2012) concept of meaningful writing. Three students enrolled in a first-year course for heritage Spanish speakers at a Canadian public university participated in the study. Loureiro-Rodriguez (2013) integrated two types of writing tasks in the course: online discussions and individual compositions; these writing tasks encouraged students to discover their linguistic biographies and reflect on social, personal, and cultural topics that are meaningful and relevant to students’ language histories. By looking at students’ linguistic histories, Loureiro-Rodriguez (2013) indicated that integrating meaningful writing activities in the heritage language course not only enhanced students’ identity constructions but also revealed further advantages for L2 writing. Integrating meaningful writing acts, such as linguistic biographies, empowered students to get involved in the writing process, go beyond the academic goal and use the target language in their everyday lives, combines the relationship between language and culture, and finally, place themselves within a larger community of the target language speakers (p.43). Furthermore, meaningful writing has been investigated in different areas such as story writing (Dai, 2010), poetry writing (Hanauer, 2012), autobiography writing (Chamcharastri, 2009) and responsive/expressive writing (Bilton & Sivasubramaniam, 2009).

Park’s (2013b) study of ‘writing as a way of knowing’, researched how autobiographical writing influenced ESL adult college learners’ multiple identity constructions, as well as their views of their writing development. By investigating learners’ narratives and speeches, Park (2013) revealed that adult ESL students’ writings about their lived experiences provided them with an opportunity to narrate their life histories. As such, the identities of ESL writers were “(re)constructed consciously and unconsciously in a writer’s attempts to understand the continuous transformation resulting from their developing life history” (p. 6). Accordingly, ESL writers became empowered as L2 authors because this act of writing “embodies writing

as situated, social, and political practice offering new writers in English an opportunity to find power and legitimacy in a new language” (p. 8).

In the final analysis, meaningful literacy can be enhanced by implementing writing instruction that reflects writers’ lived experience, emotional expression, and self-discovery. This study supports the incorporation of meaningful literacy in the English for Academic Purposes pedagogy, by doing so, students are allowed to narrate their own socio-cultural experiences in writing, and thus writing becomes meaningful and purposeful to them.

2.6 Incorporating experiential learning in the English for Academic Purposes pedagogy

Breen (2001) defines experiential learning as an educational orientation which aims to assimilate theoretical and practical elements of learning for a whole person approach, emphasizing the importance of experience learning. In addition, students make own contributions to their learning through initiative –taking and active involvement. In experiential learning students develop a basic reflective orientation by working on their experiences, beliefs and assumptions of language and learning (p.89).

According to Jaatinen (2001) experiences of language, communication, culture and personal learning process are crucial for foreign language learning therefore they need to be processed consciously for learning to take place. He states that, learning requires an explicit awareness and understanding of the learning content and why such learning is necessary. Furthermore, reflection plays a crucial role in learning; it provides a link between practical experience and theoretical conceptualization. Experiential learning includes a variety of interactive practices whereby students have opportunities to learn from their own and each other’s’ experiences, being actively and personally involved. These activities are: personal journals, diaries, portfolios, reflective personal essays, thought questions, discussions and reflection in cooperative groups (p.106).

Kolb (1984) the founder of experiential learning notes that experiential learning involves observing the phenomenon and doing something meaningful with it through active participation, furthermore; it emphasizes learning in which the learners is directly in touch with the content being studied, rather than just watching , reading or thinking about it (p.44).

According to Kolb (1984) experiential learning consists of four components: 1. The student is aware of the processes which are taking place and which are enabling learning to occur. 2. The student is involved in a reflective experience which enables him/her to relate current learning to past, present and future. 3. The experience and content are personally significant: what is being learned and how it is being learned have a special importance for the student. 4. There is an involvement of the whole-self; the student is involved as a whole person (p.45).

As Kolb (1984) points out, in experiential learning the direct personal experience is the focal point for learning, personal experiences give personal meaning to abstract concepts and provide a concrete, publically shared reference point for testing the consequences and validity of ideas created during the learning process. Equally important is that, experiences need to be processed consciously by reflecting on them (p.21). Van der Lier (1996, p.11) states that experiential learning is a cyclic process that assimilates direct experience, reflection, abstract conceptualization and action. He points out, in order to learn something one has to notice it and be motivated to do something to it through a conscious effort. The integration of cognitive, affective and spiritual components of personality means a holistic (whole-person) approach to learning. It is imperative that teachers provide time, guidance and support to learners in their journey to become autonomous reflective learners.

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Kolb (1984) postulates a general model of experiential learning as shown in figure 1.

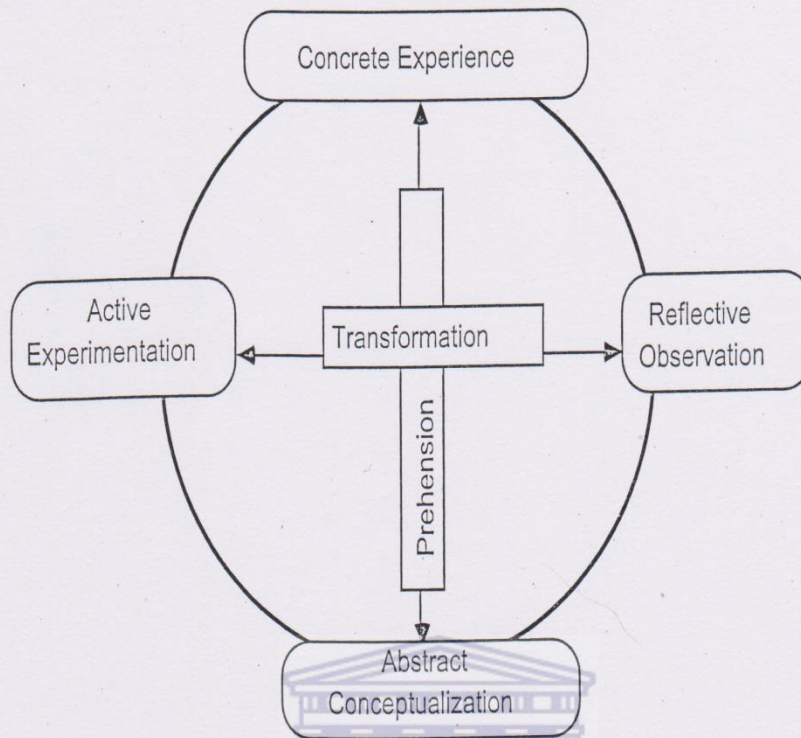


Figure 1. Model of Experiential Learning.

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According to the model, learning is essentially a process of resolution of conflicts between two dialectically opposed dimensions, the prehension and the transformation dimension.

2.6.1 The prehension (as it appears on diagram) dimension explores the ways in which the individual understands experience. The dimension includes two opposing ends of the ways of knowing, ranging from the unconscious, intuitive experience to a conscious comprehension of the

experience. Reality is thus understood and assimilated through varying degrees of unconscious and conscious learning.

- 2.6.2 The transformation dimension deals with the transformation of experience through reflective observation and active experimentation. An individual with an active orientation is willing to take risks and is not concerned with errors or failure, while an individual with a reflective orientation, on the other hand prefers to transform experiences through reflective observation.

The opposing ends of the two dimensions create four orientations to learning (Kolb, 1984, p.105):

- 2.6.3 concrete experience, this is learning by intuition with an emphasis on personal experiences, belonging and feeling. The instructional activities that support this aspect include small group discussions, simulation and drama techniques the use of videos and films.
- 2.6.4 reflective observation (learning by observation) focuses on understanding the ideas and situations by careful observation. The learners are concerned with how things happen by attempting to see them from different perspectives and relying on one's thoughts, feelings and judgment. The instructional techniques include personal journals, reflective essays, observation reports, thought questions and discussions.
- 2.6.5 abstract conceptualization- (learning by rigorous thinking) uses a systematic approach to structure and frame the phenomena. Emphasis is placed on the definition and classification of abstract ideas and concepts. The instructional activities include theory construction, lecturing and building models and analogies.
- 2.6.6 active experimentation (learning by action) emphasizes practical application in real work life situations. The learner attempts to influence people and change situations as needed, taking risks in order to accomplish things. The instructional activities include fieldwork, various projects, laboratory work, games, dramatizations and simulations.

Kolb's experiential learning cycle is relevant to and imperative for this study. Firstly, the reflective observation dimension pays attention to the process of reflection. This study investigates the current EAP pedagogy within the wider context of critical pedagogy, thus in order for students to become critical thinkers it is seminal that they learn how to reflect on their academic experiences in the EAP classroom. Furthermore, the concrete observation dimension supports the process-genre writing approach that I propose in this study. This approach promotes experiential learning, through a step by step guided writing process. The abstract conceptualization dimension allows students to conceptualize and use academic concepts in the EAP classroom while the active experiment dimension encourages students to apply what they have learned in the EAP classroom and the world beyond in order to effect change and influence the status-quo (Freire, 1970).

Kolb (1984, p.108) and Kohonen (2001, p. 60) argue that experiential learning provides content for reflective thinking, which leads to abstract conceptualizations and hypotheses to be tested through active investigation. Furthermore, active investigation provides experiential content for reflection. They argue further that theoretical concepts would become part of the individual's frame of reference only after he/she has experienced them meaningfully at an emotional level. Furthermore, reflection plays an important role in this process since it provides a link between experiences and theoretical conceptualization. WESTERN CAPE

Kohonen (2001) notes, in traditional teacher -directed pedagogies that use structured lesson formats and teacher initiated decisions, learning takes place primarily at an intellectual level. Hence, regrettably, the students may remain as passive recipients of information that does not require them to examine their own emotional responses to the subject content. They could thus remain personally unaware of the effects of their own responses to the subject content on themselves or on other people. Hence, this could lead to an insufficient application of knowledge in the use of subject content in real life occasions (p.60).

Finally, Kolb (1984) notes, from the teacher's point of view experiential learning means that opportunities are provided for the full development of the cycle. In addition, different instructional approaches promote different aspects of learning. Moreover, the traditional academic setting has inclined to underscore reflective observation and concept formation at the expense of practical action and immediate concrete experiences. However, the experiential model also cautions against assumption that any

experience leads automatically to learning. He further states, only experiences that is reflected upon seriously provides full measure of learning, therefore reflection needs to be followed by the framing and conceptualizing of the subject matter through appropriate theory- building (p.78).

In order to develop an experiential learning focused pedagogy in English for Academic Purposes I suggest that teachers share their ideas, insights and uncertainties with each other. As teachers, we need to clarify and redefine our Personal Theory of Teaching Practice (PTOTP). A Personal Theory of Teaching Practice (PTOTP) is an individual teacher's way of teaching and participating in the profession of teaching. It includes an articulated set of personal conceptions, a framework of classroom instruction and a strategy for reflective practices that is rooted in the realities and potential of the teaching context. In addition, a PTOTP is a dynamic, experiential process where teachers engage in the practice of teaching and construct personal theories about their work. Teachers examine and explain what they do in the classroom and the school and compare this with their evaluation of existing theories, practices and through relationships with people in the profession (Kumaravivelu, 2003, p.105). We need to work towards increased reflectivity by considering our content objectives and measuring our findings against empirical classroom –based evidence. Moreover, as reflective teachers we need to integrate our professional beliefs and theoretical knowledge into new professional meanings and concrete practices for the benefit of student learning. As transformative teachers we should move from the role of being consumers of outside expert knowledge towards taking an active role as curriculum developers and researchers of our work. Teacher learning therefore needs to be connected with actual teaching, supported by ongoing reflection and theory building. I am inclined to agree with Darling-Hammond (1996) “Teachers learn best by studying, doing, reflecting; by collaborating with other teachers; by looking closely at students and their work, and by sharing what they see” (p.8).

2.7 Understanding the process of writing

Determining what academic writing is and what ESL students need to know in order to compose has not been an easy task for researchers and teachers (Bender, 1993, p.108). As teachers of writing, it is crucial that we understand the process of writing (composing). Zamel (1982) states that writing is a process through which meaning is generated, hence it is important for teachers to allow students to generate, formulate and refine their ideas when writing. In addition, methods that focus on form and

correctness ignore how ideas get generated through writing and fail to teach students that writing is a process of discovery (p.195). Witte and Faigley (1981) argue that before we teach writing, we must first understand how we write, since the writing process is complex and goes against the prescriptive approaches to the teaching of writing which involves a particular grammar, analyzing and mimicking rhetorical models or outlining what the writer wants to say (p.365). Elbow (1981) urges us that we understand writing as:

“An organic, developmental process in which you start writing at the very beginning- before you know your meaning at all-and encourage your words gradually to change and evolve. Only at the end will you know what you want to say it with” (p.15)

He further states that good writing does not follow rules but reflects the process of the creative imagination (p.15). Horowitz (1986) is critical of ESL teaching practices that focus on usage instead of real communication. Furthermore he argues, writing assignments in ESL are designed mainly to test the mastery of specific grammatical structures and academic conventions without any invention approaches and pre-writing strategies (p.141). I seem to share the same view with Horowitz (1986) the current approach of teaching the academic essay in the EAP class room at UNAM is extremely prescriptive and punitive. Students are penalized for tiny errors, - which not only is punitive and colonizing, but is also disempowering to them in their attempts to foster their voice and agency. Moreover, this approach fails to recognize students as emerging writers and not accomplished as lecturers wrongfully seem to perceive them. Emig (1971) who conducted a case study on what writers do when they compose found that while composing, students seemed to exhibit a variety of behaviors, all of which indicated the complex nature of writing. Her imperative finding is that writing is a continuing attempt to discover what it is one wanted to say (p.98). Murray (1980) is in agreement with Emig (1971) stating, writing is an ongoing process that involves various stages, such as “rehearsing” “drafting’ and “revising”. According to Murray (1980) these stages interact with each other repeatedly in order for the writer to discover meaning (p.4-5).

Ivanic (2001) notes that as teachers of writing we should not consider writing as the expansion of some pre-conceived and well-structured idea but rather as a process whereby an initial idea gets extended and polished (p.33). Perl (1980) who conducted a case study on the process of writing found that even beginner writers engage

consistent and reliable composing strategies which show their attempt to discover meaning. Furthermore, the findings also revealed that students were able to reflect upon their ideas and extend them further. This finding is also supported by Britton (1975) who states:

“We shape the utterances as we write, and when the seam is played out or we are interrupted, we get started again by reading what we have written” (p.24).

Perl (1980) also found that students wrote more and with greater fluency (voice) and satisfaction when their writing involved them personally (agency), while they wrote with less enthusiasm when the writing was objectified (stifling of voice and agency). She explains the concept of writing as a process of going back in order to move forward:

“ when we are successful at this process, we end up with a product that teaches us something, that clarifies what we know and that lifts out or explicates or enlarges our experience” (p.368).

Perl (1980) describes the process of going back in order to move forward in the writing process as “retrospective restructuring”. Furthermore she also discovered that less skilled writers are disabled by their concerns with correctness and structure that they fail to go beyond the surface in order to anticipate the needs and expectations of their readers (p.369).

Zamel (1983, p. 165) and Perl (1980, p.369) are of the view that novices writers pay way too much attention to form, therefore the continuing process of discovery is constantly disturbed. Perl (1980) describes this interruption: “premature and rigid attempts to correct and edit their work truncate the flow of composing” (p.369).

Another important factor that influences the writing process entails the way writers feel about the topics they are requested to write about. In light of this, Raimes (1979, p.17-19) expresses criticisms at the limited range of topics ESL students are assigned. These criticisms are strongly supported by Taylor (1981) who states that students do not receive writing assignments that are compelling enough to give students the opportunity to immerse themselves completely in the topic to a point they have something crucial to say (p.175).

Perl (1980) argues that writing instruction that concentrates on rhetorical form which requires students to compose text on mock topics in order to show mastery of these forms fails to recognize that writers write better when they construct text about topics

that stimulate their thinking (p.363). Therefore, students writing should be motivated by their feelings and experience about the topic (Judy, 1980, p. 39). However, Weiss (1980) warns, writing assignments may not completely be student generated or not only capture students' personal experiences but that academic writing should allow students to become involved in a subject or provide them with a door into the topic (p.264). Although student focused writing provides students with a motivation to learn to write by focusing on what really matters to them Bazerman (1980) however warns that focusing on the writer's independent-self might lead to teachers ignoring the truth that writing is "not contained entirely in the paradigm of experience , native thought and personal motivation to communicate "(p.657).

In the final analysis, I do perceive grammar and academic conventions in academic writing as essential, but they should not be taught as an end in itself in the writing process but rather as the means to enhance student's voice and agency and ultimately enhance meaning in writing. I also perceive writing as a complex activity that requires patience and understanding from the teacher, writing methods that focuses on form and correctness ignore the fact how ideas are generated and explored through writing and fail to enable students to understand that writing is a narrative, a process of discovery.

2.8 Appropriating a suitable pedagogy for English for Academic Purposes

Canagarajah (1999) argues that pedagogies are not received in their own terms, but appropriated to different levels in terms of the needs and values of the local communities. According to him students from multi-lingual and multi-cultural communities need a pedagogical strategy that enables them to deal with conflicting academic discourse, raises their awareness of discursive conflicts and empowers them to negotiate effectively with conflicting discourses (p.150). It is important to note that within the last decade, numerous approaches to the teaching of writing in programs for ESL university students have been tried and much discussion has focused on the most appropriate approach to appropriating a writing pedagogy (Horowitz, 1986, p.788). As a teacher researching into my classroom repertoire, I am aware that each class room is unique in the particular dynamics that exist between the students themselves and between the students and teacher during the teaching and learning process. Bizzell (1982) argues that students' problems with academic writing are not due to a lack of ability but due to their social and cultural factors that influence writing. Prabhu (1990)

notes that there is not a best method in teaching but rather a good method that is suited for a specific teaching and learning context (p.172). Bizzell (1982) argues that in order for students to succeed in their university studies, students need critical training and therefore recommends a “social-contextual approach” that “demystifies the institutional structure of knowledge “(p.196). He further notes that teachers and researchers should focus on the conventions of academic discourse with an emphasis on the relationship between discourse, community and knowledge (p.196). However, Prabhu (1990) states that a defining variable in any teaching and learning context is the “teachers’ sense of plausibility”. (It is Prabhu who stated this)He defines this as the teachers’ subjective understanding of what they do in class (p.175). In simple terms the methods teachers use in the classroom to convey the subject matter. Prabhu (1990) defines a method or approach as “a highly developed and highly articulated sense of plausibility “(p.175). This study aims to investigate the current EAP pedagogy at the University of Namibia with the aim to explore can a critical, meaningful and experiential EAP pedagogy that enhances voice and agency be engendered for the Namibian EAP classroom, equally important it explores the appropriation of a suitable approach to EAP teaching. This objective can be achieved by formulating a writing approach that will reveal the current shortcomings in the EAP academic essay writing at the University of Namibia and in turn enable students to use their own local knowledge and counter ideological domination, create favourable subject associations and take part in emancipatory class activities (Freire, 1973). I believe such a stance is in keeping with what Freire, (1973) has advocated. This study supports and upholds the premise that the current approach of teaching academic writing to first year students at the University of Namibia is not democratic, pluralistic and stumps voice and agency and thus does not enable critical thinking and intellectual advancement. Hence, I hold with Canagarajah (1999) who states that in order for students to be able to communicate with the academy and contribute towards the creation of knowledge they must first construct alternative discourses that stem from a negotiation of the academic discourse and English language in relation to their indigenous strata of knowledge, discourses and languages. He continues to argue that writing is a social activity; it does not occur in a vacuum, moreover writing is context based community specific and power saturated. When students become aware of these factors they are in a better position to renegotiate their voice and agency in academic writing and thus become empowered to construct their own realities through writing (p.301) By using a collaborative, student-centered and

critical pedagogy students are encouraged to collectively negotiate the meaning of their own and well-known scholars' texts (Canagarajah, 1999, p. 305).

Bizzel (1982) argues that the role of the university writing teacher is to initiate students into the academic discourse community. Kramsch and Sullivan (1996) note that the English language no longer belongs to any single nation or culture, hence it is imperative for teachers of English to teach English as an international language (EIL). I agree with Kramsch and Sullivan (1996) because as academic English teachers we should teach EAP with sensitivity to the local cultural context based on our sense of plausibility. Kramsch and Sullivan (1996) elaborate more on the concept of appropriate pedagogy:

“Appropriate pedagogy must also be pedagogy of appropriation. The English language will enable students of English to do business with native and non-native speakers of English in the global world market and for that they need to master the grammar and vocabulary of the English language” (p.199).

Canagarajah (2013) advocates that teachers turn class rooms into venues of trans-lingual socialization where students draw upon a range of conditions, resources and affordances to develop their ability to employ dynamic and reciprocal strategies in response to diverse audience and norms (p.240). He commends teachers to see differences in language not as a barrier to overcome or as a problem to manage but as a resource for producing meaning in writing (trans-lingualism) (p. 241). Canagarajah (1999, p. 124) states that students in a multi-lingual and multi-cultural setting need a pedagogical strategy that goes beyond mere exploration of academic text but one that enables students to deal with conflicting academic discourses, raises the awareness of discursive debates and empowers them to negotiate effectively with contrasting discourses and to employ them critically and creatively. Furthermore, he states that teachers need to become ethnographers that enable students to negotiate texts, discourses and codes inside the classroom. Canagarajah (1999,p190) calls for a pedagogy that demythologizes the hidden values and curricula and which develops an awareness of conflicting values and grammars behind English and the vernacular, classroom relations and enables students to cross cultural and discursive borders. He continues to warn that English is a language loaded with associations from its imperialistic history; hence this requires communities and individuals to practice their agency to negotiate with English and in the same process preserve their own interest (Canagarajah, 2002). According to Freire (1973, p. 86) it is imperative for educators

to enter into dialogue with their students and identify the learning content with the learning process. This research supports Freire's argument because it supports and upholds a pedagogy that enhances, voice, agency and critical consciousness in the EAP classroom.

2.9 An alternative approach to teaching English for Academic Purposes: a process-genre approach for teaching academic writing

Many of the first year students at the University of Namibia are struggling with the writing of the academic essay. The academic essay became mandatory after a decision was taken at a curriculum review meeting. Lecturers had agreed that the most effective approach to teaching academic conventions was through the academic essay. Many students are failing the EAP module due to the stringent criteria used in the marking of the academic essay. It is my opinion that the academic essay does not tell us what students can do (descriptive) but rather what students are expected to know as prescribed by the module (prescriptive). The tone and tenor of assessment of the academic essay is punitive, in that it looks at what students cannot do instead of looking for the gift (what they are able to do and work on it). There is a need in the EAP classroom to focus on writing as a process (a narrative) and not the product itself (as an end). It is for these reasons that I advocate for the introduction of the process-genre approach in teaching writing in the EAP classroom at the University of Namibia.

2.9.1 Benefits of appropriating the process-genre approach to academic writing

This approach allows the student and teacher to critically negotiate the text during the writing process which leads to student empowerment. Moreover, it allows periphery students to become insiders and use the English language in their own terms, according to their own aspirations, needs and value, not as slaves but as agents (Canagarajah, 1999, p. 176). Equally important, it enhances students' voice, agency and promotes meaningful, experiential learning through the process of writing and covers all levels of Bloom's taxonomy. It is important to note that although this study advocates for the implementation of the process genre-approach at the University of Namibia to enhance voice, agency and meaningful literacy in academic writing, it is still advisable to teach academic writing with a combination of other approaches such as the content and model approaches (integrative approach). In light of this, I agree with Canagarajah (1999) who states that pedagogies are not received in their own terms but are appropriated in many ways in terms of the needs and values of the local community (p. 121-2) hence the

process- genre approach will not be suitable for all academic writing contexts. Thus, it is imperative for writing teachers to assess the writing needs of their students, in order to appropriate a suitable pedagogy within their own context.

2.9.2 What is the process- genre approach?

The character of ESL writing approaches is well-known by ESL researchers and teachers. The rigid adherence to only one writing approach has been questioned by several writing teachers and researchers like Horowitz (1986) and Yan (2005) who looked with new lenses at the benefits and drawbacks of the process-genre approach. I do not perceive the process-genre approach as the ultimate approach to teaching academic writing. Hence, I am inclined to believe that a combination of approaches which has been proposed by writing teachers and researchers such as Badger and White (2000, p.2), Harwood (2005), as beneficial in improving students' writing skills at various levels of their education. According to Kim (2007) emphasis on the reader and the purpose for writing are paramount in the process-genre approach. The process-genre approach assumes that students learn more effectively when exposed to multiple examples of texts. In fact, the theory of learning of the process-genre approach seems to consist of three parts: imitation, understanding and application (Badger & White, 2000, p. 2). The exposure involves reading and analyzing the texts and determining audiences, communicative purposes, and common patterns and features that, when combined; make up a text which can be classified as belonging to a specific genre (Kim, 2007, p. 88).

In the process-genre approach students know exactly what is expected of them since they have received explicit instruction and examples of the specific genre (Kim, 2007, p.89). The awareness of the association between content, purpose, audience, style, structure, and language usage will stand students in good stead when encountering a similar writing situation later in their academic career or even the working world. Dudley-Evans (1995, p. 181). Indeed, it has been argued that knowledge of organization, arrangement, form and genre can systematically lead to knowledge of subject matter. "They can then tap into their rhetorical conventions background knowledge to write a text that is acceptable and effective for its purpose. The process-genre approach is believed to release the stress and anxiety about writing experienced by especially ESL writers (Kim 2007, p. 100).

It is important to note that the process genre approach is the product of a carefully selected set of features that would address issues like instruction in different genres, example essays, and a focus on linguistic skills to compose more effective essays (Kim 2007, p.7). Badger and White (2000) state:

“In practice the modeling and imitation activities and the analysis and manipulating activities are added to the recursive phases and the linguistic skills and strategies of the process-genre approach. Moreover, the process-genre approach is mainly employed to allow students to use their potential creativity in an extended, recursive procedure to produce effective essays.” (p.2).

The process –genre approach allows students to tap into their own cognitive abilities and use linguistic strategies suitable to their unique writing style to solve problems and write meaningfully (Lindemann, 1995, p. 293).

In academic writing at university level, students are often presented with certain rhetorical problems for which they have to gather information. For academic writing purposes and in order to avoid confusion and divergence from the task, it would benefit the students if they receive direct instruction in pre-writing activities which centers their attention on techniques and strategies that would enable students to gather, analyze, synthesize, and interpret information (Shih, 1986,p. 627; Gao, 2007).

These pre-writing activities can effectively be applied by using the process-genre approach. Students get the opportunity to transfer skills from one subject to another, which makes the English courses more meaningful in the context of their studies. The application of the process-genre approach could bring students into contact with the relevant content schemata required of them, and also with linguistic skills to apply the phases of the process-genre approach (Gao, 2007; Shih, 1986, p. 628)

It is important to note that the content of the writing at university level is at a higher cognitive level than at primary and secondary schools. If the value of the activities in the process –genre approach is examined we can find that the process genre approach facilitates cognitive skills of students in the sense that they have to identify, determine, analyze, evaluate and apply, all elements of Bloom’s taxonomy for effective learning (Atherton, 2011, p.102.). These skills will in turn assist in problem solving and decision making skills. Furthermore, student motivation may be increased when their writing is linked to the tasks that they are required to do in their content subjects (Shih, 1986, p. 628). All in all, the process genre approach fosters active learning and learner-

centredness as students are actively involved in the teaching and learning process and the teachers act as facilitators, guides and assistants. It is effective for teaching academic writing since it empowers students to be in control of their own writing, thus enhancing voice, agency and critical thinking, which is what this study advocates for.

2.9.3 Features of the process genre approach

The features of the process- genre approach are exhibited in the application or activities and phases involved in the actual process before, during and after composing a text. Writing is constrained by specific social situations. Writing is a tool for communicative discourse, which, in the real world, is hardly ever done without attentiveness to the audience, the purpose, the subject matter or topic, style, appropriate vocabulary and related aspects of the social context of the text to be produced (Gao, 2007, p.90). Ferris & Hedgecock (2005, p. 48) state the necessity for L1 and L2 students to have an awareness of “genre knowledge, text comprehension, and production skills”. They also emphasize the role of the writing teacher to expose students to the social discourses and to “meet the demands and challenges of academic institutions” (Ferris & Hedgecock, 2005, p. 48). For instance, an application letter and Curriculum Vitae have a unique set of conventions that will be suitable for the purpose of writing the letter and the CV. Similarly, a laboratory report has a distinctive style, structure, vocabulary and grammatical conventions based on its purpose and audience. In order to get the piece of writing to achieve the purpose, certain writing schemata have to be acknowledged and applied. The form and function nature of the genres is often unfamiliar to inexperienced writers. The writing teacher can use the process- genre approach effectively to introduce the students to the writing constraints determined by the contextual nature of the genre (Ferris & Hedgecock, 2005, p. 49). Badger & White (2000, p.2) suggest that, “teachers need to replicate the situation as closely as possible and then provide sufficient support for learners to identify the purpose and other aspects of the social context”. The teacher creates a situation suitable to the genre that students are supposed to learn about. In fact, according to Ferris and Hedgecock (2005), ESL composition teachers can help their students become part of “institutional and discipline-specific literacy clubs, discourse, and communities of practice by acquainting learners with the enterprises and literacy practices of people who are already part of these communities” (p.51).

The features of the process-genre approach are:

Models or examples as input

Badger & White (2000, p. 2) recommend that writing teachers should provide students with “sets of corpora of the kinds of texts their learners want to write”, in other words, they need model or example texts. Kim (2005,p.5) explains that genre specific texts are “functional planning tools” which assist in the teacher’s role of setting up syllabus goals, materials and the techniques and strategies in the actual classroom to help students to write effectively. The specific conventions based on the chosen genre are usually found in “expert” texts of the specific genre. Therefore, the teacher selects texts which - exemplify the conventions in all respects regarding subject matter, purpose, audience and other associated aspects (Gao, 2007, p.11). The example texts and types of activities should be pitched at levels which feature a scaffold from the known to the unknown, from the simple to the more complex, from understanding to synthesis and evaluation (scaffolding). The example texts should adhere to certain criteria (Gao, 2007, p.8). Kim (2005, p. 9) suggests that the reading material should be selected from a wide range of sources to show that different genres have a useful purpose in various sources. According to Kim (2005, p.9), this will help students to broaden their general knowledge, expand their vocabulary, and they encounter the “linguistic and semantic features of a language”. The principles and features of the process genre approach are of such a nature that some diversion from the prescribed syllabus can be allowed.

Analysis and/or manipulation of models

The students should be actively involved in the appropriation process by completing language awareness activities or activities relating to the structure, grammar, vocabulary or activities which show the relationships between the different parts of a text and the subject matter that is presented in these parts (Kim, 2005,p.7). Kim (2005) emphasizes the importance of language and structure activities to illustrate to students “the roles they play in conveying appropriate meaning”. The activities should incorporate all the aspects relating to the genre, so that at the end of the activities students would be able to write their own criteria based on their observations, analyses and active involvement. Types of activities would vary depending on the genre that students are busy with, since “different genres require different kinds of knowledge and different sets of skills” (p.8). Badger & White (2000) support Kim (2007), they state

that in that way students determine their own objectives and aims, which makes the whole exercise more learner-centred and motivational. Students are trying to reach goals which they have set themselves. Student independence and autonomy is created in a true sense and students manage to enter the desired discourse community feeling that they have accomplished it mostly by themselves, with the teacher as guide and facilitator (p.2).

Scaffolding

Kim (2005) defines scaffolding as the assistance provided by the teachers in order to assist students in the learning process. It is a temporary strategy that helps students to reach higher levels of understanding, to learn new skills and to understand unfamiliar concepts. In the process genre approach, teachers assist in various ways from the beginning of the process until the end. The extent of involvement depends on the students' level of dependence and ability. Some students need more assistance than others, and with close monitoring and control the teacher will be able to recognize how much support is needed. There should be clear parameters in the measure of involvement from the teacher, with minimum and maximum levels (p.7). This ties in with Vygotsky's (1978) Zone of Proximal Development, where the students move from the known and what they can manage independently without the help of the writing teacher to the unknown and challenging position which they can reach with the assistance of the teacher.

Consolidation

Students and writing teachers do "joint construction". A topic based on the specific genre is chosen and students and the teacher write a text together based on all the conventions that were regarded as useful and suitable for the genre. The teacher can model functional techniques to gather ideas, organize the ideas and write a first draft: Learners may also require input about the skills needed for writing. A rich source here comes from observing other students and the teacher. Teachers may find direct instruction on skills effective - but an alternative is a demonstration by the teacher or other skilled writer, possibly accompanied by a commentary attempting to explain the mental processes that underlie the exercise of the skill (Badger & White 2000, p.2). Further to this, students can follow suit individually, in pairs or in groups until enough key points were gathered to write a meaningful essay. The teacher may be able to determine the students' level of mastery of the skills and knowledge needed to produce

an effective essay. If group work was opted for, students can help each other with the subject content and construction, and the teacher monitors the students' level of understanding and success in applying the aspects that were explained and exemplified. The writing teacher and students should attempt to complete the whole essay using the features of the process-genre approach and emphasizing the recursive nature of this approach. For instance, after doing an experiment in the Science lesson, the students and the writing teacher can write a laboratory report together, with the teacher eliciting writing information from students but also modeling techniques to illustrate how information is found, analyzed, synthesized, and used in the text (Kim,2005,p.8). Zamel (1983) states that reflection and feedback are also stressed, to teach students to be observant and critical. In this way the academic writing process is 'demystified for the students and they will become more motivated, secure and confident to complete the writing task effectively. Additionally, the jointly constructed text can serve as another example for students. Stages or phases of the actual writing process: Just like in the process approach, students must firstly acknowledge the recursive nature of the writing process. The categories mentioned below are presented in a linear fashion, but do not necessarily have to be followed in that order. Secondly, some phases overlap, meaning while students are busy with one phase they can concurrently employ skills or activities from another phase (p.165). For instance, while students compose their first draft, they can already do rereading and revising. Or, as declared by Zamel (1983) "...planning (for example) is not a unitary stage but a distinctive thinking process which writers use over and over again during composition (p.165)". An additional point is that the process genre approach does not only involve the skill of writing. Speaking, reading, listening are also incorporated in the lessons and according to Yan (2005) the "four language skills promote the expansion of the students' overall language competence" (p.195).

Pre-writing phase

After students have been familiarized effectively with the genre and the relating conventions by direct instruction, models and the manipulation of the models, they are ready to create their own text. Students then use the background knowledge about the possible subjects or topics, the linguistic features and linguistics skills to write their own text in the specified genre. Students would now be at a higher level of independence, but close monitoring and assistance is still crucial. What do students actually do in the pre-writing phase? Students would receive or decide on their topic

for the essay with the guidance of the teacher. They would discuss issues pertaining to the subject content, the audience, the purpose, the style (formal/informal), and grammar issues like tense, in other words the constraints of the genre. The main part of the pre-writing stage is gathering information from various sources and recording the information in a useful form, like a table for compare and contrast or key arguments in note form for a discussion essay. This stage would take up to several hours, depending on the accessibility of sources and the students' skills on identifying sources, recording the key points and arranging the points in logical order.

The teacher can still provide several techniques to read about a topic, gather ideas, analyze, synthesize and organize these ideas. The teacher's involvement should be constructive and sensitive. Some students are capable of finding information themselves, whereas others need some help. A certain amount of autonomy and confidence should be demonstrated by students at this stage, and their individual creativity should be encouraged and acknowledged (Gao, 2007, p.8).

Composing

Composing means to structure the ideas in meaningful sentences based on the conventions of the specific genre. When the students have the topic and the gathered ideas, they do not necessarily know exactly how they will use the information in their independent essays. Shih (1986) illustrates the action of writing the first draft as follows: "...writers take the material previously gathered and organized and structure it into a linear piece of discourse". In other words, they construct sentences and paragraphs. But, since the students' ideas are hardly ever completely formulated before they write their first draft, multiple drafts on various levels are to be expected. There are differences in the composing process of the writing students and given this, the process-genre approach can allow writers to go about the composing task in their unique way (p.617).

Re-reading and revising

A very powerful observation about revision and re-writing was made by Clenton (2005): "successful papers are not written; they are re-written" (p.3). Once the first draft is completed or while students are still busy composing (depending on the length of the text and the preference of the students), they are encouraged to re-read their text firstly to determine whether their subject content matches the topic and what they intended to say (Shih, 1986,p.630). They look at their ideas critically and

evaluate the meaning and message; changes or alterations can be made. Students can even add or delete ideas. The second focus is on structure where students evaluate the organization of their text to make it more reader- orientated (Shih, 1986, p. 617). Students should check whether their paragraphs have a logical order with clear topic and supporting sentences. After that, another revision technique is to check the grammar used in the text. If the students used sources, then the referencing of these sources should be checked and edited as well, if necessary.

Peer-editing

Peer-editing is a text production skill that is characteristically applied in the process approach. Peer-editing means that students read each other's work, and then offer feedback on content, structure and grammar concerns. This skill can successfully be used in the process -genre approach to writing if administered effectively. Peer-editing is also a form of input, as discussion on content with other students might lead to addition of ideas. Students should get guidelines on how to peer-edit. It is always useful to give students the criteria as a guideline in the form of a structured feedback form or checklist to be filled in or ticked off. Objectivity must be stressed and the teacher could model a peer-editing session before students embark on editing each other's work in pairs. After the peer-editing session, students should be allowed more time to re-write the text if necessary (Gao, 2007, p.7).

Teacher feedback

Once the first draft is written, self-edited and peer-edited, and revised, possibly re-written, the teacher is responsible for editing and evaluation. After having read the essay, the teacher can use one or more methods of feedback. A very useful but time-consuming method is to go through the essay together with each student, asking questions and making suggestions in a positive, motivating way. This is called teacher-student conferencing (Kim, 2005, p.9; Gao, 2007, p.7). This technique can give the teacher insight into the students' level of competence and it helps the students to recognize their strengths and weaknesses in terms of academic writing ability. Another technique favoured by many ESL writers is written feedback from the teachers (Kim, 2005, p.9). This means the teacher evaluates the essay and does error correction on a grammatical level, but also makes suggestions about structure and content. The teacher might want the student to re-write the essay again based on his/her recommendations and suggestions. The final draft is handed in to the teacher, who can then evaluate the

essay and give written feedback and allocate marks based on the specific course and genre criteria and marking grid (Gao, 2007, p.13).

2.10. Arguments against the Process- genre approach

The potential advantages of the process genre approach are well recorded (Badger & White 2000, Gao, 2007, & Kim 2005). However, it is challenging to find concrete criticism against the use of the process- genre approach in the literature about writing and among the prominent writing researchers or practitioners. Perhaps that might be one argument against using the process genre approach: its value and effectiveness have not been determined fully yet, the approach is still ‘young’, ‘new’ and innovative. It will take some time before obvious weaknesses are determined and recorded by researchers and practitioners. On the other hand, two points of concern are expressed regarding the process-genre approach.

The first concern raised by Horowitz (1986, p.783) is time. The reason for that is that more activities and strategies, like reading, manipulating language features and analyzing model examples are added to help the students to write more effectively. This leads on to the matter of examination-writing. It has not been determined yet, whether the process –genre approach helps students to write better and/or faster in examination settings. The assumption underlying the process-genre approach is that if students are instructed based on genres and have had the opportunity to analyze and manipulate model examples, then they should be able to compose more effectively in an examination setting. Although I am advocating for the process-genre writing approach, I am quite apprehensive to support the above assumption. Students might heavily rely on the guidance of the teacher since they certainly know that they will always get input in the form of model essays, genre analysis and feedback. This might compound the difficulty for students when dealing with writing under time pressure and without any resources or guidance to help.

Another factor is the peer-editing feature of the process genre-approach. As a feature of the process genre approach, its disadvantage is stated by Horowitz (1986, p.783) as being “too soft”. Even though students can learn from each other, false impressions might still be created if students edit each other’s work.

In sum, in spite of the above mentioned draw backs, I have personally noticed a gradual improvement in my students’ academic writing over time, thus I am inclined to believe that the process- genre is suitable for teaching academic writing since it could enhance

voice, agency and critical thinking. Students get to choose their own topics and are allowed to tap into their socio-cultural experience as writing material. Moreover, Students are in charge of the writing process and collaboratively work with the teacher in order to complete the writing task on a step by step basis.

CONCLUSION

This study aims to investigate academic writing at the University of Namibia, moreover, it aims to engender an experiential, meaningful and critical EAP pedagogy in the Namibia EAP classroom. Furthermore, I believe and support the premise that a meaningful, experiential and critical pedagogy in the EAP classroom can enhance and empower students' voice and agency.

According to Heath & Street (2008, p.106) "voice" and agency in academic literacy can both empower and inhibit the learner writer. They further postulate that "voice" and agency in academic writing is built on a sense of self and identity. This study supports and holds the premises that the current English for Academic Purposes pedagogy at the University of Namibia does not enhance voice and agency in writing, therefore this study supports the renegotiation of voice in the English for Academic Purposes classroom.

I have earlier mentioned, perhaps quite categorically that my students in the EAP classroom perceive the notion of referencing as a gate-keeper rather than a gate-opener in the academic world. As a teacher of academic writing, I recommend that we teach the convention of referencing as a tool for students to craft their voice and not as a rule to be adhered to. Moreover, students need more practice in the use of voice and agency in academic discourse. Writing in academic discourse provides an opportunity for students to practice the use of other voices alongside the cognizant development of their own voices. It is imperative that as teachers of writing we make writing more realistic and perceive it as a social narrative rather than an object of assessment. Students should have a real concept of an audience to critically engage with rather than a single teacher-marker expert. When we allow students to write more in relation to other voices, we promote voice and agency in academic learning. Hutchinson (2013) notes when we promote voice and agency in academic writing, students will use referencing as a system whereby they are able to relate the different ideas they have read, to distinguish these ideas from each other and from their own thoughts which makes it clearer for others to read.

Freire (1970) and Giroux criticize education that prevents students from participating in the daily discourse that construct educational realities and practices, their “critical pedagogy” calls for a shared critical reflection that enhances critical dialogue whereby student and teacher assume authority and agency in a process of mutual development (p.130).

Van Lier (1996) believes that teachers can encourage students to develop their own voice in the new language (academic register) by entrenching language in meaningful activities (p.130). Recent research dealing with student voice from North America has revealed that students want to be involved in school planning, choosing curricula and deciding on issues regarding policy. Moreover, it also reveals that students are more likely to be engaged in the learning process when they are active and given some choice and control over the learning process (Goodlad, 1984, p.67). Beresford (2002) and Cook (2002) argue that student voice in educational reform is critical to the successful implementation of academic programs and projects (p.6). Benson and Nunan (2005) echo Beresford and Cook (2002) as, - they note that the teacher’s classroom practice, insight gained from student’s perspective help in the practical and immediate application of language teaching (p.78).

While this study advocates for student voice and agency in the English for Academic Purposes classroom, I find it imperative to also advocate for teacher’s voice to be able to act in students’ interest in the learning process. Rivers (1976) calls for teachers to use students’ interests as untouched resources for enhancing and directing motivation for learning academic discourse. She believes that teachers should adapt, innovate and improvise in order to involve students actively in their own learning. Moreover, she notes that the efficiency and efficacy of the individual teacher increases with the amount of personal involvement and personal contribution to the learning and teaching process (p.97).

Canagarajah (1999) calls for teachers to become ethnographers by paying attention to their students’ negotiation of text, discourses and codes inside the classroom as well as to “classroom under life”. He further argues in favour of a reflexive approach which exposes the hidden values of the curricular and enables students to cross cultural and discursive frontiers (p.190).

Howard (1995) claims that we depend upon membership in our community for our language, our voices and arguments, moreover we continually appropriate each other’s

language hence such appropriation is an imperative part of language use (p.233). Meltzer (1994) is in agreement with Howard (1995) she argues that there is no basis for literary property hence there is also no basis for the notion of plagiarism. All in all, the essence of this study is embedded in the truth that is captured by Miller (1990, p.245) “words are shared assets, not personal belongings” and I avow my faith in his utterance.



CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

Frey et al (2000) defines the research design as the overall strategy that a researcher chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring that he effectively addresses the research problem (p.99).

In this chapter I propose to discuss the design and methodology that I employed to execute my study. First I will state the research questions of my study and its objectives, followed by a description of the research design, the research methods, the research site and participants. I then describe the study sample and sampling procedure followed by a description of the research instruments, the data collection method, the data analysis methods and lastly the ethical considerations. I will now state the research questions.

3.1 Statement of the research question

This study premises that there is a lack of experiential, meaningful and critical EAP pedagogy in the University of Namibia EAP classroom. Therefore it aims to investigate academic writing at the University of Namibia with the aim to engender an experiential, meaningful and critical pedagogy that enhances voice and agency in the Namibian EAP classroom. Canagarajah (1999) states that pedagogies are not received in their own terms but appropriated on different levels in terms of the needs, values and interests of the local communities. In keeping with this as I have stated in my introduction chapter (see section 1.7), I wish to restate my main research question (MRQ) here for the purpose of reinforcement: Can a meaningful, experiential and critical be engendered for the Namibian EAP classroom? Hence it is imperative that I address the following sub- research questions in my study:

3.1 What are student's perception and experiences regarding the current English for Academic Purposes pedagogy at the University of Namibia?

3.2 Which components of academic writing do students find difficult when writing academic essays?

3.3 How do English for Academic Purposes practices and institutional policies stifle students' voice and agency in academic writing?

The first sub-research question aimed to gauge students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia. By analysing students' views, I could identify the shortcomings of the current pedagogy and propose an appropriate pedagogy that enhances critical thinking, meaningful and experiential learning in the EAP classroom.

The second sub-research question aimed to identify the components that students seemed to find difficult when engaging in academic essay writing. The answer to this question will enable me to appropriate a pedagogy that enables lecturers to assist and guide students with the writing process.

The third sub-research question aimed to demonstrate how EAP practices and policies could stifle students' voice and agency. I responded to this question by consulting various academic literature that dealt with this topic. By knowing the impact of these policies and practices, we as teachers of writing can mitigate the effects of institutional policies and practices by challenging the institutional operations.

3.2 Research Design

In this section I will explain the research design of my study. The research guided and supported by the theoretical foundation and conceptual framework that I have presented in the review of literature. The study necessitated collecting both qualitative and quantitative data which meant to support a mixed model research design. According to Frey et al. (2000) the mixed model research design has a range of benefits, first of all it improves validity of findings since it provides more in-depth data. Moreover, it increases my capacity to cross-check one data set against another and provides detail of individual experiences behind the statistics (p.54).

According to Becker (2012, p.59) the epistemological aims of qualitative research are not necessarily different from quantitative work—it is just that the framework, research questions, and methodology tend to be different. Becker (2012, p. 90) identifies these variables as breadth, precision, and accuracy. By employing a qualitative research method in my research enabled me to get to the “why?” behind the numbers. The qualitative method employed in this research was

academic writing samples. The quantitative method employed was structured interviews (questionnaires).

3.3 Research Methods

In this study I used two methods: the SPSS analysis and the written error analysis. In this section I described the analyses by providing the rationale for its use, its underlying assumption and its content.

3.3.1 SPSS analysis

SPSS is an extensively used program for statistical analysis in social science. SPSS Statistics is widely used by the health researchers, market researchers, survey companies, education researchers, government, marketing organizations as well as the data analysts.

I used the SPSS (Statistical Package for Social Sciences, version 23) to analyze the data of research question 1 quantitatively. The data from the SPSS was suitable for my research because it enabled me to determine the frequency and occurrence of a specific variable. Moreover, the SPSS includes a wide selection of analytical functions, from basic descriptive statistics to advanced general linear modeling capabilities. Specific functions are enclosed to permit the transformation of variables as preparation for various tests (e.g. for making standardized or exponent values, or the calculation of scales from variety of variables. The employment of these functions permitted me to calculate quickly new variables supported the values of different variables, check variations in class schemes accustomed classify responses to ‘close ended’ queries.. Moreover, the SPSS software (version 23) was quite useful for the purpose of graphical representation of the raw data. Most of all, it also reduced the time and efforts I employed in the process of drawing the graphs based on the data.

3.3.2 Written language error analysis

The aim of this analysis was to identify, describe and classify the academic written errors of my students. By doing this I was able to identify their linguistic gaps (short comings) and devise an appropriate intervention strategy.

In Applied Linguistics error analysis studies the types of and causes of language errors by analysing patterns of errors. According to James (1998, p.81) “Error analysis developed out of the

belief that errors show the student's stage of language learning and acquisition." In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between "mistake" and "error" (p.82). According to Brown (2000), a "mistake" refers to a performance error in that it is a failure to utilize a known system correctly. While an "error" is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner (p.198). Moreover, he continues to state that this recognition process is followed by the error description process. We compare learners' sentences with the correct sentences in target language, and find out the errors (p.198). The differences between these two in detail can be described as follows: "Errors are result of ignorance. Whereas mistakes are a result of stress. Errors of a student has a definite pattern, whereas mistakes do not occur in pattern. Errors cannot be rectified by its doer, mistakes can be" (p.198).

In order to teach a language, it is necessary to understand the process that goes on in the mind of the student. Error analysis is a part of this process. The rational for using written error analysis in my study is because error analysis deals with organizing remedial courses and devising appropriate materials and teaching approaches based on the findings of theoretical error analysis. Moreover, when I found out the sources of errors, I would be able to devise and implement pedagogical interventions towards them. Error analysis is significant in three ways. Firstly, to me as a teacher of writing, it informs me how far the student progressed in his/her journey of language development in the EAP classroom. Secondly, error analysis provides me with evidence of how language is learned or acquired, what strategies or procedures the student is employing in his discovery of the language. Thirdly, they are imperative to the student, because I can regard the making of errors as a device the student uses in order to learn. My study concerns written error analysis and description in the EAP classroom and hence contributes to English language teaching at both linguistics and pedagogical levels.

3.4 RESEARCH SITE

I conducted the research at the University of Namibia, in the Language Centre in particular, located in the capital city Windhoek, where I am currently employed. This is the biggest University in Namibia and offers a multitude of various academic courses to students. According to S. Nyathi, the registrar of the University, each year the University graduates a maximum of 3000 students

(personal communication, June, 2015). The University of Namibia is significant in the sense that it provides the economy with prospective employees.

3.5 RESEARCH PARTICIPANTS

According to Coleman (2005) a research participant, also called a human subject or an experiment, trial, or study participant or subject, is a person who participates in human subject research being the target of observation by researchers (p.55).

The research participants were first year male and female students from various faculties at the University of Namibia. Every year approximately 700 first year students are registered for the EAP course. These students used English as a second or third language in secondary schools across Namibia. EAP is a compulsory module; hence it is required for all students to attend this class. It is important to note that by the time these students arrive at University, they had not done much academic writing. Consistent with the observations of Hutchins (2013) many of these students had already established social, but not academic identities. Therefore once they enter the EAP class room, they engage in repositioning of identities (p.45). Kubota (1999) states that it is imperative to consider that the EAP students are a heterogeneous group with complex motivations for studying EAP. The tables below provide demographic data of students who participated in the study.

Demographics of the sex of students who participated in the structured questionnaire survey

Sex of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	11	36.7	36.7	36.7
Female	19	63.3	63.3	100.0
Total	30	100.0	100.0	

3.1 Table Sex of respondents

Table 3.1 gives an indication that more females 19(63.3%) attended the EAP class and only about 36.7% of the males attended the course. This table can serve as a credible indication that more female than male students register for the EAP course each year. I can personally attest to this phenomenon since I always have more female than male students in all my EAP classrooms. This also provides a bigger picture that more females than males enter the University of Namibia each year.

Demographics of the attendance of students who participated in the structured questionnaire survey

Attendance Percentage



	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
attendance % of the EAP course	19	89.00	11.513
Valid N (list wise)	19		

Table 3.2: Attendance percentage of the EAP module

Table 3.2 above gives an overview of descriptive statistics of the percentage of students who attended the EAP module. On average, 89.00% of students attended English for Academic Purposes in 2015. The standard error (SE) is 2.641, which is very small indicating that the mean is relatively close to the true mean of the overall population.

Demographics of students who wrote academic essay

variable	total
Male	40
Female	60
Total	100

3.3 Table Sex of participants



Table 3.3 provides an indication that 40 male and 60 females wrote the academic essay. This table is a clear indication that more female than male students register for the EAP course each year.

3.6 THE STUDY SAMPLE AND SAMPLING PROCEDURE

According to Frey et al (2000) sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population while a sample is a “subgroup of a population” (Frey et al., 2000, p.125). It is also described as a representative “taste” of a group (Berinstein, 2003)

The sample method involves taking a representative selection of the population and using the data collected as research information (p.17). I will now discuss the simple random sampling method that I have employed in my study.

3.6.1 Simple Random sampling

In this section I wish to explain what simple random sampling is and provided an explanation of the sampling procedures.

Simple random sampling is a sampling method that requires that each member of the population has an equal chance of being selected. A simple random sample is selected by assigning a number to each member in the population list and then “use a random number table to draw out the members of the sample” (McNealy, 1999 p.155).

Lohr (1999) explains that by using simple random sampling, the researcher “is in effect mixing up the population before grabbing n units” (p.24). Another way of viewing simple random sampling suggests that “all members of the study population are either physically present or listed, and the members are selected at random until a previously specified number of members or units has been selected” (Henry, 1990, p. 27). Each member of the population is “selected one at a time, independent of one another and without replacement; once a unit is selected, it has no further chance to be selected” (Fowler, 1993, p.14).

It is important to note that regardless of the process used for simple random sampling, the process can be tiring if the list of the population is long or it is completed manually without the aid of a computer (Earl, 1990, p. 84; Fowler, 1993, p. 14).

An example of simple random sampling may include writing each member of the population on a piece of paper and putting in a hat. Selecting the sample from the hat is random and each member of the population has an equal chance of being selected. This example is not feasible for large population, but can be completed easily if the population is very small. Researchers who choose simple random sampling must be cognizant of the numbers that they choose. Moreover, researcher bias in regards to preferred numbers can be a problem for the end results in regards to sample selection (Frey, et al. 2000, p. 126). It is best to ask other researchers to aid in the selection of the numbers to be used in the selection process. It is also important to note that by using simple random sampling, the sample selected may not include all “elements in the population that are of interest” (Fink, 1995, p.11).

In this section I wish to explain the sampling methods that I have employed in my research.

I conducted this study with 200 first year EAP students out of approximately 700 first year students. Since I have employed two research tools in my study, I decided to use two sampling methods.

3.6.2 Sampling method 1: semi-structured questionnaire

I randomly selected 2 first year EAP classes from a group of 6 classes. Then I randomly administered 100 semi-structured questionnaires to 100 first year students from a population of approximately 700 EAP students. The classes contained student numbers above 50. Each class received 50 questionnaires which were randomly distributed. I assigned a specific number to each questionnaire as means of identification (1-30). I then asked students if they had understood all the questions on the questionnaire, then I requested them to complete the questionnaire. I offered all students 45 minutes to complete the questionnaire. The random sampling method has allowed me to obtain an inclusive and representative sample from the first year EAP population.

Table 3.6.2.1 below is a representation of the sample used in the questionnaire survey:

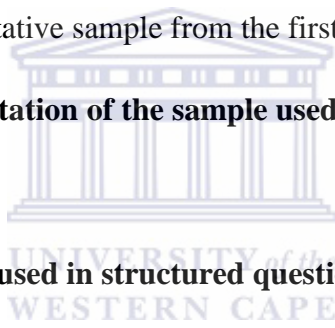


Table 3.6.2.1 Sample of students used in structured questionnaire

N EAP CLASSES	N STUDENTS IN CLASS	N QUESTIONNAIRE DISTRIBUTED
CLASS 1	67	50
CLASS 2	88	50
TOTAL	155	100

I hasten to mention that this sampling method 2 was conducted in a different month than the first sampling method. It is imperative that I state that not all questionnaires distributed were returned, hence the number of samples collected were less than the number of students in my class.

3.6.3 Sampling method 2: academic essay

I identified Four EAP classes to participate in the study (not the same classes used in first sampling). I randomly selected hundred students from the 4 EAP classes and assigned a specific number to each student as means of identification. I provided each student with an outline of the essay guidelines that was to be attached to the final essay. Students had two weeks to work on the essay.

Table 3.6.3.1 below provides a representation of the number of students who wrote the academic essay for the purposes of my study.

Table 3.6.3.1 Sample of students who wrote the academic essay

N EAP CLASSES	N STUDENTS IN CLASS	N STUDENTS RANDOMLY SELECTED
CLASS 1	77	30
CLASS 2	59	30
CLASS 3	66	20
CLASS 4	85	20
TOTAL	287	100

I hasten to mention here that not all questionnaires distributed were returned by my students, thus the number of samples collected were less than the number of students in my class.

3.7 RESEARCH INSTRUMENTS

Research Instruments are measurement tools designed to obtain data on a topic of interest from research subjects (Earl, 1990). In this section I will describe the two research instruments that I employed in my study.

3.7.1 Research instrument 1- Structured questionnaire

Fowler (1993) defines a structured questionnaire as a systematically prepared form or document used in normative surveys with a set of questions deliberately designed to elicit responses from respondents or research informants for the purpose of collecting data or information (p.154).

The aim of the structured questionnaire in this research was to elicit information on students' perceptions and experience regarding the current EAP pedagogy at the University of Namibia. According to Fowler (1993) there are a host of advantages to using questionnaires in research. Firstly, questionnaires can be an effective means of measuring the behaviour, attitudes, preferences, opinions and intentions of relatively large numbers of subjects in a short period of time and in a relatively cost effective way. Questionnaires also offer a minimum risk of validity and reliability. Equally important, the researcher's own opinions will not influence the respondent to answer questions in a certain manner and there are no verbal or visual clues to influence the respondent (p.25). It is for these reasons that I have employed a questionnaire as research tool for my study.

The structured interviews questionnaire consisted of 3 biographical questions, 22 close-ended questions and a final qualitative question for self-expression (j) (see appendix 1 for the full text of the questionnaire)

3.7.2 Research instrument 2- Academic essay

According to Soles (2005) an academic essay is a specific writing genre that functions within a set of norms, rules, and conventions (p.22).

The aim of the academic essay was to elicit common written errors from student's written work, record and classify the written errors. When students engage in academic essay writing, they are expected to adhere to specific academic writing conventions hence in my study an academic essay

was the most appropriate research instrument to enable me to identify, describe and classify the written errors of my students. The following are the guidelines for the academic essay:

The following elements are core integral components of an academic essay. You must adhere to these academic conventions when you engage in academic essay writing.

Introduction: Usually an introduction starts as broad coverage and narrows down to a specific topic, ending in the *thesis*. This is then my opportunity to establish why readers might be curious about your general topic, catch their attention, or put the essay in context.

Thesis: Your introduction should end with a clear, specific thesis statement, which will tell readers exactly what your paper will be arguing. Each *body paragraph* will directly and obviously support your thesis.

Body Paragraphs: An essay usually has at least three body paragraphs, and these will be the arguments, evidence, or topics that support your *thesis*.

Topic Sentences: Each *body paragraph* will begin with a topic sentence which introduces its topic. All of the information in that paragraph will be clearly and logically related to that *topic sentence*, which in turn should obviously relate to the *thesis*.

Support: You use arguments, data, facts, analysis, quotes, anecdotes, examples, details, and cite sources to support your *topic sentences* and flesh out your *body paragraphs*. A good rule of thumb is to have at least three points to support each *topic sentence*.

Transitions: An effective essay will show the connection between paragraphs with transitions. These can be the final sentence of each *body paragraph* or can be integrated into the next *topic sentence* with transition words.

Conclusion: A conclusion should wrap up your essay, but should not introduce new information or arguments. It should begin with a sentence that looks a lot like your *thesis* to summarize the general points of the paper as a whole, and then draw your paper neatly to a close. 2000 words (30 POINTS)

3.8 Questionnaire validation process

My questionnaire validation process had 3 phases. Firstly, I presented the questionnaire at the Language Centre Board meeting for approval to be used in my study. Secondly, I consulted my colleagues in order to ensure content, construct and criteria validity. Thirdly, I embarked on a pilot study with a selected group of EAP students in order to cut out “other options” and ensure that the questions were not ambiguous and thus clearly stated. Finally, I presented the questionnaire to my supervisor who inspected it to make sure that the content and language used was valid for the purpose of my study.

In order to validate the structured questionnaire, I employed 4 types of validity. I used the face validity of a questionnaire- to make sure that it will measure what it is intended to measure? I also considered the content validity of the questionnaire. In order to determine the content validity, I consulted my colleagues for input and comments regarding the content of the questionnaire. The construct validity enabled me to measure any abstract concepts within the questionnaire. Finally, I used the criterion validity; that is, the extent to which the measurement tool is able to produce accurate findings when compared to a standard.

3.8.1 Questionnaire reliability

In order to ensure the reliability of the questionnaire I discussed the various sections of the questionnaire with the participants and provided clear instructions as to how to fill in the questionnaire correctly. I also discussed and explained in detail each category and variable to the participants. Moreover, the degree of agreement which is a dominant variable of the questionnaire was also explained. I encouraged participants to ask questions for the purposes of clarity. I can strongly vouch for the reliability of the questionnaire due to the individual responses of the participants as indicated on the various sections of the questionnaire. The questionnaire pilot study I had with a group of EAP students has also cemented the reliability of the questionnaire.

3.8.2 Validity of academic essay and marking grid

The academic essay is a mandatory written component at the Language Centre, since it contributes 50 % to the Continuous Assessment mark of the students. The academic essay marking grid was approved by the Language Centre management to be used by the staff as a tool of assessment. I presented the academic essay marking grid to my supervisor to ensure face and content validity.

3.8.3 Reliability of academic essay and marking grid

In order to ensure the reliability of the academic essay, I conducted a pilot workshop to explain to research participants the guidelines of the academic essay. Moreover, I provided each participant with a copy of the guidelines. Participants were encouraged to ask questions in order to clarify any uncertainty. The academic marking grid criteria was useful and effective in the process of assessment, data coding and data analysis, hence I can strongly vouch for the reliability of the academic essay and marking grid.

3.9 DATA COLLECTION PROCEDURE

It is imperative that I mention that I employed two separate data collection procedures in my study.

3.9.1 Data collection process 1- academic essay

The data collection took place at the University of Namibia's Language Centre where EAP programmes are taught. I handed out an academic writing assignment to 100 EAP first year students out of a population of 700 first year EAP students. I instructed students to write an argumentative academic essay of about 2000 words over a two week period of time (14 -25 September 2015). I gave students the option to choose their own topics. Students had to consult 4 different sources as reference for the assignment. I obtained written permission from students to use their essays as research tools (see appendix 1). I requested students to hand in their essays end the end of the second week and I only received 88 essays back from the students. I marked the 88 essays over three days then I randomly selected 70 essays (70%) from the 88 to analyze for this research which enabled me to gain tenable aspects of the phenomenon that I was investigating. Except for the 12 essays that were not handed in by students, I did not experience any other problems in the data collection process.

3.9.2 Data collection process 2- structured questionnaire

The data collection process took place at the University of Namibia in the Language Center in particular. I have randomly distributed 100 questionnaires (see appendix 3) to 100 participants on 5 October 2015 out of a population of approximately 700 first year students who attend EAP. I instructed students to return the questionnaire on 7 October 2015. Students only returned 70 questionnaires to me. I then randomly selected 30 questionnaires (30%) out of the 70 questionnaires received and analyzed them for the purposes of my study. The 30 % quantitative analysis enabled my study to have a 70 % qualitative analysis focus, which is the core component of my study. Except for the 30 questionnaires that were not returned by students, I did not experience any other problems in the data collection process.

3.10 DATA ANALYSIS

Lewis –Beck (1995) defines data analysis as a process of inspecting, cleaning, transforming, and modeling data in order to discover useful information conclusions, and enhance decision-making (p.65). I will now discuss what data coding is and the methods I used to code my data.

3.10.1 Data coding

According to Bourgue (2004) data coding is a systematic way in which the researcher condenses extensive data sets into smaller analysable units through the creation of categories and concepts derived from the data. Moreover, it facilitates the organization, retrieval, and interpretation of data and leads to conclusions on the basis of that interpretation (p.67).

Coding of structured interview questionnaire

I finalized the codes after students completed the questionnaire. In this research, the variable sex was coded as zero (0) for male and one (1) for female. To analyze the question of the components of academic essay found difficult to understand by students, the variables “The introduction”, “The body”, “The conclusion”, “The use of cohesive devices” and “The APA referencing style” , the value one (1) for “Yes” and two (2) for “No” was used. In addition, an approach to scaling responses ranging from zero (0) to five (5”) was employed, with 0 for not applicable, 1 for definitely agree, 2 for mostly agree, 3 for neither agree nor disagree, 4 for mostly disagree and 5 for definitely disagree (see appendix 3).

Coding of academic essay

I developed the codes inductively after data collection and during data analysis (marking of essays). I coded the written errors according to the 5 criteria of the academic essay marking grid as indicated below:

Criteria	Max Marks	Written error code	Description
REFERENCING	10	R	NO referencing or citation: NO MARKS! 7 marks: correct in-text citations 3 marks: correct APA Reference List
ACADEMIC REGISTER:	5	A R	Paragraphs: Topic, supporting, concluding sentences (2) Formality (1) Tentativeness (1) and Objectivity (1)
CONTENT	5	CT	Logical arguments (1) Own Insight (1) and Reasoned Conclusions (1) Relevance (1) Task Fulfilment (1)
COHERENCE	5	CO	Title (1) Introduction (1) Conclusion (1) Linking words (2)
LANGUAGE and VOCABULARY	5	LV	Grammar,(1) Punctuation (1), Spelling(1) Sentence Structure (1) Planning Style/Neatness (1)

TOTAL	30		
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For the purposes of clarity and logic I coded the Grammar language errors according to four categories namely; addition (a), omission (o) misuse (mu), disagreement (da) and mis-formation (mf).

3.10.2 Data analysis procedure

In this section I wish to discuss the data analysis procedure and tools that I used for analysis in my study. For this study I used two data analyses procedures: the SPSS analysis and the written error analysis.

Firstly, I employed both quantitative and qualitative analyses in order to describe the variables and categories that reflect the perceptions and experiences of the participants regarding the current EAP pedagogy in the University of Namibia. Secondly, I employed a qualitative analysis to identify, describe and classify the academic essay written errors of the participants.

3.10.3 Quantitative analysis -SPSS analysis

Data analysis method –SPSS version 23

The quantitative analyses entailed the use of descriptive variables and categories which I presented in the form of cross-tabulations. I used the SPSS (version 23) (Statistical Package for Social Sciences) to enter and compute (analyse) the data obtained from the semi-structured questionnaires.

In this study I used univariates analysis. Univariate analysis is conducted for the purpose of attaining the background of certain characteristics. I used Univariate analysis to profile the frequency or percentages through tables, charts and graphs of students by selected independent variables. I also decided to furnish descriptive statistics of explanatory variables.

Below is an example and explanation of my cross-tabulation used in the SPSS data analysis:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	16	53.3	53.3	53.3
Mostly agree	10	33.3	33.3	86.7
Neither agree nor disagree	1	3.3	3.3	90.0
Mostly disagree	3	10.3	10.3	100.0
Total	30	100.0	100.0	

Table 1.1. 1: Course aims made clear



Table 1.1. 1: Course aims made clear

In table 1.1 I used the "Percent" column to represent the percentage of all cases, including the missing cases, constituted by each category, while the "Valid Percent" category presents the percentage of only the non-missing cases falling into each category. In the "Valid percent" column I provided an accurate picture of the distribution of the valid cases since these "valid" percentages are not deflated by the inclusion of the missing cases in the denominator. The "Percent" and "Valid percent" columns are identical because there are no missing values for the variable region. The final column of the table presents the cumulative percent at each of the non-missing categories or variables measured at the ordinal and interval-ratio levels. I will now discuss the qualitative analysis that I employed in my study.

3.10.4 Qualitative analysis -written error analysis

3.10.4.1 Data analysis instrument - academic essay marking grid

In the scope of this study, the qualitative analyses consisted of two broad categories: the first category consisted of the interpretations of qualitative data that were derived from written comments and explanations the participants had offered on their responses from the self-expression component of the questionnaire. These comments have revealed whether lecturers encouraged critical thinking in the EAP classroom or not. Moreover, it also revealed a variety of positive and negative comments regarding the current EAP pedagogy at the University of Namibia. These comments aimed to provide more information on the variables to be investigated and they were very focused on the perceptions and experiences of the participants regarding the current EAP pedagogy at the University of Namibia. The open-ended qualitative questions allowed the participants to express themselves freely, therefore allowing them to exercise their voice and agency in the process. I compiled a list of the positive and negative comments provided by the participants. This has enabled me to analyze the comments and arrive at conclusions whether lecturers were encouraging critical thinking in the EAP classroom or not. Moreover, it enabled me to determine the specific experiences and perceptions of participants regarding the current EAP pedagogy in the University of Namibia.

The second category consisted of the qualitative data that were elicited from the written errors of the participant's academic essays. Firstly, I assessed the written academic essays then grouped the written errors into the various criteria and codes as contained on the academic essay marking grid. The 5 criteria on the academic essay marking grid were: referencing (10 points), academic register (5 points), content (5 points), coherence (5 points) and language and vocabulary (5 points).

I hasten to mention here that the various categories of the academic essay marking grid allowed for the smooth and easy identification, description and classification of the students' written errors into the various categories. I made deductions and conclusions from the data provided by the academic essay marking grid and proposed a possible cause for the specific written error and provided a possible recommendation. The dominance and frequency of a specific category on the academic essay marking grid revealed which part of the academic essay students found difficult when engaging in academic essay writing, in this case the APA referencing and use of cohesive

devices. Moreover, these errors aimed to provide a deeper insight into the academic writing process and academic language development (inter-language) of my students. Equally important, the qualitative analysis enabled me to identify the gaps (shortcomings) of my students' language development (see appendix 2 for full text of academic essay marking grid)

3.11 RESEARCH ETHICS

Gordon (1989) defines research ethics as the application of moral rules and professional codes of conduct to the collection, analysis, reporting, and publication of information about research subjects, in particular active acceptance of subjects' right to privacy, confidentiality, and informed consent (p.45).

The Belmont report (1974, p. 66) advocates for three basic ethical principles relevant to research involving human respect for persons, beneficence and justice. As a researcher, I conducted this research according to internationally acceptable ethical norms and values. A letter asking for permission to conduct the research at the University of Namibia Language Centre was sent to the Director, and then to the lecturers. After the permissions were granted, I filed an application with the Research Ethics Board at the University of the Western Cape, requesting permission to use human subjects in the data collection process for this study. As soon as permission was granted, I randomly selected a sample of 200 out of 700 participants who attend EAP class at the Language Centre. All selected participants provided a voluntary written agreement to take part in the research process (see appendix 1). The data obtained was treated anonymously with utmost confidentiality.

3.11.1 Informed consent

Voluntary informed consent is imperative and a pre-requisite for a subject participation in research. Moreover, informed consent entails the protection and respect for research subjects (Hageman, 2013, p.67). As a researcher I ensured to obtain the legally informed consent of research subjects prior to embarking on the research process. I randomly selected a total of 200 participants from a total of approximately 700 students. The participants voluntarily agreed to take part in the research by providing a written consent form. I then explained to the participants that they had the right to refuse to take part in the research (Fraenkle and Wallen, 2009, p. 99), however, all participants agreed to take part in the research. (See appendix 3 for full text of the consent form.)

3.11.2 Confidentiality and anonymity

According to Silverman (2010, p.77) the researcher must maintain the highest standards of honesty and integrity at all times. As a researcher I conducted this research according to internationally acceptable ethical norms and values. The data that I obtained was treated anonymously with utmost confidentiality.

Reinforcing my issues in this chapter

In this chapter, I described the research design and methodology I employed in this study. The objectives of the study were firstly to gauge EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia and secondly to determine which component of the academic essay students found difficult. I adopted a descriptive design using both qualitative and quantitative data. In order to explore and describe the different variables, frequency and students' written errors, I selected two methods: the SPSS analysis and the written error analysis. I also described the research site with a particular focus on the study population, and the number of classes sampled. Moreover, I presented the research participants who were first year EAP students from which data were collected. Then I described the sampling procedure, which was simple random sampling. I also described the two instruments used to collect the data, the population to which these instruments targeted and the techniques used to ensure the validity and reliability of these instruments. I also described the methods I employed to analyse qualitative data as well as those used to analyse quantitative data. Finally, I outlined the ethical aspect of the research by providing necessary documents used during the data collection stage. I will present and analyse my data in the next chapter.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

Introduction

Canagarajah (1999) argues that pedagogies are not received in their own terms, but appropriated to different degrees in terms of the needs and values of the local community. Furthermore, students from multi-lingual and multi-cultural communities benefit from a pedagogy which goes beyond the mere exploration of features and forms of academic text (p.121). What is needed is a pedagogy which enables students to deal with conflicting academic discourses, raises their awareness of discursive tension and empowers them to negotiate effectively with competing discourses through employing voice and agency in the classroom. It is in the absence of such a pedagogy that my study embraces a meaningful, experiential and critical pedagogy in the Namibian EAP classroom according, which I believe is in sync with the needs and values of the EAP community at the Language Centre.

The first objective of this chapter is to gauge students' perceptions and experiences regarding the current EAP pedagogy in the Namibian EAP classroom. When I have an understanding of the students' perceptions and experiences regarding the current EAP pedagogy, I will be better placed and positioned to embrace and affiliate with an appropriate pedagogy according to the needs and values of the EAP at the University of Namibia (Canagarajah, 1999). The second objective of this chapter is to identify which components of the academic essay students do find difficult when they engage in academic writing. An understanding of this problem will enable lecturers at the Language Centre to employ remedial interventions by guiding students during the process of writing. This remedial intervention that my study proposes is the process –genre writing approach for academic writing, which I already have successfully employed in my teaching of EAP last year. I can unwaveringly attest that the process-genre writing approach fosters active learning and learner –centeredness since students are actively involved in the teaching and learning process and the teacher act as guide, facilitator and assistant. Not only is the process-genre approach effective for teaching academic writing but it also empowers students by putting them in control of their own writing therefore enhancing voice, agency and critical thinking.

In this chapter I provide an analysis of the two main research questions of my study. The two research instruments used to collect data enabled me to present the data in two main themes 1. Quantitative analysis, which deals with (SPSS research tool): what are students' perceptions and experiences regarding the EAP pedagogy at the University of Namibia? 2. Qualitative analysis which deals with (academic essay marking grid): which component of the academic essay do students find difficult when engaging in academic writing? (Qualitative written error analysis).

I hasten to mention that my study has a 70% qualitative analysis concentration. By doing this, it has allowed me to capture the various nuances of the phenomenon that I am investigating. Moreover, I am awkwardly aware that numbers do not very often reflect or provide tenable aspects of the phenomenon that I am investigating. Given the exhaustive nature of the data, I will only focus on salient selected sets of data strands in brief and will provide an elaborative discussion in the next chapter. This study is inter-alia an investigation of language use in academic writing and it relates to my fundamental values and attitudes for language learning hence the decision for a predominant qualitative analysis assumes special substance in my study and its focus.

4.1 QUANTITATIVE DATA ANALYSIS

The aim of the quantitative data analysis was to gauge students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia. Research question I data was obtained from the quantitative instrument - a semi-structured questionnaire with a qualitative component for self-expression administered to 100 EAP students (see appendix 3). I requested students to fill in the questionnaires and return them to me. It is important to note that 70 questionnaires were returned and only 30 were analyzed for this study. The SPSS (Statistical Package for Social Sciences, version 23) was used to analyze the data quantitatively. The data from the SPSS was suitable for my research because it enabled me to determine the frequency and occurrence of a specific variable. Moreover, the SPSS software (version 23) was quite useful for the purpose of graphical representation of the raw data. Most of all, it also reduced the time and efforts I employed in the process of drawing the graphs based on the data. In the following section I present the findings of research question 1.

I hasten to mention that when I looked at the data I could observe congruent data patterns, hence I wish to present the quantitative data under a chain of themes. These themes are perceptions and

experiences of my students regarding the current EAP pedagogy at the University of Namibia. I will now present and analyze the quantitative data.

4.1.1 What are students' perceptions and experiences regarding the EAP pedagogy at the University of Namibia?

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
attendance % of the EAP course	19	89.00	2.641	11.513
Valid N (list wise)	19			

Table 1: Attendance percentage of the EAP module

Table 1 above gives an overview of descriptive statistics of the percentage of students who attended the EAP module. On average, 89.00% of students attended English for Academic Purposes in 2015. The standard error (SE) is 2.641, which is very small indicating that the mean is relatively close to the true mean of the overall population.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	11	36.7	36.7	36.7
Female	19	63.3	63.3	100.0
Total	30	100.0	100.0	

Table 2: Sex of respondents

Table 2 gives an indication that more females 19(63.3%) attended the EAP class and only about 36.7% of the males attended the course. This table is a clear indication that more female than male students register for the EAP course each year. I can verifiably attest to this phenomenon since I always have more female than male students in all my EAP classrooms. This also provides a bigger picture that more females than males enter University of Namibia each year.

The course aims are essential in the EAP pedagogy. It serves as a guide for both lecturers and students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	16	53.3	53.3	53.3
Mostly agree	10	33.3	33.3	86.7
Neither agree nor disagree	1	3.3	3.3	90.0
Mostly disagree	3	10.0	10.3	100.0
Total	30	100.0	100.0	

Table 3: Course aims made clear

About half of the sample (53.3%) agrees that the course aims were made clear to them, 33.3% mostly agree, 10.3% mostly disagree and only 3.3% were not sure.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	16	53.3	53.3	53.3
Mostly agree	10	33.3	33.3	86.7
Neither agree or disagree	1	3.3	3.3	90.0
Mostly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Table 4: Whether course aims were met

The aims of the EAP course reflect the skills and knowledge that students are expected to acquire during the course e.g. the ability to write an academic essay using academic writing conventions. When course aims are met it could provide students with a thorough grounding in the foundations of EAP. Aims also signify whether the EAP course is meeting its purpose of equipping students with the needed academic writing skills. Table 5 indicates that majority (53.3%) of the students agree that the course aims were met and 10.0% disagree that the course aim were met. 3.3% neither agree or disagree.

The quality of teaching is highly important to both student and lecturer. When teaching sessions are well prepared it provides a structure and context for both student and teacher as well as a foundation for reflection and evaluation.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	14	46.7	46.7	46.7
Mostly agree	15	50.0	50.0	96.7
Neither agree or disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 5: Whether teaching sessions were well prepared.

In total, 50.0% of the students mostly agree and 46.7% definitely agree that teaching sessions were well-prepared and presented in a logical order. 3.3% cannot decide whether they agree or not (Table 5). Figure 1 is a straightforward bar graph meant to illustrate the response to whether teaching materials were well-prepared and presented in a logical manner.

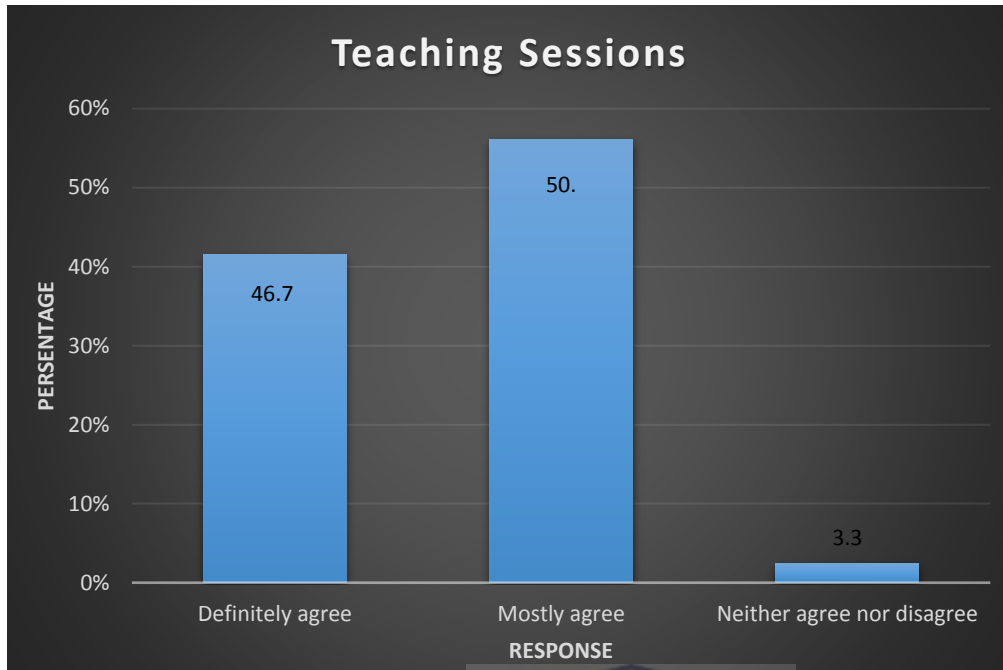


Figure 3

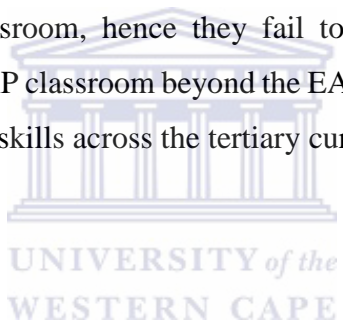


	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	9	30.0	30.0	30.0
Mostly agree	16	53.3	53.3	83.3
Neither agree or disagree	4	13.3	13.3	96.7
Mostly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 6: Students are able to transfer skills learned in EAP to other courses

The EAP course at the University of Namibia serves as a foundation for students’ academic work, hence its’ imperative for students to be able to transfer skills they have learned in EAP to other courses. The student’s ability to transfer skills learned to other courses signifies whether the aims of the EAP course were met.

Table 6 shows that 53.3% of students mostly agreed that they were able to transfer skills learned in EAP class to other courses. Only 3.3% of the students did not agree to that and 13.3% neither agreed nor disagreed. It is important to note that although 53.3% of students agreed that they were able to transfer skills, the Language Centre had received concerns from other faculties that students were unable to formulate essay titles and use conventional academic register in their academic work. In my opinion, this can be ascribed to the notion that many students consider EAP content as only relevant to the EAP classroom, hence they fail to transfer the necessary skills and knowledge that they learn in the EAP classroom beyond the EAP classroom. This can be prevented by incorporating academic writing skills across the tertiary curriculum.



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 6 Months	24	80.0	80.0	80.0
1 Year	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Table 7: Duration of the course

The duration of the EAP course has a direct impact on the quality of teaching and learning in the classroom. The current EAP course is offered over a six month period.

When students were asked to suggest the duration for which the course should be taught, 80.0% were of the opinion that the course should be taught for six (6) months and 20.0% suggest that it should be taught for one (1) year (Table 7). It is important to mention that although 80.0% of the students indicated that the EAP course should be taught for six months, I am inclined to disagree. The current EAP course is taught for six months and is content loaded (It focuses on the WHAT) and does not allow for a meaningful, experiential and critical pedagogy (a lack of focus on the HOW and WHY) due to the limited time available (six months). I have observed that many lecturers at the Language Centre are rushing to complete the prescribed content, they spend less time on the academic essay because they still need to prepare the students for the mandatory EAP written test at the end of the semester hence they fail to teach EAP in a meaningful, experiential and critical pedagogy. The process-genre approach requires a constant step-by-step guidance by the lecturer, this requires time and patience hence to offer EAP over a six-month time period would not be conducive for the effective implementation of a meaningful, experiential and critical pedagogy for the Namibian EAP classroom, it is for these reasons that I propose that the EAP course be offered over a time period of 1 year.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	12	40.5	40.0	40.0
Mostly agree	14	46.3	46.7	86.7
Neither agree or disagree	3	10.0	10.0	96.7
Mostly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 8: Hand-outs/lists were useful



Supplementary materials are a very important aid for the EAP students and lecturers because they provide practice and information for areas students may have more difficulty understanding e.g. the academic essay. The appropriate selection and use of materials not only contribute to improve instruction and performance but also to increases the scope of achieving the teaching and learning goals. Table 8 above shows that about 40.5% of the students definitely agreed that hand-outs/reading lists were useful, 46.7% mostly agree, 10.0% neither agree nor disagreed and only 3.3% mostly disagreed

In order for students to be able to understand the subject content in the EAP classroom, it is imperative that the lecturer is audible enough. Moreover, the clear explanation of subject matter could be afforded through critically thinking, problem solving, working in cooperative groups, and creating manifestations that demonstrate learning is taking place.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	16	53.3	53.3	53.3
Mostly agree	13	43.3	43.3	96.7
Neither agree or disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 9: Lecturer was audible and subject matter clearly explained

Table 9 and figure 1 both indicate that about half (53.3%) of the students definitely agree that lecturer was audible and subject matter clearly explained. 43.3% mostly agreed that lecturer was audible and subject matter clearly explained while 3.3% neither agreed nor disagreed. None of the students disagreed

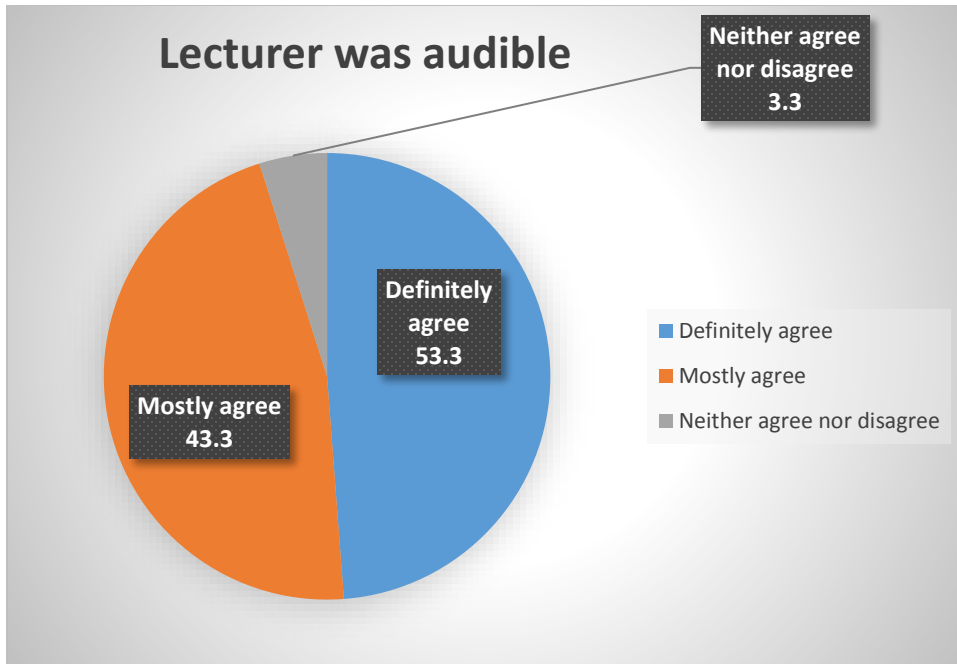


Figure 4 Lecturer was audible



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	12	40.0	40.0	40.0
Mostly agree	15	50.0	50.0	90.0
Neither agree or disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Table 10: The pace of teaching was at the right speed.

The pace of instruction is an important consideration in the EAP classroom. Students learn more when the EAP lessons are conducted at a brisk pace. A brisk pace of instruction enhances student attention and increases the number of response opportunities that might increase learning. When the pace of teaching is appropriate in the EAP classroom students will be more likely to take in information and will have an easier time understanding and remembering what is being taught. No notion of disagreement was recorded when students were asked if the pace of teaching was at the right speed (Table 10). 50.0 % mostly agreed and 40.0% definitely agreed while 10.0% of the students couldn't agree or disagree whether the pace of teaching was at the right pace or not.



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	14	46.7	46.7	46.7
Mostly agree	12	40.0	40.0	86.7
Neither agree or disagree	3	10.0	10.0	96.7
Mostly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 11: Slides and other teaching material adequate and well prepared.

Adequate learning resources are required to enable EAP students and lecturers to prepare well for the teaching and learning process.

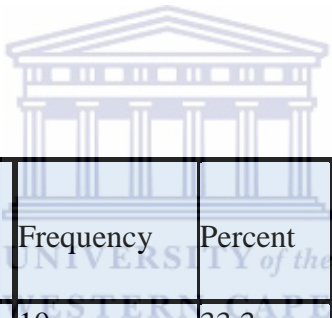
46.7% of the students that attended the EAP module agreed that slides and other teaching materials were adequate and well-prepared.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	6	20.0	20.0	20.0
Mostly agree	6	20.0	20.0	40.0
Neither agree or disagree	12	40.0	40.0	80.0
Mostly disagree	2	6.7	6.7	86.7
Definitely disagree	3	10.0	10.0	96.7
Not applicable	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 12: Online materials and activities were clearly structured and presented and integrated well into the course.

The effective integration and presentation of online materials can deepen and enhance the learning process in the EAP classroom. Moreover, online materials also provide the EAP classroom with more interesting, diverse, and current learning materials.

A surprisingly large percentage (40.0%) of students that took the EAP course could not agree or disagree whether online materials and activities were clearly structured and presented and well integrated into the course. Merely 20.0% of the students definitely agreed, 6.7% mostly agreed that online materials and activities were clearly structured, presented and well integrated in the course (Table 12). The possible reason why a large number of students could not agree if online materials were clearly structured could be that online materials are uploaded by various lecturers that teach the EAP course, which could be confusing to students as to how the various materials are integrated.



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	10	33.3	33.3	33.3
Mostly agree	15	50.0	50.0	83.3
Neither agree nor disagree	4	13.3	13.3	96.7
Mostly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table: 13 students' participation encouraged

This study premises that the current EAP pedagogy at the University of Namibia does not promote critical thinking, voice and agency in academic writing, hence the participation of students in the EAP classroom is a pivotal. Furthermore, active class participation also improves critical and higher level thinking skills. Participation can also help students learn from each other, increasing comprehension through cooperation. This can in turn improve relationships between students and between the student and lecturer.

The table above shows that 50.0% of students agreed that student participation in class was encouraged (Table 13). It is also well noted that about 13.3% of the students could not agree or disagree that students' participation was encouraged. Only 3.3% of the students disagreed.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	12	40.0	40.0	40.0
mostly agree	14	46.7	46.7	86.7
neither agree nor disagree	3	10.0	10.0	96.7
Mostly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 14: Students encouraged to choose own topics for academic essays

When students are encouraged to choose their own topics in the EAP classroom, they are empowered to exercise their voice and agency. Students take control of their own learning and feel motivated which enhances learning.

Approximately 86.7% of the class agreed that they were encouraged to choose their own topics of which 40.0% definitely agreed and 46.7% mostly agreed. Only 3.3% of the students disagreed that they were encouraged to choose their own topics and 2.4% couldn't agree or disagree.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	10	33.3	33.3	33.3
mostly agree	11	36.7	36.7	70.0
Neither agree nor disagree	7	23.3	23.3	93.3
Mostly disagree	1	3.3	3.3	96.7
Definitely disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 15: EAP module relevant to academic life.

The EAP module aims to serve as a foundation course to students' academic work. It also aims to improve their academic life by improving their academic writing which is needed in all other academic modules. A considerable amount (33.3 %) of students definitely agree to the notion that EAP module was relevant to their academic life. About 36.7% mostly agree, 23.3% neither agree nor disagree and only 3.3% disagreed that EAP module was relevant to their academic life (Table 15). Figure 4 is a graphical presentation of table 15.

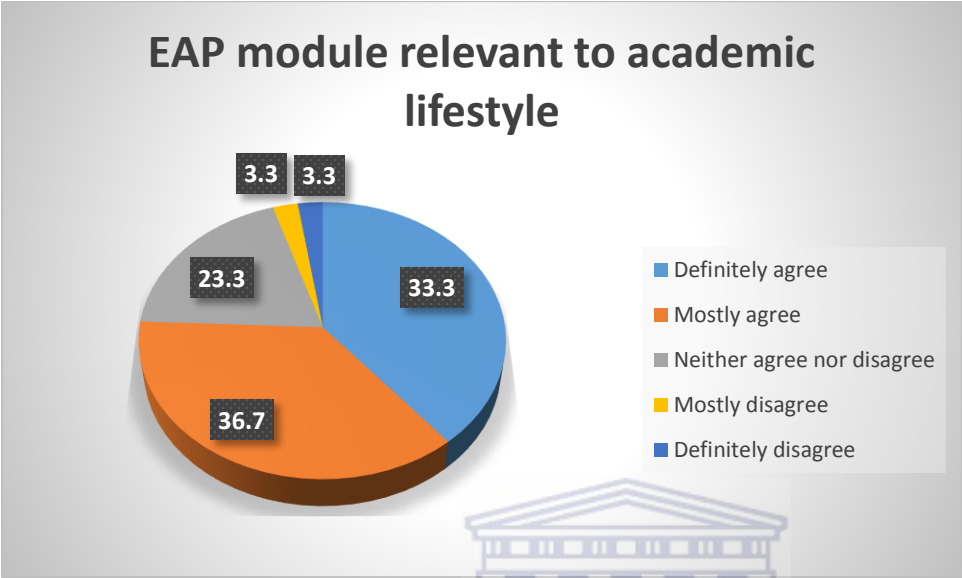


Figure 5



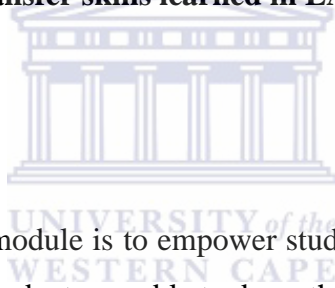
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	12	40.0	40.0	46.3
mostly agree	14	46.7	46.7	86.7
Neither agree nor disagree	3	10.0	10.0	96.7
Mostly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 16: Students encouraged to express opinions freely in class.

A central tenant in student empowerment in the EAP classroom is the notion of voice and agency which hinges on students' ability to express their opinion freely without the fear of intimidation. This study embraces the promotion of voice and agency in EAP classroom. On the question whether students were encouraged to express opinions freely in class, 40.0% of the students definitely agreed, 46.7% mostly agreed and 10.0% neither agreed nor disagreed (Table 18). This indicates that students are empowered to freely air their opinions in class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	6	20.0	20.0	20.0
Mostly agree	15	50.0	50.0	70.0
Neither agree nor disagree	7	23.3	23.3	93.3
Mostly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Table 17: Students are able to transfer skills learned in EAP to real life context.



One of the objectives in the EAP module is to empower students to transfer the skills learned in class to real life situations. When students are able to do so they would be able to effect change in real life contexts. The ability to effect change in negative life situations is an important tenant in critical pedagogy.

Nearly 50.0% of the students mostly agreed that they were able to transfer skills learned in EAP class to real life context whereas, 20.0% definitely agreed that they were able to transfer skills learned in EAP. Moreover, 23.3% of the students could not agree or disagree whether they were able to transfer skills learned in EAP class to real life context and 6.7% disagreed (Table 17). It is worrying to note that 23.3% of the students were uncertain whether they were able to transfer skills learned in EAP to real life context.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	8	26.7	26.7	26.7
Mostly agree	16	53.3	53.3	80.0
Neither agree nor disagree	4	13.3	13.3	93.3
Mostly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	



Table 18: Students consider the EAP academic essay an important/needed component of EAP

The ability to engage in academic writing (in the form of an academic essay) is an important component in the EAP module. The academic essay serves as a benchmark for assessing academic writing. Moreover, the academic essay contributes 50% towards the Continuous Assessment exam mark of students.

When students were asked on the importance of the academic essay, 26.7% of the students definitely agreed that they consider the EAP academic module essay an important or needed component of the EAP module (Table 18).

Moreover, 53.3% of students mostly agreed that they consider the EAP academic module essay an important or needed component of the EAP module. A relatively low percentage of 6.7% disagreement was observed when students were asked about the importance of the academic essay.



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	9	30.0	30.0	30.0
Mostly agree	12	40.0	40.0	70.0
Neither agree nor disagree	8	26.7	26.7	96.7
Mostly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table: 19 Students understand the structure of an academic essay

The academic essay is a compulsory component in the EAP module, hence it is imperative that students have a great understanding of the structure of an academic essay. Moreover, the academic essay contributes towards 50% of students' Continuous Assessment exam mark.

30.0 % of the students definitely agreed that they understand the structure of the academic essay while 26.7% neither agreed nor disagreed. Only 3.3 % of students disagreed.

Although 30.0 % of the students definitely agreed that they understand the structure of an academic essay, in reality this is different. Many students find it difficult to understand the use and functions of the inner components of the academic essay such as cohesive devices and APA referencing.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Definitely agree	10	33.3	33.3	33.3
Mostly agree	14	46.7	46.7	80.0
Neither agree nor disagree	4	13.3	13.3	93.3
Mostly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Table 20: The criteria used for marking and assessment of academic essay were clear in advance.

It is important for EAP lecturers to explain the criteria used for marking and assessment of academic essay students well in advance because it will enable students to follow the stipulated guidelines and criteria when writing the academic essay. Equally important, lecturers use the assessment criteria as a benchmark for marking the academic essays.

A total of 33.3% of the students definitely agreed that the criteria used for marking and assessment of academic essay were clear in advance while 46.7% of the students mostly agreed that the criteria used for marking and assessment of the academic essay were clear in advance. 6.7% mostly disagreed.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Definitely agree	12	40.0	40.0	40.0
mostly agree	12	40.0	40.0	80.0
Neither agree nor Disagree	5	16.7	46.7	96.7
Mostly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 21: The feedback provided on my academic essay was helpful in developing my understanding of the subject.

It is important for students to know how well they are doing as they write the academic essay in the EAP classroom. When students are aware that they are doing well, it gives them a sense of achievement which motivates them to learn more. Similarly, it is also important to let students know when they have made a mistake in their academic essay so that they will learn from it and take corrective measures. Hence, it is absolutely essential to monitor students' learning and give them feedback. About 40.0% of the students definitely agreed that the feedback provided on their academic essay was helpful in developing their understanding of the subject. 40.0% mostly agreed that the feedback provided on their academic essay was helpful in developing their understanding of the subject, while only 3.3 % of students mostly disagreed.

Component	Yes	No
Introduction	13.3%	86.7%
The Body	6.7%	93.3%
The Conclusion	6.7%	93.3%
Use of cohesive devices	40%	60%
The APA Referencing style	70.0%	30.0%

Table 22: Component of academic essay found difficult to understand by students.

One of my study aims is to investigate which component of the academic essay students do find difficult when engaging in academic writing. Students that took the EAP course were asked on the components of the essay that they found difficult to understand. These components included Introduction, Body, Conclusion, Use of cohesive devices and the APA referencing style.

Table 22 above shows that only 13.3% of the students found the Introduction difficult to understand. About 6.7% of the students found the Body difficult to understand, as well as the Conclusion. A considerable amount (40%) of the students found the use of cohesive devices difficult to understand. Furthermore, a great amount (70. %) of students find the APA referencing style really hard to understand (Table 22). Students in this class find APA referencing the most difficult as well as the use of cohesive devices and find other components easier to understand.

(h) Students were asked whether the lecturer encouraged critical thinking in the classroom. They were further asked to name at least three activities employed by the lecturer in class. This was an open ended question and some students chose not to answer this question.

This study aims to investigate academic writing at the University of Namibia in order to engender an experiential, meaningful and critical pedagogy that enhances voice and agency for the Namibian EAP classroom. Equally important, it embraces a pedagogy that empowers students through critical thinking. Furthermore, as Canagarajah (1999) states it is imperative to negotiate knowledge more consciously by allowing students and teachers to reach consensus through debate which imitates the social process of knowledge construction. I believe and uphold the premise that teachers have the responsibility to negotiate the hidden values and interest behind knowledge and must assist students to grow a critical orientation to learning (p.18).

Students responded to this question by providing a list of the topics covered in the EAP module instead of mentioning critical thinking enhancing activities employed in the classroom. The list of topics provided by students included: APA referencing, class presentation, figurative writing, semantic relations, and construction of an essay topic, constructing a summary, asking questions, essay and text mapping. Students also listed general advice on general activities such as, allowed student participation, gave extra consultation after class and so forth.

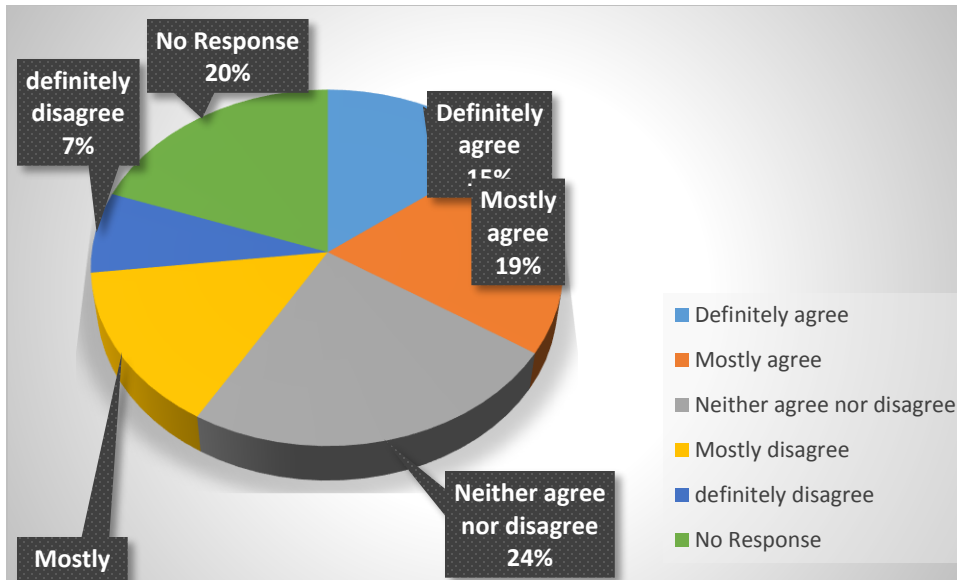


Figure 6: Tutorials were provided to assist in understanding of EAP content

Tutorials are important because they provide important teaching and learning tools in the EAP classroom. Lecturers can assist students during tutorials by providing scaffolding in academic writing and other EAP related problems. On teaching support, students were asked if tutorials were provided to assist in the understanding of EAP. About 24.% of the students could not agree nor disagree whether tutorials were provided or not, 19.% mostly agree, 15% definitely agreed another 14.6% mostly disagreed and 7.% definitely disagreed that they were provided with tutorial to assist in understanding of EAP content. 20% decided not to answer this question (Figure 1).

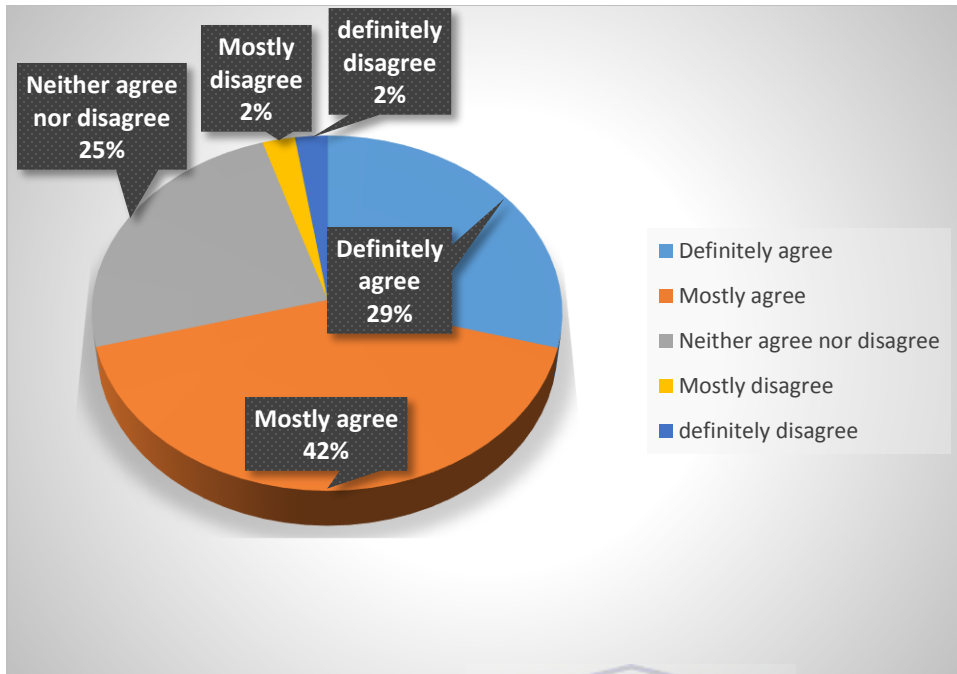


Figure 7: Student was able to access all the recommended reading for EAP course.

Figure 7 indicates that about 42% of the students mostly agree and 29% definitely agree that they were able to access all the recommended reading for EAP course. 25% couldn't agree or disagree whether they were able to access all the recommended reading for EAP course or not. 2. % definitely and mostly disagreed to the notion. Although 42% of the students definitely agreed that they were able to access all recommended reading materials for EAP, in reality students have struggled to obtain the prescribed material due to a lack of finances since many students are not bursary holders and solely depend on their parents or families for financial assistance. Furthermore, students have to constantly print-out volumes of supplementary documents needed for the EAP classroom which could be costly. Some students can hardly afford to buy the EAP study guide due to a lack of finances.

(j) Students were further asked to give any comment, negative or positive regarding the EAP pedagogy at the University of Namibia.

The students' indicated that there was a need for lecturers to express themselves clearly in simple English by explaining academic vocabulary and basic grammar used in class. In addition, there should be an emphasis on APA referencing in class teaching. Students indicated that some classes were overcrowded hence they called for the use of electronic media in the classroom. Poor time-management was also identified as a problem in the EAP classroom. Furthermore, the constant practice in essay writing and academic summary was lacking. On the positive side students stated that lecturers were well prepared and demonstrated enthusiasm when teaching. The EAP course was helpful to students in accomplishing their academic work and enhanced their academic presentation skills.

4.2 QUALITATIVE DATA ANALYSIS

The data from the second instrument (an academic essay marking grid) were analyzed qualitatively in order to provide a deeper understanding of the difficulties my students experience when engaging in academic writing. The qualitative data analysis process provides me with the opportunity to walk in my students' shoes and therefore better understand their struggles in the writing process. The analysis that I present here is based on a 2000 word academic essay that was written by my EAP students at the University of Namibia. I instructed my students to consult 4 different sources for this writing assignment. I used an academic essay marking grid (see appendix 2) that consisted of 5 criteria to assess the assignments. The criteria were: referencing (10 points), academic register (5 points), content (5 points), coherence (5 points) and language and vocabulary (5 points). The essay marking grid totaled 30 points. Students' written errors were recorded and categorized according to the 5 criteria. It is imperative that I mention that the errors were not made across the board. In the following section, I present and analyze the findings of research question 2.

4.2.1 RESEARCH QUESTION 2

Which part of the essay do students find difficult when writing the EAP academic essay?

4.2.1.1. REFERENCING

This assessment criterion entails correct in-text citation and a correct APA reference list. The following written errors were committed in this section were as follows:

4.2.1.2 In text-citation

One of the most evident in text-citation errors made by my student was the omission of page numbers in in-text citation e.g. (John, 2014). In some instances no in text -citation was indicated at the end or beginning of a sentence. Another error that I noticed was that there was no correspondence between cited authors in paragraphs and the complete references in the list. Furthermore, some students included the initial source in in-text citation e.g. (Taylor, F, 2006). The year of publication was omitted in the cited source e.g. (Nauyangwe, no date of publication). It is important to note that in some cases some students consulted only 2 sources while 4 sources were required. I could ascribe this to students not utilizing their time effectively, and thus resorting to strategies that would enable them to complete their academic work a few days prior to handing in, hence the consultation of only two sources instead of the required four. Moreover, in some referencing lists the sources were not alphabetically listed e.g. Taylor followed by Brown.

Other errors that were made by my students in this category include: incorrect use of ‘et al.’, spelling inconsistencies e. g. at al, instead of et al., Some of my students use the word “and” instead of ampersands e.g. incorrect: (Hipondoka and Keesing, 2012) correct: (Hipondoka & Keesing, 2012) as well as wrong order of multiple citations in a single parenthesis e.g. incorrect: (Williams, 2015) (Cole, 2013) (Bream, 2015) correct: (Williams, 2013; Cole, 2008; Bream, 2015). What was also evident is that some students failed to indicate whether a paragraph was a direct quote or paraphrased.

Another interesting finding in the in text-citation was that student included too much information in references. I often noticed references with information like the author’s university affiliations, professional titles, and degrees. There may be a couple reasons that students err by including too much information in references. They, might simply have copied all of the bibliographic

information from the source and then pasted it on their references page. Secondly, I am inclined to conclude that students might also include extra information to show that their sources are credible.

4.2.1.3 APA Referencing

First of all, it is interesting to note that some students misspelt the title word “references” as “refrences”. In my opinion, this error could be ascribed to the way they hear and pronounce the word “references”. Furthermore, my students demonstrated a lack of knowledge and skill when formatting their references. These errors include a number of APA style errors such as: incorrect use of commas, full stops, ampersands, italics, or overall incorrect formatting of the different types of references e.g. the referencing of a journal or newspaper as a book. I believe that the lack of skill to correctly format different types of references could be blamed on the lack of students’ knowledge on how to use referencing formatting software. Another finding in the reference list that I noted was that some book titles and journals were not italicized.

4.3 ACADEMIC REGISTER

This assessment criterion entails the correct construction of topic sentences, supporting sentences and concluding sentences. It also includes the correct use of academic register e.g. formality, tentativeness and objectivity. The written errors that were made in this section were as follows:

4.3.1 Topic sentences

Students’ topic sentences carried the main idea of the paragraph. The example below can help illustrate this:

“In most countries there tend to be a cultural divide between urban and rural areas.”

4.3.2 Supporting sentences

Supporting sentences included examples and explanations of the topic sentence e.g. “Young people in urban areas are likely to experience emerging adulthood and might have greater occupational and recreational opportunities than young people in rural areas “


4.3.3 Concluding sentences

Paragraphs showed effective concluding sentences e.g. “Last but not least, the seeds can be used as medicine in patients that suffer from epilepsy.”

4.3.4 Formality

The findings revealed that a small number of students used some degree of informal register in their academic writing. The informal register that I could identify were the use of contractions such as "don't", "can't" and "won't". I also noticed the presence of colloquial vocabulary in the academic text of students. I strongly oppose the use of colloquial register in academic writing since it does not provide the accuracy needed in academic setting. Furthermore, it takes away from the intended formal tone and tenor of the language required for academic writing. Below is a list of colloquial register that was used by some students in academic writing.

Table 4.3.4.1



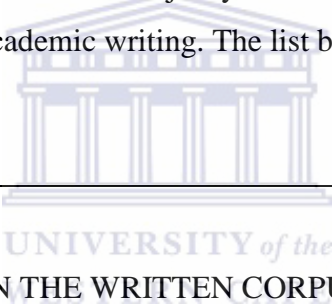
COLLOQUIAL EXPRESSIONS FOUND IN THE ACADEMIC WRITTEN CORPUS OF EAP STUDENTS
It's not a big problem, we need to get over it
It is easier said than done
They can produce power twenty four seven
It killed thousands of people
It is better than the other
If it was my wish.....
Adulthood is a roller coaster ride
Young people like to hook-up on face book

It is not enough to just talk

I believe that the advent of the internet and other technology has added internet and texting slang (colloquial register) to the English language. Unfortunately, this kind of slang has made many students to become lazy in their writing, as evidenced in my students' academic corpus. As much as the use of social –media has a negative impact on the use of formal register, I have no choice but to constantly remind my students that they are mandated to use formal academic register at all times when engaging in academic conversations.

It is also encouraging to note that the findings revealed that a great bulk of my students' academic corpus contained formal academic register. Formal language helps students to function effectively in academic settings. I am convinced that the majority of the students are aware of the importance of the use of academic register in academic writing. The list below can help exemplify that.

Table 4.3.4.2



FORMAL REGISTER FOUND IN THE WRITTEN CORPUS OF EAP STUDENTS
It's a system where power is vested in people
They made choices that had enduring ramifications
There is a distinct cultural divide between urban and rural areas
Many are inclined to believe that it is a period of change
Technology became increasingly available in developing countries
Due to industrialization marriage is delayed until the mid-twenties
Poverty is a global phenomenon that affects millions
There is little initiative to become rich or wealthy

From an objective point of view.....

4.3.5 Tentativeness

Students demonstrated the correct use of tentative language in their academic corpus by using conditional language. The most dominant tentative words that were used by students were: appears, seems, might, could, can suggests, perhaps and allegedly. Below are examples of tentative language use in sentential context:

Nuclear power could also be used to create nuclear weapons

In the Philippines, the moringa tree leaves are allegedly prescribed to anemia sufferers.

The concoction might have a range of medicinal benefits.

This finding is a clear indication that my EAP students have a clear understanding of the meaning and use of tentative language in academic context.

4.3.6 Objectivity

My findings showed that students demonstrated objectivity in their academic writing. The personal pronoun “I” was constantly avoided and the writing appeared impersonal and distanced. For example, “It could be argued that..... instead of “I think.....” At times students employed citations to express their views, e.g. Mutumba (2011) states that..... Moreover, the use of modal language such as might, could, can, appears and allegedly also contributed towards the objective tone and tenor of my students’ academic writing. The use of accurate statistics, facts and research in academic writing enhanced my students’ objectivity, e.g. The leaves are said to have 22% the daily value of vitamin C.

4.4 CONTENT

This assessment criterion entails the construction of logical arguments, the ability to think critically (own insight) and the ability to reach reasoned conclusion. It also assesses task relevance and fulfillment. The written errors made in this section were as follows:

4.4.1 Ability to construct logical arguments in paragraphs

The students' academic corpus findings revealed that a great number of students were unable to construct logical arguments in paragraphs. Students failed to provide a definition of the terms used in the argument (words that might be unfamiliar to their audience). Moreover, the evidence provided for the argument was inadequate or superficial. Reasoning patterns were at times incoherent. In most cases arguments were not logical and compelling but rather relied on emotive language. What I can derive from the finding is that students lack the ability to think critically in a logical manner.

4.4.2 Ability to use own insight (critical thinking)

It is required of students in the EAP classroom to demonstrate the ability to think critically and show independent thinking by challenging public opinion in a logical yet persuasive manner. Regrettably, a great number of students demonstrated evidence of a lack of independent / critical thinking. A case in point is shown in, - the statement below:

Recent studies revealed that most students experience bullying in Secondary school.

In the latter statement the student failed to challenge the authority of the statement (what about students that experience bullying in primary school?) thus accepting it as truth. In my opinion the lack of critical, independent thinking could be ascribed to the notion that many of my students come from schools where they were not taught to think critically and accepted academic content and teacher's opinion as truth and authority. Furthermore, this situation is exacerbated by the absence of a critical, meaningful and experiential pedagogy in the Namibian EAP classroom. Hence this confirms and strengthens my argument that there is a dire need for a critical pedagogy in EAP that fosters critical thinking, and enhances voice and agency in the Namibian EAP classroom.

4.4.3 Ability to reach reasoned conclusion

The findings showed that some students were unable to reach reasoned conclusion in their academic writing e.g. opinions expressed were not supported. Although students state other voices opinions, they fail to evaluate or justify them and come to a well- reasoned conclusion. My

argument that there is a pressing need for a critical pedagogy in the Namibian EAP classroom is strongly supported by this finding.

4.4.4 Task relevance

I hasten to mention that the academic essay that student wrote contributes a great deal towards the Continuous Assessment mark that determines whether students qualify to write the examinations or not. Furthermore, students were given an option to choose their own titles for the writing task with my guidance as writing instructor. For these reasons, the academic essay is relevant.

4.4.5 Task fulfillment

Except for a few students who only consulted two sources for the writing task and not the required four, the general grammar and referencing errors that students committed, I hasten to mention that all students have successfully completed the academic writing task. Moreover, all academic essays written by students contained the required main components e.g. 2000 words, the title, introduction body, referencing, and conclusion. It is for these reasons that I state that students have successfully fulfill the academic essay writing task.

4.5 COHERENCE

This assessment criterion entails the correct formulation of an academic essay title, introduction and conclusion. It also includes the correct use of linking words (cohesive devices) in paragraphs. The written errors that were noticeable in this section were as follows:

4.5.1 Academic essay title

It is interesting to note that some of my students are not aware that the academic essay title should be in capital letters e. g. A DISCUSSION ON THE CAUSES AND EFFECTS OF DOMESTIC VIOLENCE, hence some titles were not capitalized. Another error that students committed was that they failed to construct a full title and only provided a topic with no instruction verb or focus e.g. INFLATION or NUCLEAR POWER. What I could infer from this is that some students are unable to distinguish between a title and topic, in spite of the fact that there is a topic on academic title formulation in the EAP study guide. From this finding I could surmise that there is a serious need to reteach title formulation in the EAP classroom. I am inclined to believe that title

formulation is an important skill that is required in all other academic work, hence the transfer of EAP knowledge and skill to the rest of students' academic work becomes a necessity.

4.5.2 Introduction

The corpus revealed that students wrote academic essays with strong introductions. Definition of the topic was provided. Moreover, thesis statements were well formulated and background information of the title was provided. The example below illustrates this:

A discussion on the use of nuclear power as an alternative

“Nuclear power is the energy stored in the nucleus of an atom and released through fusion (Johnson, 2011, p. 72). The world has been using nuclear power for the last decades. Nuclear power should be used as an alternative to other forms of power throughout the world because it is safer, more environmental friendly and more cost effective compared to other forms of power. “

4.5.3 Use of cohesive devices in academic writing

The findings revealed that some students' written paragraphs lacked cohesion due to the lack of discourse markers such as sequence indicators e.g. Firstly, secondly and finally. Furthermore, the use of wrong cohesive devices was also evident in the written corpus as illustrated below:

4.5.3.1 The train services in Namibia is unreliable and it's cheap (wrong)

4.5.3.2 The train service in Namibia is unreliable but it's cheap (right)

Some students that employed discourse markers in their writing over used them by stating them in almost every sentence, although they used them appropriately. In my experience as a teacher of writing, I am inclined to believe that students think that by using discourse markers as much as possible, they might score high marks.

As a teacher of writing, I have an understanding why students struggle with the correct usage of discourse markers. In the Namibian EAP classroom students receive a long list of cohesive devices that they have to learn, which includes the meaning and function of each discourse marker. This could be very overwhelming and confusing for many students in the EAP classroom. What students need is daily critical, meaningful and experiential practice on the use of discourse markers in the EAP classroom, a pedagogy that my study engenders.

4.5.4 Conclusion

Students constructed strong concluding paragraphs. This was done by restating the main idea or thesis statement and by summarising the sub-points of the essay. The example of a students' conclusion presented below can help illustrate this.

“In the final analysis, not all young people experience their late teens and twenties as years of change and exploration in some societies. Whether we live in industrial societies or our cultures restrict certain aspects in us, we eventually have to reach a certain point to become adults “

4.6 LANGUAGE AND VOCABULARY

This assessment criterion entails the correct use of grammar, correct punctuation, correct spelling, and correct sentence structure and planning. For the purposes of clarity and logic I classified the language errors into four categories namely; addition, omission, misuse, disagreement and malformation. The written errors that were committed in this section are as follows:

4.6.1 Grammar

4.6.1.1 Students made the following errors in the use of articles:

(a) Addition

A instead of \emptyset

It is a common that.....

The social media is utilized in various forms.

It is beneficial to the society.

(b) Omission

omission of the

How will the next generation know?

omission of a

A young person with (a) computer

All of (a) sudden

(b) Misuse

a instead of an

A unlucky person

A address

4.6.1.2 The students made the following errors in the use of nouns:

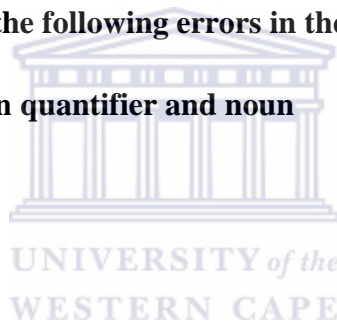
(a) Disagreement between quantifier and noun

...Every parents

...Each items

...Many youngster

...Several attempt



(b) Disagreement between demonstrative and noun

...This problems

...These generation

(c) Disagreement between article and noun

...A media

(d) Disagreement between count determiner and noun

...less people

(e) Misuse of singular number

...One of the company

...Many of the young person

(f) Misuse of plural number

...Homeworks

...Behaviours

...For examples,



4.6.1.3 The students made the following errors in the use of pronoun

(a) Addition

Internet is like a place which I have never dreamed it before

4.6.1.4 Students made the following errors in the use of conjunctions:

(a) Addition

...So this tells us that why Facebook is so popular.

(b) Omission

...Another factor of the problem is () the people are not willing to use public phones. (that)

...I like Facebook () I find it very interesting. (as)

(c) Misuse

...Students can have great future unless they study hard. (if)

4.6.1.5 Students made the following errors in the use of prepositions:

(a) Addition

...Social media let girls even kissed with the boys at school.

...The scandal was on face book on the next day.

...Some people blamed on the social media.

(b) Omission

...It provides people () information. (with)

...Somebody will break () your house. (into)

(c) Misuse

...Being a friend for someone.

...Information of relationships on face book also interests many people.

...At the meantime...

4.6.1.6 The students made the following errors in the use of adjectives:

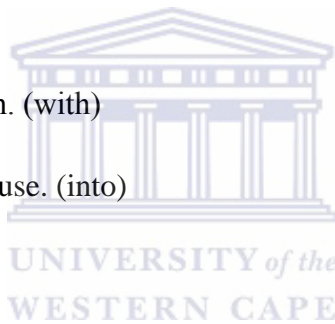
(a) Misuse of noun as adjective

...Face book is a health social connection.

(b) Misuse of verb as adjective

...I was very frighten.

...I felt isolate and sad.



(c) Misuse of adverb as adjective

...The young people become furiously.

...The consequences are heavily.

(d) Misformation

It will make you unpatient.

So their school results become inbalanced

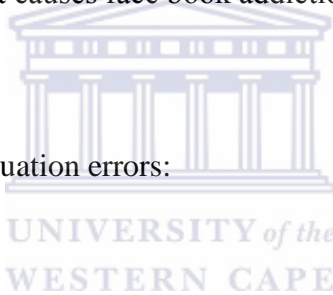
(e) Double application

They can make the internet more faster.

...It is the most strongest factor that causes face book addiction.

4.7 Punctuation

Students made the following punctuation errors:



4.7.1 The comma

The written academic corpus of my students revealed that some of my students had serious difficulty in using the comma correctly. Students inserted commas between independent or main clauses. There were also commas missing after words or phrases that required commas e.g. it's or its'. Moreover, students inserted unnecessary commas after discourse markers such as *although*, *and*, *but* and such as.

4.7.2 The apostrophe

Students failed to indicate the apostrophes, in particular possessives referring to time e.g. five months' holiday.

Another punctuation error that I noticed in the academic corpus of my students was the unnecessary use of quotation marks- the use of quotation marks when nothing is being quoted, a case in point:

The constant use of social media could lead to internet “addiction”.

The final common punctuation error identified in the corpus was the students’ ability to write sentence after sentence without a period at the end of one sentence, or a capital letter at the beginning of the next, for example:

“Adulthood is contradictory in that a person may be biologically an adult and display character traits which are in line with what society expect of an adult while at the same time they might be treated d on the fact a minor based on the fact that they are beneath the legal age as determined by the constitution.”

4.8 Spelling

Table 4.8.1 Students made the following spelling errors within sentential context:

SUBSTITUTED WORD	TARGET WORD
acuire	acquire
hurm	harm
conclution	conclusion
late	rate
meantion	mention
destance	distance
pray	play
drungs	drugs
suppost	supposed
technowledge	technology
enable	unable

recomedation	recommendation
gurdian	guardian
consiquences	consequences
jonalist	journalist
acess	access
empysise	emphasize
inconvinient	inconvenient
bramed	blamed
loose	lose
disadvantages	disadvantages
jung food	Junk food
devorsed	divorced

It is important to mention that these errors were not made across the board but only by a few students.

4.9 Sentence structure

4.9.1 Students made the following errors in the question of agreement across sentential construction:

(a) Disagreement between subject noun and verb

It cause great damage to the brain.

There were a group of people campaigning on face book.

(b)Disagreement in number between two noun phrases

Most of the face book users are student.

The student used research to increase their mark.

4.9.2 Students made the following miscellaneous errors in the general structure of sentences:

(a) Addition of some part of structures

Their pictures on face book attracted a lot of people watching their pictures.

Face book is the fastest way to make friends with others.

Parents take control of their children in their houses.

Most of the time people spend most of their time on the internet.

(b)Combination of structures

After one hour later, the student loses focus.

A private chat which did not benefits the company.

I can said it is good to use the internet

(c)Misformation of structure in the case of possible literal translation from mother tongue to English.

Although television and face book give us information, but that is not cheap.

The problem is that people ask them to pay them cheap.

You are addicted by using internet.

4.10 Planning

Students' written corpus showed evidence of careful planning of the academic essay. The various components of the academic essay were appropriately organized and logically sequenced. I could easily follow and understand the main ideas of the academic essays.

It is imperative that I point out that the language errors in the academic corpus of my students were not made across the board but rather by a few students.

SUMMARY OF CHAPTER

In this chapter, I have presented and analyzed the data that sought to describe the perceptions and experiences of my EAP students regarding the current EAP pedagogy at the University of Namibia. Moreover, I sought to identify which component of the academic essay students found difficult when engaging in academic writing. Lastly, I presented and analyzed data that sought to describe the written errors of my students. In the next chapter I will discuss the results of my data presentation and analysis.



CHAPTER 5

DISCUSSION OF THE FINDINGS

INTRODUCTION

The main aim of the study is to investigate academic writing at the University of Namibia with the aim to engender an experiential, meaningful and critical pedagogy that enhances voice and agency in the Namibian EAP classroom. A crucial sub-objective of this study is to explore students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia. Furthermore, it investigates academic writing at the University of Namibia and explores how practices in EAP and institutional policies stifle voice and agency in the EAP classroom.

I hasten to point out that I will be using a considerable amount of theoretical reinforcement in this chapter as I deeply believe that my constant reiterations of my epistemic stance cannot be effective without these theoretical reinforcements. Furthermore, I entreat my readership to note that many of the theoretical strands that I propose to use in this chapter have already been presented in concentrate forms or in the running discussion in my literature review.

In my attempt to summarize the research findings, in the first part of this chapter I have discussed the pedagogical themes that emerged from the quantitative data analysis that I have presented in my previous chapter. In the second part of this chapter I have provided insights on the qualitative findings for this study which I believe have been expressed both in my MRQ and SRQ, all of which I have restated below for ease of reference and reinforcement: MRQ: Can a meaningful, experiential and critical pedagogy be engendered for the Namibian EAP classroom?

SQR:

1. What are EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia?
2. Which part of the academic essay do students find difficult when engaging in academic essay writing?

3. How do practices in EAP and institutional policies stifle voice and agency in the EAP classroom?

As I come to the discussion of my data, I wish to state that I am aware that all knowledge is value-ridden and comes with cultural affiliations, hence I wish to reinforce and reiterate my stance in my study. In this research I take a post-colonial stance. What this means is that I believe that suppressed individuals can see through the dominant knowledge systems and critically interrogate them for their empowerment. Furthermore, I am aware that academic and political life have the ability to deepen and further democratize center discourses due to their unique location hence their oppositional subject location, outsider identity, marginalized status and substitute cultural traditions provide a critical interpretive view on Western discourses (Canagarajah, 1999, p.34).

I propose to present my discussion of findings in this chapter as a critical deconstruction of the current EAP pedagogy at the University of Namibia which I intend to describe, explain and theorize. I believe that by doing so, my study will be better equipped to provide the finishing touches needed to qualify itself as a creative act of discovery and inquiry.

In order to provide an understanding and development of the two research questions in the study, I discuss four components: firstly, the various pedagogical themes that reflect students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia. Secondly, I discuss the components which students find difficult when they engage in academic essay writing, through error analysis. Thirdly, I discuss my students' general remarks on the current EAP pedagogy at the University of Namibia. Fourthly, since this study relates to language learning and acquisition, I find it necessary for my study to explore the importance of error analysis in academic writing. I have used an exploratory descriptive design using both qualitative and quantitative data. Concerning the research methods, I have used the methods of SPSS analysis and written error analysis. While the former aims at providing an understanding of the students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia, the latter, I am inclined to believe will help me to examine and identify the components students find difficult, when they engage in academic writing by analyzing students' written errors. By reviewing various studies that investigate how practices in EAP and institutional policies stifle voice and agency and colonize students' minds, I am able to construct an informed opinion regarding research question 3.

The main participants of the study were 200 first year EAP students who were registered for EAP at the University of Namibia. As instruments, a semi-structured questionnaire and academic essay were used to elicit data from participants. I describe the first research question both quantitatively and qualitatively while I describe the second research question mainly qualitatively. This triangulation of methods and data is meant to gather substantial evidence from diverse sources. I describe the third research question qualitatively by reviewing studies that investigate how practices in EAP and institutional policies stifle voice and agency and colonize students' minds.

The presentation and analysis of the results generated findings on the perceptions and experiences of students regarding the current EAP pedagogy at the University of Namibia as well as findings on the component that students find difficult when they engage in academic essay writing.

I now wish to discuss and interpret the issues that constitute the current EAP pedagogy at the University of Namibia and this necessitates a discussion of the first sub-research question proposed:

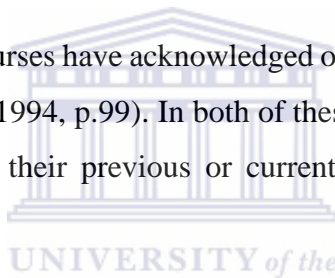
5.1 What are EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia?

The first objective of the study is to gauge students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia, these perceptions and experiences are expected to identify the shortcomings (gaps) in the current EAP pedagogy at the University of Namibia. The analysis of data relating to EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia reveal eight main pedagogical themes. These pedagogical themes relate to the (1) perceptions and experiences regarding EAP course structure; (2) course duration, (3) supplementary material, (4) teaching delivery, (5) voice, agency and empowerment (6) academic essay, (7) critical thinking and (8) teaching support.

The first pedagogical theme that pertains to EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia relates to students' perceptions and experiences regarding the EAP course structure. The data that I have presented in chapter 5 in section 4.1 in table 3 on page 115 reveal that half of the participants agree that the course aims are made clear, while 10% disagree. Furthermore, 50% of the participants report that the course aims

are made clear in advance while 10% of the participants disagree. The data that I have presented in chapter 5 in section 4.1 in table 5 on page 117 reveal that half of the participants also indicate that teaching session are well prepared and presented in a logical order while a small percentage could not decide whether they agree or not. The data that I have presented in chapter 5 in section 4.1 in table 6 on page 118 reveal that some of the participants report that they are able to transfer skills learned in EAP to other courses. This finding suggests that EAP students are able to use skills learned in the EAP class in other modules. I am also encouraged to note that the findings in focus appear to be consistent with the research on L2 writing instruction which reveals the transfer of learning from EAP writing courses. Furthermore, other study findings also indicate evidence of skill transfer across the two disciplines of geography and psychology (Snow & Brinton, 1988, p. 76). Notwithstanding, James (2006, p. 234) showed that a content-based EAP course led to the transfer for engineering undergraduates.

Two more studies on L2 writing courses have acknowledged occurrence of transfer to some degree (Leki, 1995, p.77; Leki & Carson, 1994, p.99). In both of these studies, students were required to identify the traits or strategies of their previous or current EAP which were helpful in their academic studies.



This finding appears to confirm previous findings by Spack (1997) who investigated academic literacy development in an EAP writing course found that the participant transferred from EAP writing course the strategies of what to do as for the gist and details in the subsequent readings. As mentioned, all the above- cited studies in L2 context have treated transfer indirectly and globally. But, James (2008,p.98) focused on a variety of learning objectives determined in advance and concluded that learning can transfer from EAP writing course to other similar conditions. In another study, James (2010, p. 95) put transfer into a new perspective as it occurred in real tasks and across disciplines. He also showed that transfer is likely to happen where multiple tasks and disciplines are considered.

I am aware that the transfer of learning occurs as a function of different variables such as type of knowledge to be transferred, conditions under which to transfer, individuals' preferences for transfer, tasks, and so on, occurring at different rates and in different ways (Smit, 2004,p.86). To substantiate as of evidence, James (2009, p. 90) discovered that learning outcomes of “language use” are more likely to transfer than those related to “content or organization.” Similarly, the

findings of this research partly confirm James's discovery, as it was also found in the present study that the most frequent category of transfer in academic essay, namely, "vocabulary" was an example of language use, stands in clear contrast with James's finding.

This last point of contradiction brings up the important issue of conditions under which learning transfers. This suggests that while L2 settings may call for students' special observation of task for the transfer to be accomplished (James, 2010, p. 98), L1 settings may demand students' motivation (Bergmann & Zepernick, 2007, p.77) or also their emphasis on amount of writing practiced (Nelms & Dively, 2007, p.123). This view is supported by evidence that suggest that as an interchange between L1 and L2, EAP tends to develop subjective conditions for the direction of learning transfer as the results indicated the students' preference toward carrying over their learning from EAP to the writings in English rather than in L1. In contrast to the above point, Berman (1994, p. 56) assumes that thoughts that are generated by writers can be expressed in different ways and that thoughts are not dependent on any particular language. He thus tries to associate the transfer of thoughts not to the language of instruction but to the proficiency that students develop in a particular language as well. I can conclude that the transferability of writing skills requires a foundation of grammatical competence. The role of proficiency brings up an important point and can encourage further studies on the inter-lingual transferability of writing skills.

Still, one point worth attention is that in such a study a difference must be made between the language-based elements of transfer and other theoretically motivated skills in writing such as organization or planning, and so on. This is because not all different learning elements can be transferred universally. Furthermore, we EAP educators need to pay close attention to the direction of transfer as well, to see whether it is L1 which gives way to the transfer of learning more effectively or L2.

Academically, it seems that Cummins's (1991) interdependence theory of L1–L2 in the context of writing can account for the distinctions of this direction. However, the differences of situations and contexts such as a foreign language versus second language context as well as the restrictive role of proficiency and writers' depth and breadth of world knowledge can be very important issues to consider.

Since one of my sub-research questions aims to investigate academic writing in the Namibian EAP classroom. I wish to suggest that EAP classes be redirected toward particular instructional goals focusing on the transfer of certain learning outcomes which are useful to the success of our EAP student writers. I am aware that instructional goals may be directed toward those outcomes that are more likely to transfer under certain circumstances.

Furthermore, I am encouraged to note that other researchers are emphasizing this line of thinking by recommending modifications to instructional approaches used in EAP with premium given to teaching-for-transfer techniques (James, 2010, p.76 & Johns, 1999, p.89)

I am aware that the application of such practices can most probably save students a lot of time and energy in achieving the far-reaching and lifelong goals of education.

I wish to argue that as EAP educators, we need to convert our classes into venues that accommodate learners' individual dissimilarities. Furthermore, I am encouraged to note that the premise that I support and uphold for an EAP pedagogy that empowers students is consistent with Mahdavi's view (2008, p. 404) who suggests that we move away from teacher-controlled instruction to learner-directed learning, and recommends "relinquishing much of control over planning and selection to students" (p. 404).

The above-reviewed studies in contexts of L1 and L2 give a positive picture of EAP skill transfer. I am inclined to believe that EAP writing instruction may help students to improve their written assignments in other academic programs and through this process empower themselves with the necessary EAP skills.

The second pedagogical theme that pertains to EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia relates to course duration. In light of the data that I have presented in chapter 5 in section 4.1 in table 7 on page 119, the findings of the study reveal that 80 % of the participants report that the EAP course should be taught for six months, however, I am inclined to disagree. I am aware that the current EAP course is taught for six months and is content loaded (It focuses on the WHAT) (a lack of focus on the HOW and WHY) due to the limited time available (six months). This is to suggest that the current EAP pedagogy in its current form does not allow for a meaningful, experiential and critical pedagogy. I have personally observed that many lecturers at the Language Centre are rushing to complete the

prescribed content, they spend less time on the academic essay because they still need to prepare the students for the mandatory EAP written test at the end of the semester hence I am inclined to conclude that lecturers fail to teach EAP in a meaningful, experiential and critical pedagogy, hence I wish to support and uphold the premise that a critical, meaningful and experiential EAP pedagogy that enhances voice and agency can be engendered in the Namibian EAP classroom. It is in this regard that I suggest the process-genre academic writing approach which allows a constant step-by-step guidance by the lecturer, this requires time and patience hence to offer EAP over a six-month time period might not be conducive for the effective implementation of a meaningful, experiential and critical pedagogy for the Namibian EAP classroom, it is for these reasons that I wish to recommend that the EAP course be offered over a time period of one year.

The third pedagogical theme that pertains to EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia relates to supplementary material. The data that I have presented in chapter 5 in section 4.1 in table 8 on page 121 reveal that 40% of the participants report that the handout/reading lists provided by the lecturers are useful, while only 3.3% disagreed.

When we use supplementary materials, we make classes more interesting and motivating. If this material is appropriately selected at the moment of planning the lessons it can be most beneficial to students. When we as EAP teachers choose what material to use in each class, it is very important to consider its pertinence and currency in order to achieve our proposed goals.

I am encouraged to note that EAP lecturers provide scaffolding to the EAP students by providing useful supplementary materials. I wish to state that supplementary materials are a very important aid for the EAP students and lecturers because they provide practice and information for areas students may have more difficulty understanding e.g. the academic essay. I am aware that the appropriate selection and use of materials not only contribute to improve instruction and performance but also to increases the scope of achieving the teaching and learning goals in the EAP classroom. I am encouraged to note that there is support for the findings in focus as they appear to be consistent with researchers such as Chwo, Jonas, Tsai, and Chuang (2010, p. 10) who have analyzed the effects of approving supplementary materials for the enrichment of listening and speaking strategies for L2 learners and concluded via a control and test group that supplementary materials both enhance the strategies and learning outcomes of students. Cakir

(2006, p.98); Potosi, Loaiza, and Garcia (2012, p.67); and Williams and Lutes (2007, p. 103), also researched the use of video as an audio-visual material inside EAP classrooms and recorded positive outcomes.

Previous studies like the one carried out by Hayati and Mohmedi (2009, p.677) analyzed the effects of using videos in the EAP classroom; concluding that positive effects were to be observed from their use. Ball (2011, p. 71), on the other hand, conducted research on the use of technology in EAP, found that it helped students to build language skills needed for work and life.

The findings in my study indicate that EAP students find the use of YouTube videos to be: (i) interesting; (ii) relevant; and (iii) beneficial (Kelsen, 2009, p.34). Further studies include Orr (2008, p.89) and Mathews-Aydinli, and Elaziz (2010, p.67) in the employment of interactive whiteboards in EAP classrooms with limited substantial results.

In larger studies into the use of technology in the EAP classroom, Dominguez and Romero (2010, p. 78), Mathews-Aydinli and Elaziz (2010, p.90), and Morris (2011, p.70) examined the use of computers (with limited significant findings from their research), whilst Maden and Ozaslan (2013) researched the use of PowerPoint in classroom with positive results. I wish to state that my study aims to investigate academic writing at the University of Namibia with the aim to engender an experiential, meaningful and whether a critical EAP pedagogy that enhances voice and agency can be engendered in the Namibian EAP classroom. Hence the use of supplementary teaching and learning materials in the Namibian EAP classroom is seminal in the focus of this study.

The fourth pedagogical theme that pertains to students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia relates to teaching delivery. The data that I have presented in chapter 5 in section 4.1 in table 9 on page 122, the findings of the study indicate that about half of the participants report that the lecturer is audible and the subject matter is clearly explained while only 3% report that they neither agree nor disagree. Furthermore, the data that I have presented in chapter 5 in section 4.1 in table 10 on page 123, indicate that participants report no notion of disagreement that the pace of teaching is at the right speed. Only 46% of the participants report that slides and other teaching materials are adequate and well prepared while a small percentage disagree as shown in table 11. The data that I have presented in the previous chapter in section 4.1 in table 12 on page 125 findings reveal that a surprisingly large percentage

(40.0%) of students that took the EAP course could not agree or disagree whether online materials and activities are clearly structured and presented and well integrated into the course. Merely 20.0% of the students definitely agree, 6.7% mostly agree that online materials and activities are clearly structured, presented and well integrated into the course. I am aware that along with the popularity of ICT and mobile devices, the Internet and mobile digitalism have become indispensable, making learning transferable, affordable, accessible, located, direct, connected, individualized, and personalized (Melhuisen & Falloon, 2010,p.11). Furthermore, language and language teaching has also been influenced by this. Study findings indicate that “digital technologies are becoming part of the way that people communicate and part of the context in which language is used” (Walker, 2014, p.109). What this means is that “there is a decline in more linear approaches to reading or more reflective approaches to writing” (Dudeney, Hocky & Pegrum, 1995, p. 181). Consequently, I wish to highlight the following three observations on how meaning making in EAP academic writing has been changed: (1) students have to manage and understand language printed using electronic materials; (2) they are exposed to more language due to the increasing amount of material available online; and (3) they can also contribute their language to sites such as blogs and Wikipedia (Walker, 2014). This suggest that as EAP educators we need to redesign EAP pedagogies in order to inspire learners as “fully makers of signs and transformers of meaning” of the “multimodal discourses in textbooks, websites and classrooms” (Chun, 2015, p. 29).

I am aware that “the ability to produce and understand text-visual interrelations is now an essential component of an academic literacy, and the EAP research is to recognize and feature these meanings”. This is to suggest that students not only have to learn to produce oral academic language required in the form of Power point or Prezi, but also to submit their assignment or ideas in the form of either an online discussion forum or e-portfolio (Walker, 2014,p.45),

I wish to argue that in light of the widespread availability of digitalized materials and digital resources, EAP teachers should help students to select, manage, and understand resources (Walker, 2014,p.45), for example how to add markers or footnotes to e-materials, how to search materials from digital databases, and how to quote and reference e-materials. However, I am neither oblivious nor impervious to the risk of online plagiarism, the possibility of students purchasing assignments and complicity (Walker, 2014, p. 55). Therefore EAP teachers teaching students how

to use software should consider the importance of teaching students how to uphold academic truthfulness digitally.

Previous study findings from Chun (2015, p. 77) suggest that the aim of these new components in EAP pedagogy is to keep up-to-date with the signs of meaning, to follow changes in academic language formation. Furthermore, it claims that it is necessary to enrich the nature of literacy, because literacy is partially “grounded in language” and partially “connected with the communication of meaning.” To be specific, this involves enhancing digital literacy, as the literacy involves all aspects of developing the knowledge, skills, competencies, confidence and capabilities to make use of digital technologies in a productive, creative, critical, safe, and ethical way” (Chun, 2015,p.77). Equally important is that it reflects the responsibilities faced by EAP teachers which include (1) preparing students to study in universal technology environments and (2) enhance their teaching by using the Internet and technology (Walker, 2014, p. 78). While this study reveals that EAP lecturers incorporate e-learning into their EAP pedagogy, some researchers dispute the significance of the Internet in changing the landscape of learning. For example, Bowen (2010, p.99) claims that the Internet and new technology have simply added new tools for learning and are no different from paper and pens, which I strongly disagree with.

The fifth pedagogical theme that pertains to EAP students’ perceptions and experiences regarding the current EAP pedagogy at the University of Namibia relates to voice, agency and empowerment.

I wish to note that the data that I have presented in the previous chapter in table 13 section 4.1 on page 126 reveal that lecturers encourage students’ participation in the EAP classroom. This suggests that EAP students’ voice and agency are enhanced and students are thus empowered. Previous findings from Rudduck & Flutter (2000, p.110) suggest that to be successful, students must understand process and structure – naturally or formally. This is to suggest that if students do not feel connected to the curriculum or course objectives they will become their own obstacles to learning through disruptive practice (p. 109). This finding in focus appears to confirm previous findings by Konings (2010, p. 87) who states that as EAP educators we should move away from one-mold curriculum, where all students are treated as if they shared the same skills and expertise and should be measured by communal collective assessments is based upon favoring an understanding that students differ and that teachers who better understand those differences can more successfully engage students. I am aware that as EAP educators we can never really know a

student's academic struggles until we really know that student. If students are denied opportunities to communicate their insights or direct instructional change, their learning suffers (Konings et al., 2010, p. 54).

Furthermore, I am aware that as EAP Educators we play a pivotal role in encouraging participation by accepting all contributions made in class as important. My observation in such a situation is that when we afford students with strategies to overcome their fear of speaking in class, and make continuous effort to relate the topics to the students' life may make students feel more involved. I wish to state that by striving to provide a more supportive, non-threatening and open learning environment, we would make students feel comfortable in letting their voices be heard, we can move towards the implementation of a critical, meaningful and experiential pedagogy in the Namibian EAP classroom.

Once again I feel encouraged to note that the data that I have presented in the previous chapter in section 4.1 in table 14 on page 127 reveal that lecturers are empowering students by allowing them to choose own topics for their academic essays. This finding suggests that students are empowered to make choices regarding the academic content in the EAP class which is another crucial variable of a critical, meaningful and experiential pedagogy that my study supports. Perl (1980) argues that writing instruction that concentrates on rhetorical form which requires students to compose text on mock topics in order to show mastery of these forms fails to recognize that writers write better when they construct text about topics that stimulate their thinking (pp.30-31). Therefore, it is my opinion and belief that students' writing should be inspired by their feelings and experience about the topic (Judy, 1980, p. 39). However, Weis (1980) warns, writing assignments may not completely be student generated or not only capture students' personal experiences but that academic writing should allow students to become involved in a subject or provide them with a door into the topic (p.31).

This finding in focus appears to tally with Fay's (1987) who claims that the demystification of the world could only happen through critical teaching / learning in "co-intentional education" where teachers and students are co-intent on reality, are both subjects, not only in the task of unveiling that reality but also in the task of recreating that knowledge (p.51). This finding also confirms that knowledge comes from constant negotiation between communities and that knowledge is organic and dynamic shaped by the cultural practices of those who produce it, However, I am aware that

in critical pedagogy transformative action can only happen when teaching is ‘co-intentional’; that is, where teachers and students are both ‘Subjects’ of Freirian pedagogy co-intent on ‘not only unveiling that reality ... but in the task of re-creating that knowledge’ (Freire, 1973, p. 51).

The finding in focus appears to be supported by previous findings by Santana-Williams (2000) who reports that dialogic teaching is the notion that teachers are not monologic decision makers imposing their perspectives; rather, both teachers and students are subjects of Freirian pedagogy involved in a co-intentional teaching/learning process which consequently leads to empowerment, which is yet another important tenant of a critical pedagogy that my study supports and up holds (p.10).

In critical pedagogy teachers are viewed as transformative intellectuals who have the knowledge and skill to critique and transform existing inequalities in society (Sadeghi, 2008, p.101). Which means that the role of this transformative intellectual is to learn from students, appreciate their viewpoints and to take part in the dialogical process. This view appears to be supported by Giroux (1983), who claims that by creating suitable conditions, teachers enable students to become cultural producers who can rewrite their experiences and perceptions. In addition, they also help students learn from each other and to theorize and understand how to question the authoritarian power of the classroom (p.78).

I wish to argue that classroom experiences, with the help of the teachers, should become situations in which students are encouraged to act as active agents in their own education and to develop a critical consciousness that helps them assess the validity, fairness, and authority within their educational and living situations. Furthermore, “teaching that does not emerge from the experience of learning cannot be learned by anyone” (Freire, 1970, p. 30).

I wish to validate my advocacy for a critical, meaningful and experiential EAP pedagogy in the Namibian EAP classroom by triangulating it with McLaren’s position (1989) who claims that in critical pedagogy the teacher is the agent of empowerment; hence ‘teachers must engage unyieldingly in their attempt to empower students both as individuals and as potential agents of social change by establishing a critical pedagogy that students can use in the classroom and in the streets’ (p. 221).

Furthermore, I wish to state that it is imperative to negotiate knowledge more consciously by allowing students and teachers to reach consensus through debate which imitates the social process of knowledge construction (Canagarajah, 1999, p.17). I wish to argue that as teachers of writing we have the responsibility to negotiate the hidden values and interest behind knowledge and must assist students to grow a critical orientation to learning. On the contrary, it is worrying to note that the data that I have presented in my previous chapter in section 4.1 in table 17 on page 131 reveal that 23.3% of the participants report that they are uncertain whether they are able to transfer skills learned in EAP to real life context. This finding suggests that some EAP students are not able to transfer EAP skills over to other disciplines and this can verifiably support what I have said that a critical, meaningful and experiential pedagogy that enhances voice and agency can be engendered in the Namibian EAP classroom. Furthermore, this finding appears to confirm previous findings by Wardle (2007, p. 69) who carried out a study on transfer of learning and discovered that students made no use of their instructions in general writing courses. This observation appears to chime in Wardle (2007, p. 77), who reported that students could not find any relationship between their general writing course and some similar tasks in different courses. The fact that students were not able to establish any link between their instruction and writing, I am inclined to conclude that the current EAP pedagogy at UNAM does not empower the EAP students in becoming autonomous and agents of change within their academic communities.

I wish to state that the inability of students to transfer skills learned in EAP to real life situation could negatively impact the entire academic work of students since students do not realize that EAP is the foundation of their academic work at University. This finding is relevant in the scope of this study if we wish to engender a transformative model of education that aims to empower students to influence their reality by transferring skills they have learned in the EAP classroom to real life contexts (Freire, 1970, p. 51). This is to suggest that as teachers of writing we must relentlessly attempt to empower students both as individuals and prospective agents of society by instituting a critical pedagogy that can be employed by students in the EAP classroom and the real life contexts.

The sixth pedagogical theme that pertains to EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia relates to the EAP academic essay. It is interesting to note that the data that I have presented in my previous chapter in section 4.1 in table

18 on page 132 half of the participants report that they consider the EAP academic essay an important component of EAP while only a small percentage disagree. It is unsettling to note that the data from the questions that I have analyzed in section 4.1 in table 19 on page 134 of the previous chapter offer variable support for discussion here. The data reveal that 26 % of the participants report that they neither agree nor disagree whether they understand the structure of the academic essay. This finding is relevant in the scope of this study if we agree that critical, meaningful and experiential pedagogy must be dialogic and empowering (Freire, 1970, p.77). We must ensure as EAP educators that we give students a voice in the learning environment. This is to suggest that dialogic teaching can only happen when EAP teachers are not monologic decision makers imposing their perspectives (Santana-Williamson, 2000, p. 10); rather, both teachers and students are subjects involved in a co-intentional teaching/learning process. This process then leads to empowerment, which is an important tenet of a critical, meaningful and experiential EAP pedagogy. This suggestion is consonant with Freire (1970, p. 77) who claims that empowerment comes out of reflection on the causes of oppression and then becomes the tool or means to challenge the social order that leads to transformation.

Furthermore, this finding is relevant in my study because it suggests that some students do not understand the structure of the academic essay, which is a core component of the EAP course at UNAM. This finding can verifiably support what I have said that the current EAP pedagogy in the Namibian classroom is not effective in teaching EAP students' academic writing. Hence, I wish to reiterate and reinforce my stance that a critical, meaningful and experiential EAP pedagogy that enhances voice and agency can be engendered for the Namibian EAP classroom. It is with this back- ground that I wish to suggest the use of the process-genre writing approach as a measure of intervention in this situation.

As a teacher of writing I believe that a great deal of attention should be given to the writing process. Jacoby et al. (1995) propose some assignments to enhance increasing independence as students learn to meet academic discourse conventions while working through the process of planning, executing, revising multiple drafts, and receiving feedback from their peers. Dudley-Evans (1995, p. 308) also considers the important role that writing process plays in writing courses. He describes a task in which a student produces a piece of writing that is copied and distributed to other students in the group which, either individually or in pairs, discuss the writing and make suggestions for

improvement. The suggestions may range from corrections at sentential level or the level of discourse.

These are then discussed with the writing teacher acting as a kind of referee. After this, students revise their original drafts in the light of the discussion. These types of activities promote the autonomy that students need to achieve effective academic writing. As García-Mayo (2000) notes, the procedures accepted in an academic course should consider the idea of the students 'autonomy, that is, the student has to be in control of his/her own learning process and relate the different components learnt in the classroom with his/her own personal experience (p.66).

Burgess and Cargill (2013) describe an approach to EAP course design and application in which genre analysis and corpus linguistics are used in combination to teach publication skills, in a way that helps participants gain autonomy in the drafting of their own papers. This approach involves the selection of exemplary research articles by the actual course participants, a macro-level and micro-level analysis of the texts selected, an analysis of the readership to which the papers are addressed, and the writing of a first draft of a paper by the participants themselves on the basis of sentence templates or frameworks that help them avoid the risk of plagiarism. This is followed by an overview to corpus analysis that allows participants to use concordance programmes which can provide them with evidence of language use in their specific disciplines, fostering in this way learning autonomy which is a core tenant of the critical pedagogy that I advocate for (p.234).

Another approach involves the working together of the EAP teacher and the specialist teacher of the particular disciplinary community in the same classroom, as proposed by Dudley-Evans and Johns (1998, p. 23). With this approach, the language teacher and students can obtain a deeper understanding of the expectations of the community in a specific culture that cannot be gleaned through purely text-product analysis. This involves discussion with students of the social context of the discipline students are entering. Through direct questions students can better understand the importance of audience in writing and their different expectations. Flowerdew and Peacock (2001) argue that knowledge of the audience's attitudes, beliefs and expectations is essential for students writing in a second language. Johns (1995) also acknowledges the value of consulting expert writers about the purpose of a text, its form and style, as well as about how the genre evolves. Similarly, Paltridge (2002, p. 24) argues that focusing on aspects of genre "beyond the text" into

the social and cultural context which embeds the genre is very important in order to fully understand its purpose and use and the influence on the language choices.

Hyon (1996) provides an example of a direct teaching application of the process-genre writing approach, which basically consists in describing helpful tasks for informing students on the influence of rhetorical contexts on the genres they write. As a teacher of writer, I am aware that these types of tasks may contribute to acknowledge a functional understanding of writing contexts, and the notion that language is socially situated and employed to achieve personal and institutional purposes. This view requires that not only must descriptions be based on naturally occurring linguistic forms, but an analysis of academic discourse must also focus on the interactional and social traits of communities.

As Hyland (1998, p.70) notes, discursive practices represent the processes of text production and interpretation. I wish to argue that classroom discussion of the social contexts surrounding texts should thus be dominant in process-genre-based instruction. This suggests that EAP teachers ought to specify the features of the rhetorical situation, including the purpose of the text, the audience, and the circumstances of the writing, such as the analysis of the writer's cultural background and the educational systems from which texts derive.

It is interesting to note that the data that I have presented in the previous chapter in section 4.1 in table 20 on page 135, 13% of the participants indicate that the criteria used for marking and assessment of the academic essay are clear in advance. This suggest that EAP educators explain the essay requirements to students in advance.

The process of providing feedback is an ongoing process in which we as EAP teachers communicate information to students that helps them better understand what they are to learn, what high-quality performance looks like, and what changes are necessary to improve their learning (Hattie & Timperley, 2007,p.81). Feedback provides information that helps students confirm, refine, or restructure various kinds of knowledge, strategies, and beliefs that are related to the learning objectives (Hattie & Timperley, 2007, p.81). Feedback from teachers provides explicit guidance that helps students adjust their learning. Moreover, there is a greater impact on achievement, students are more likely to take risks with their learning, and they are more likely to keep trying until they succeed (Hattie & Timperley, 2007, p.81).

Although the data that I presented in the previous chapter in section 4.1 in table 21 on page 136 reveal that 40% of the participants report that they agree that the feedback provided on their academic essay is helpful in developing their understanding of the subject, I wish to note that this finding appears not to chime in with Zamel (1985) findings who reports that writing teachers misread students text , are inconsistent in their reactions , make arbitrary corrections , write contradictory comments , provide vague prescriptions , impose abstract rules and standards, respond to text as fixed and final products and rarely make content- specific comments or offer specific strategies for revising the text (p.86). I wish to argue that as teachers of writing we should be careful not to colonize our students' minds by fulfilling our own writing through students' text, we should rather serve as consultants, assistants and facilitators in the writing journey of students. Furthermore, we should serve as moderators of students' written work and serve as surrogate audience to students' writing.

The seventh pedagogical theme that pertains to EAP student's perceptions and experiences regarding the current EAP pedagogy at the University of Namibia relates to critical thinking. The data from the questions that I analyzed in section (h) of the previous chapter on page 138 offer variable support for the discussion here. The data reveal that the majority of the participants do not understand the meaning of the term critical thinking. This is reflected in the responses provided by the participants. I wish to highlight the observation that students are unable to mention any critical thinking activity employed by lecturers in the EAP classroom but could only list the various topics covered in the EAP study guide. This finding is relevant in the scope of my study since it strongly reaffirms my argument that there is a distinct absence of a critical, meaningful and experiential EAP pedagogy in the Namibian EAP classroom. Further to this, it suggests that lecturers appear not to employ critical thinking learning and teaching strategies in the EAP classroom. Hence, I wish to reaffirm my premise that a critical, meaningful and experiential pedagogy that enhances voice and agency can be engendered in the Namibian EAP classroom.

I am encouraged to note that my proposal for a critical, meaningful and experiential pedagogy in the Namibian EAP classroom appears to be supported by previous findings. Wray (2007, p. 2) argue that (1) critical pedagogy encourages students to investigate and question the "relationships between language and social practices that advantage some social groups over others"; (2) it admits that texts of whatever form are inseparable from "the cultural and social practices in which and by

which they are constructed...the way we use language ... is never neutral or value-free”; (3) critical pedagogy makes students more willing to analyze and evaluate of phenomenon; and (4) it helps students become more familiar to social justice.

Furthermore, the critical approach of EAP goes against the hierarchy to prioritize experience and to degrade newcomers (Lea & Street, 2000, p.26). This is well reflected in the first point made by Wray (2007, p.77): the critical approach confirms that EAP is a product of history and social economic development (Benesch, 2001, p. 34). The second, with the objective that students do not act as passive receivers of knowledge but instead become linked with larger social problems.

(Chun, 2015, p. 125), addresses the third point; which describes the benefits for students and society in the critical pedagogy described by Wray (2007, p.62). My view for the need of critical pedagogy in the Namibian EAP classroom is supported by the following evidence that suggest that EAP under the language as ideology emphasizes its function in raising students’ awareness of the formation of and fitting in to the discourse (Norton & Toohey, 2004; Hyland, 2012). There is support for critical pedagogy by In Chun (2015) who notes its benefits in linking the discourse and learning with a larger context and the wider world, underscoring the obligation of it in defending students’ rights to information (p.123).

As an EAP educator I am aware that in an even wider worldwide context, as English gradually becomes the lingua-franca of the world (Graddol, 1997,p.88; Hyland, 2006,p.52), scholars in countries with no historical relationship to English are commonly expected to publish in English to guarantee promotion (Hamp-Lyons, 2011,p.90). English is also subtly taking over the cultural identity of its non-inner circle users, learning English as a language of ideology that maintains learners’ criticality as local-global citizens (Kumaravadivelu, 2003; p.49).

In the same vein, I wish to argue that when students are able to think critically or be taught to think critically they will be able to use language as a tool for interaction with a purpose and as a source of emerging agency. More than that, it can become a tool for resisting linguistic, ideological and pedagogical imperialism. My view is consonant with (Canagarajah, 1999) who argues that if students are subjected to a language and belief and value system which convey the message that they are culturally illiterate, they learn very little about critical thinking and a great deal about the “culture of silence (p.99). My argument appears to confirm previous findings of the essence for a

critical, meaningful and experiential EAP pedagogy in the Namibian EAP classroom as Bourdieu (1977) and other researchers who exposed the principle of the “culture of silence “note that classroom knowledge is often the imposition of literacy and cultural style that is specific to the language socialization of the privileged classes. Therefore if students have to give meaning to their existence, teachers will have to use students’ values, beliefs, and knowledge as a crucial component of the learning process before a move to the theoretical can be achieved (p.304). In my opinion, the lack of a critical pedagogy in the current EAP program at the University of Namibia could be attributed to various variables. It could be that educators do not perceive themselves as agents of change as postulated by Freirian ideology since the EAP teacher might serve in a non-tenured position or a unit that functions autonomously from other academic disciplines (in this case the Language Centre) (Crookes ,1999,p.55). Another probability could be that the current teacher programs are overly concerned with disciplinary knowledge and less focused on skill (Crookes, 1999, p. 218).

As a teacher of writing I am aware that the task of teaching students to write and think critically is not easy. Nevertheless, my study calls for the incorporation of a critical, meaningful and experiential EAP pedagogy that enhances voice and agency in the Namibian EAP classroom and the rejection of conventional approaches to academic writing that colonize students’ minds.

I am of the opinion and belief that the aim of universities is to assist students develop critical consciousness by assisting them in making meaning of their experience within a context where they can use EAP content as a tool towards social mobility and social transformation in a multi-cultural environment. Moreover, knowledge is not studied for its own sake but should be perceived as a facilitator between the student and the larger society, hence students must be able to examine the content and provide boundaries for their own learning (Sartre, 1965, p.89).

The last pedagogical theme that pertained to EAP students’ perceptions and experiences regarding the current EAP pedagogy at the University of Namibia related to teaching support. I wish to note that the data that I presented in my previous chapter in section 4.1 in figure 6 on page 139, 24% of the participants indicate that they are uncertain whether tutorials are provided.

Tutorials are an indispensable part of the teaching and learning process. Equally important, it provides academic support to EAP students in a less formal and student-friendly environment.

Tutorials help students to gain a deep understanding of the subject matter in their discipline - discussion in tutorials helps students to see the significance and implications of their knowledge so they can apply what they have learned in new contexts. Furthermore, they enable students to learn how to think, for instance to synthesize disparate sources, to formulate a thesis and justify it, to anticipate criticisms of their arguments, and to respond to questions and challenges. Tutorials also develop students' basic academic skills (e.g. identification and evaluation of relevant resources, effective communication both orally and in writing, effective time-management, critical self-assessment (Ashwin, 2005, p. 631). A possible reason why EAP educators might not offer tutorials to EAP students at the University of Namibia could be attributed to the notion that EAP educators are too occupied with teaching and assessment activities. As a measure of intervention, I propose the process-genre writing approach which allows for a step-by –step tutorial guidance and assistance to students in the writing process.

The process-genre writing approach that my study proposes allows for a step-by –step guidance and assistance to students in the writing process. Although, the data that I presented in the previous chapter in figure 2, the study findings reveal that 42% of the participants report that they definitely agree that they are able to access all recommended reading materials for EAP, however, I wish to mention that in reality students struggle to obtain the prescribed material due to a lack of finances since many students are not bursary holders and solely depend on their parents or families for financial assistance. Furthermore, students have to constantly print-out volumes of supplementary documents needed for the EAP classroom which could be costly. Some students can hardly afford to buy the EAP study guide due to a lack of finances.

All the above mentioned issues and insights relate to tenants of a critical, meaningful and experiential EAP pedagogy which I have discussed in my study so far.

Since my study aims to investigate academic writing at UNAM and aims to engender an experiential, meaningful and critical pedagogy that enhances voice and agency in the Namibian EAP classroom, I wish to briefly discuss the current views on the aim of instruction in the EAP course as a measure of reiteration and reinforcement.

For the debate in EAP instruction, Dudley-Evans and John (1998) define EAP as the requirement to teach the four macro pillars of speaking, listening, interacting and literacy (namely reading and

writing), with the addition of micro skills taught within each macro skill (for example being able to use a discourse marker when writing) (p.109). Lea and Street (1999, p.111) underscored the importance of the critical approach and disciplinary cultural socialization of EAP in addition to EAP's focus on skills. Furthermore, Deane and O'Neill (2011, p. 233), advocates of WID (Writing in Discipline), confirm that language related to disciplines is an appropriate skill of academic writing, which shows consistence with the view of Dudley-Evans and John (1998). However, they dispute the affordance of generic skills and academic literacies, inter alia, the conflicts intrinsic between approaches to EAP instruction. Wingate (2015) suggests an integrated model of EAP that would absorb all the advantages from the previous approaches. However, with the development of ICT, Wingate's integrated model appears to disregard the affordances and new meanings created by new digital ICT, which Chun (2015) argues should be included in EAP (p. 46).

The epistemological stance of my study is aimed at challenging EAP pedagogies that promote the banking system that fails to enhance voice and agency in the EAP classroom and thus colonizes students' minds. Furthermore, it rejects conventional pedagogies that fail to facilitate dialogic learning and teaching experiences in the EAP classroom (Canagarajah, 1999, p.70). As evidenced by my data presented so far, there seems to be a distinct lack of critical, meaningful and experiential pedagogy that enhances voice and agency in the Namibian EAP classroom. In light of this, my study generates an indispensable body of knowledge for the Namibian EAP context.

My discussion so far has highlighted EAP students' perceptions and experiences regarding the current EAP pedagogy in the Namibian EAP classroom. I now wish to discuss and interpret issues regarding academic writing in the Namibian EAP classroom and this demands a discussion of the second research question proposed:

5.2 Which component of the academic essay do students find difficult when engaging in academic essay writing?

The second objective of the study is to identify which component of the academic essay students find difficult when they engage in academic essay writing. Although the data that I presented in the previous chapter in section 4.1 in table 22 on page 137 reveal that 30.0 % of the participants report that they definitely agree that they understand the structure of an academic essay, the qualitative data in section 4.3 on page 142 findings throw up a contrasting picture. Insights from

the qualitative reports of the candidates indicated that the majority of the participants found it difficult to understand the use and functions of the inner components of the academic essay. More specifically, the study findings indicated that the participants found APA referencing the most difficult. This finding can verifiably support what I have said previously, that there is a need for a critical, meaningful and experiential pedagogy in the Namibian EAP classroom, therefore a critical, meaningful and experiential EAP pedagogy that enhances voice and agency can be engendered in the Namibian EAP classroom. It is my opinion and belief that through a critical, meaningful and experiential EAP pedagogy in the Namibian EAP classroom the effective teaching of APA referencing can be achieved. The finding in focus suggests that students have not mastered the skill of incorporating others' views in their writing. Although referencing skills in academic writing contribute much to students' formation of "voice" in academic writing, the technique of referencing has become a confusing and intimidating activity for many students (Angelil-Carter, 2000, p.55). As teachers of writers we should be aware of how issues around referencing could actually lead to students alienating themselves from the academic environment and impede them from their own agency. I recommend that as teachers of writing we should minimize the hierarchical gap between us and our students so that students do not perceive themselves as academic outcasts and knowledge owned and guarded by educators. Furthermore, we should be aware that voicing is not an easy process for it requires students to integrate various voices in addition to their own, hence we should be more tolerant and understanding of the struggle student's face when engaging in referencing activities.

I am aware that learning and using APA Style, or any citation style, can be difficult for students. While there are many areas where students may encounter confusion, in the EAP classroom I notice students repeating the same types of mistakes. By understanding some of the most common mistakes students may be making and the misconceptions that may be behind the errors, EAP educators can help students learn how to correctly use APA Style and avoid issues with plagiarism in their writing. In the next session I wish to discuss the main findings that I presented in the previous chapter in research question 2, section 1 regarding the APA referencing errors of my students.

5.2.1 Citations and references do not match.

I noted that participants use one piece of bibliographical information to cite a source in-text and then begin the full reference with a different piece of information. For example, I also note the title of the article, journal, or book cited in the text when the reference, correctly, begins with the author's last name. Another very common error students make is when they cite in-text with the URL for the source. I wish to argue that while there may be a number of reasons that students make this type of error, one possible reason is that they are attempting to establish credibility by including the medium in the text of their essays. I wish to state that it is important for students to make a careful comparison of their in-text citations and full references to ensure that the information in each citation exactly matches the first word in the reference. I wish to suggest that it is helpful to remind students that APA follows an author-date system to cite in-text and that information like an URL does not indicate the author or the year.

5.2.2 The participant includes too much information in references.

I noted references with information like the author's university affiliations, professional titles, and degrees. Similarly, a reference might include information like the number of diagrams and figures in an article. It is my opinion that students may include too much information in references because they may simply copy all of the referencing details from the source and then paste it on their references page. Furthermore, students also may include extra information to show that their sources are believable. I wish to suggest that it is helpful to remind students that references generally should have only key pieces of information.

5.2.3 The participants' work reflects an attempt at APA referencing

I noted that students tried to reference their sources but all of the elements may not be present. For example, students may have in-text citations but no references on a references page, or, they may have no in-text citations but complete references. Sometimes, there may be some in-text citations, but not enough. I wish to argue that students may not fully understand, for example, that both citations and references are required for successful use of APA. In this case, I find it helpful to remind students that each serve separate and important purposes.

I also noted in the participants' essays that several passages in the students' work have obviously been borrowed from outside sources, but there is not sufficient citation. For example, I noted only one citation at the end of the paragraph mainly composed of source material. This may especially occur when students are writing about topics that they may have initially been unfamiliar with; thus they may struggle with citing entire paragraphs of paraphrased material.

5.2.4 How to teach APA as a reference skill in a critical, meaningful and experiential approach.

Since the findings of my study confirm that students in the Namibian EAP classroom find the skill of APA referencing difficult to use, I wish to suggest ways to effectively teach APA as a reference skill.

In a study focusing on the *why* in program evaluation, Friedman, Rothman, and Withers (2006) state that “a structured, systematic, and deep inquiry into the ‘why’ question provides a rational means for reflection in EAP. This inquiry process provides a means for goal improvement and value arrangement that also nurtures team building and partnership” (p. 202). When we as EAP educators ask students to write papers, we are asking them to further develop their professional voice. I am aware that some students will go on to turn school papers into professional manuscripts, but for the most part, writing papers in graduate school is an exercise in presenting important information in an easy to understand in a concise manner. Brevity, clarity, and precision (required in strong writing) are indispensable features of a strong professional voice.

It is imperative to draw similarities between APA rules, for example, when students paraphrase or summarize in APA style (rather than use direct quotes), they provide evidence of comprehension. I wish to state that it is important for us teachers of writing to teach EAP students how to paraphrase, summarize, and reflect on content rather than mimicking.

Another concrete example of APA involves the use of headings and subheadings in academic writing. I find using sub-headings helps with flow and helps me to record data that is relevant (Sheldon, 2010, p.77).

It is imperative that students find out about writing resources available through the university and in the department. Most universities have writing centers, tutors, or other resources; faculty and

staff who offer these services may be willing to provide a classroom presentation on basic APA complexities. Furthermore, writing across the curriculum is “pedagogical and curricular attention to writing taking place in university subject matter classes other than those offered by conformation or writing” (Bazerman, Little, Bethel, Chavkin, Fouquette, & Garufis, 2005, p. 9).

The involvement of the entire institution of higher education provides the message that writing is valued and that writing skills are never fully learned, but that writing skills are a process. It is important to work with colleagues to send the same message about the importance of writing formatting (Bazerman et al, 2005, p.10).

When staff members join together as a department, it presents a united front regarding the importance of professional voice. Counselor educators can reduce extra work by sharing resources (e.g. referral templates, APA templates, or the APA paper written in APA style). It is important to work together to think of other creative ways to address the specific writing needs of current students (MacArthur, 2007, p.19).

Students learn by example and repetition (MacArthur, 2007), therefore instructors should hold themselves accountable to writing in APA style to provide positive reinforcement of APA formatting. Students are overwhelmed hourly by written material that is not in APA style (e.g. newspapers, magazines, virtually everything on the internet). We ought to make sure that handouts, emails, and presentations use APA style (e.g. a reference list when posting in a discussion board, or emailing students) to provide both examples of scholarly writing and evidence of the value you place on APA style (p.37).

The concept of practice leading to competence is evidenced through academic requirements in EAP as students practice writing skills to gain competence. Reward student practice by including writing style into assessment schemes; this will motivate students to learn and adjust to APA (Pressley, 2007, p. 17).

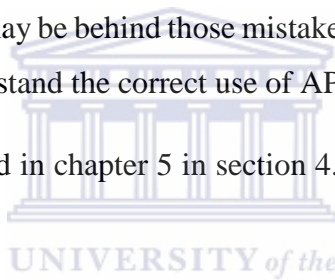
If students have difficulty mastering APA, they should be referred to one of the available writing resources. A standard letter could be created to send to struggling students to empower students to seek writing assistance, while admitting the complexity and of APA style. This letter can be shared with other faculty to bring home the importance of scholarly writing within the department.

Equally important, feedback that is thorough and specific is most helpful to students who wish to improve writing skills; “the goal is to teach the writer, not just refine or fix the particular piece of writing” (Pressley, 2007, p. 19). Meaningful feedback that teaches the writer, though, can take up precious time and cause frustration for instructors who find similar errors on multiple student papers. Faculty can use concise methods of providing feedback through the construction of documents that contain explanations of common APA errors (Hara, 2007, p. 199).

According to Hara (2007) peer review of writing has been used for improving writing for students in primary schools, and even tertiary institutions. Peer revising, together with faculty training and support, can enhance student writing success and increase critical thinking and comprehension (p. 199).

I believe that by knowing some of the common mistakes that students make when learning to use APA and the misconceptions that may be behind those mistakes, EAP teachers can take a proactive approach to helping students understand the correct use of APA Style and avoid plagiarism.

The qualitative data that I presented in chapter 5 in section 4.3 revealed that participants find the use of discourse markers difficult.



Coherence and cohesion are the two crucial textual components that have been identified as pivotal features of ‘good’ writing (Halliday and Hassan, 1976; Halliday, 2000, p. 56). Coherence and cohesion are important to student’s demonstration of ideas. In a discourse position, an analysis of cohesion makes a valuable measure of the effectiveness and degree of the written texts. Many researchers have conducted studies since the publication of *Cohesion in English* (Halliday and Hasan, 1976, p. 67).

Halliday and Hassan (1976) state that one of the main linguistic systems of text establishment is cohesion (p. 78). Cohesion signifies the existence or lack of clear cues in the texts that help the audience to follow the concepts and discover the meaning within the text. Winter (1994, p.94) also states that textual cohesion affects the relations between clauses at a macro-level.

Furthermore, discourse is mainly concerned with written and spoken communication. These are two components which learners use to construct different types of discourse (McCarthy, 1991, p.8). Therefore, written discourse could be dealt with through its formation and process.

Holland and Lewis (1996, p 19) state that the texts should be organized and structured from the first sentence to the end. The sequence of the text is recognized by the connection amongst clauses, which is determined by the 'lexical and grammatical choices of language' (Holland and Lewis, 1996, p.29). Thus, several studies have been conducted to indicate the problems of using discourse markers in written texts. For example, Jalilifar (2008, p.59) show that elaborative discourse markers are more commonly used in descriptive compositions among Iranian EFL learners. Liu and Briane (2005, p. 67) also found that undergraduate Chinese learners use more additive 'and', 'also' and 'or' discourse markers than other types. In addition, the largest percentage of the total number of reference and conjunctions errors also found in learners' writing (Johns, 1980, p. 145).

Below is an example of an EAP student who employed discourse markers wrongly in his academic essay. (The essay has been shortened and reproduced with the actual spelling errors).

The role of mobile phones in our lives.

Nowadays, mobile phones appear to be the most valuable things in our life. We can get benffit from them appropriately. Nevertheless, some disadvantages can be identified.

Mobile phones have some advantages. Firstly, it is handy because it can carry to everywhere, secondly, it has many functions such as listening to music, playing games. Thirdly, it can be used for internet facilities. Furthermore, it is

suitable to be used in emergencies. Moreover, several disadvantages can be identified. First, some types of mobiles are expensive. Because of this, most

people can not buy and use them. Second, network reception

might not be available or suitable in some areas. As a result,

we can not communicate adequately. Moreover, it is dangeroys to be used while driving.

In summary, people are satisfied with advantages and using mobile phones widely. However, some disadvantages can have negative impact on our life.

In the above example sample ‘moreover’ does not express a contrast or disadvantages of mobile phone at the beginning of a new paragraph. Therefore, ‘nevertheless’ should have been used to express an appropriate meaning.

According to the data that I have presented in my previous chapter in section 4.3 on page 142 , I wish to argue that the first year EAP students appear to use more elaborative discourse markers such as ‘and’ and ‘also’. They also use the contrastive discourse markers ‘but’ and causative discourse markers such as ‘because’ and ‘since’ more often. I am encouraged to note that the finding in focus appear to be consistent with Fraser (1999) who found that most students frequently used elaborative discourse markers. More than that, they are able to use coordinate conjunctions at sentence level.

The fact that my EAP students fail to use discourse markers correctly can verifiably support what I have pointed out earlier a distinct lack of critical, meaningful and experiential EAP pedagogy in the Namibian classroom, hence a critical, meaningful and experiential EAP pedagogy that enhances voice and agency should be and can be engendered in the Namibian EAP classroom. In the next section I wish to discuss the discourse errors in detail

Firstly, the outcome of the analysis show some common problems in the use of discourse markers by my EAP students. It is evident from the findings that my EAP students might not be very familiar with the style, structure of rhetorical conventions of the English language. This finding seems to chime in with Fatah (1999) who claimed that the academic writing features are different from conventional English structures (p.28). Furthermore, I am inclined to argue that my EAP students might not be able to produce essays because the construction of an understandable essay of discourse is a combined method that involves speakers and writers to pay attention to various kinds of communicative information in addition to the grammatical knowledge (Sanders and Noordman, 2001, p. 67). I am aware that my EAP students might not have such kinds of communicative and grammatical knowledge and capability of showing personal, social identities, engagements and to establish interpersonal links between discourse components in academic writing (Fraser, 1999, p. 181).

Fraser (1988, p. 208) claims that the correct use of discourse markers is partly related to grammar knowledge. In support of Fraser (1999) Lichtenberk (1991) mentions grammar as an important

point to shape discourse between the existing utterance and the prior knowledge that assist students to use a strategic approach to arrange discourse markers sequentially. Some essay of my EAP students show a lack of prior knowledge, consequently students are not able to interact with text (Ahmad, 2010, p. 29).

Additionally, writing anxiety might be another impediment in the construction of a coherent academic essay. Cheng (2002, p. 267) claims that writing anxiety affects students' incentive and attainment negatively. Finally, a lack of formal teaching approaches of cohesive devices, particularly discourse markers, might be another problem.

Based on the discourse markers analysis in my EAP students' argumentative essays, I wish to argue that my EAP undergraduate students have difficulty in the use of various types of discourse markers in academic writing. Previous studies on the use of discourse markers in academic writing have proposed pedagogical recommendations to solve the problem in teaching cohesive devices such as references, conjunctions and other types of discourse markers (Hasan, 2010, p. 44).

Therefore, I suggest a pedagogy for the effective teaching of discourse markers in order to reduce student errors and improve teaching techniques for writing. The approach I wish to propose to teach writing is the process- genre academic writing approach. This writing approach will allow students to go through the planning, drafting, revising and editing stages and it will also help students to become familiar with various purposes of genres (Hasan, 2010, p. 45)

Firstly, in order for EAP lecturers to use the process-genre writing approach as a means of intervention in teaching discourse markers to EAP students, it is imperative that EAP teachers encourage students to think about the arguments first and then choose the appropriate linkers to connect the ideas and clauses. Inappropriate or an over-load of cohesive devices will not make a coherent text (Carrell, 1982, p. 99).

Secondly, EAP students should be motivated to read various texts in order to enrich their comprehension of implicit textual relations. Previous study findings indicate that integrating reading into writing is necessary. Furthermore, reading texts could also be helpful for students to understand the use of discourse markers and vocabulary in reading and writing. This could help students to be more conscious of coherence and cohesion since it is difficult to learn coherence only through teaching only (Connor, 1990, p. 19).

Thirdly, teachers should enhance students' consciousness of structural modeling of writings (Thurstun and Candlin, 1998, p.100). It might be helpful for students to understand model texts and identify the components of the texts such as pronouns, demonstratives, and particularly discourse markers. These types of reading will enable EAP students to understand the use of discourse markers within sentential context.

I believe that in order to solve the problems of discourse markers in academic essay writing, EAP teachers should work on the macrostructure of the essays. (Hoey, 1983) claims that macrostructure plays an important role for readers and writers to comprehend functions and categories of the texts. EAP teachers can teach EAP students the essay features and its communication purpose throughout this aspect of coherence. For example, argumentative essays can be taught as a problem and solution or advantages and disadvantages pattern. This step will help students to link and arrange ideas tightly (p.122).

I wish to state that in order to mitigate discourse markers and APA referencing mistakes in EAP student academic writing, I wish to suggest that as teachers of writing we should employ meaningful and experiential learning activities that enhances voice and agency in the EAP classroom. All the above mentioned issues and insights relate to academic writing in the EAP classroom which I have discussed so far in my study.

In the next section, I propose to discuss my students' general remarks concerning the current EAP pedagogy at the University of Namibia.

5.3 Discussion on EAP students' general comments on the current EAP pedagogy at the University of Namibia.

The aim of this qualitative question is to provide a platform for my students to allow them to express their opinions freely regarding the current EAP pedagogy at the University of Namibia. The data that I have presented in chapter 5 in section (j) on page 141 reveal that the majority of the participants are not content with the current EAP pedagogy. More specifically, firstly the findings of the study indicate that participants report discontentment with the pedagogies EAP educators employ in teaching academic writing. Secondly, the findings of the study reveal that participants report a lack of practice in academic essay writing. This finding about a lack of writing

practice appears to confirm previous findings by Stein, Dixon, and Isaacson (1994) who report that “many writing disabilities may derive from too little time allocated to writing instruction or from writing instruction inadequately designed around the learning needs of many students” (p. 392).

Furthermore, Hodges (1993) explored the theory that secondary students who are not proficient writers have difficulty because they lack intensive practice

The lack of writing practice in the Namibian EAP classroom can verifiably support what I have said about the lack of a critical, meaningful and experiential EAP pedagogy in the Namibian EAP classroom, therefore; a critical, meaningful and experiential EAP pedagogy that enhances voice and agency can be engendered in the Namibian EAP classroom.

Since my findings of the study reveal that there is a distinct lack of academic writing practice in the Namibian EAP classroom, I wish to highlight the importance of writing practice in EAP. Emig (1977) describe writing as “a unique mode of learning” (p. 122) involving the active participation of both the left and right hemispheres of the brain. Researchers have agreed that writing enhances thinking skills; the higher cognitive functions of analysis and synthesis seem to develop most fully with the support of written language (p. 122). Emig (1977) states that if the most effective learning occurs when learning is reinforced, then writing “through its inherent re-enforcing cycle involving hand, eye, and brain marks a uniquely powerful multi-representational mode for learning” (p. 125). I believe that we become better writers through constant writing practice.

I am encouraged to note that my advocacy for a critical, meaningful and experiential EAP pedagogy in the Namibian classroom is consistent with Pope and Beal’s views (1994) who said that successful programs provided “supportive, caring environments where students participated in meaningful activities to achieve realistic, self-selected goals” (p. 5). Furthermore, Pope and Beal’s (1994) research on middle- school at-risk students and English language arts revealed that students needed a learning environment that included social relationships, individualization, modeling, and success (p.76).

I am of the opinion that a critical, meaningful and experiential pedagogy could be an intervention to the current inadequate EAP pedagogy at the University of Namibia. Canagarajah (1999) concedes that pedagogies are not received in their own terms, but appropriated to different levels in terms of the needs and values of the local communities. Since my students come from multi-

lingual and multi-cultural communities, they need a pedagogical strategy that enables them to deal with conflicting academic discourse, raises their awareness of discursive conflicts and empowers them to negotiate effectively with conflicting discourses (p.150). As a teacher of writing, I am cognizant of the EAP classroom dynamics- I am aware that each class room is unique in the particular dynamics that exist between the students themselves and between the students and teacher during the teaching and learning process. I wish to argue that as teachers' of writing we should be aware that students' problems with academic writing are not due to a lack of ability but due to their social and cultural factors that influence writing. I am also cognizant of the notion that there is not a best method in teaching but rather a good method that is suited for a specific teaching and learning context (Prabhu, 1990, p.172). Furthermore, as teachers and researchers we should focus on the conventions of academic discourse with an emphasis on the relationship between discourse, community and knowledge (p.196). Equally important, we should enhance our "sense of plausibility" (our subjective understanding of what we do in class (p.175). I wish to emphasize that this study postulates for a meaningful, experiential and critical pedagogy for EAP, it advocates for the appropriation of a suitable approach to EAP teaching. I wish to argue that this pedagogy that I propose enables students to use their own local knowledge and counter ideological domination, create favourable subject associations and take part in emancipatory class activities (Freire, 1973). I am aware that in order for students to be able to communicate with the academy and contribute towards the creation of knowledge they must first construct alternative discourses that stem from a negotiation of the academic discourse and English language in relation to their indigenous strata of knowledge, discourses and languages. I am aware that writing is a social activity; it does not occur in a vacuum, moreover writing is context based community specific and power saturated. When students become aware of these factors they are in a better position to renegotiate their voice and agency in academic writing and thus become empowered to construct their own realities through writing (Freire 1973, p.301). I believe that by using a collaborative, student-centered and critical pedagogy such as the process-genre writing approach, students are encouraged to collectively negotiate the meaning of their own and well-known scholars' texts (Canagarajah, 1999, p. 305).

I wish to argue that it is our responsibility as university writing teachers to initiate students into the academic discourse community. We should teach EAP with sensitivity to the local cultural context based on our sense of plausibility.

I wish to state that this study advocates for a pedagogy that demythologizes the hidden values and curricula and which develops an awareness of conflicting values and grammars behind English and the vernacular, classroom relations and enables students to cross cultural and discursive borders (Canagarajah,1999,p.190). I am encouraged to note that my premise that a critical, meaningful and experiential EAP pedagogy can be engendered in the Namibian EAP classroom appears to be consistent with Freire (1973, p. 86) who states that it is imperative for us as educators to enter into dialogue with our students and identify the learning content with the learning process.

My discussion so far has highlighted EAP students' perceptions and experiences regarding the current EAP pedagogy in the Namibian classroom. I have looked at EAP students' general comments regarding the current EAP pedagogy and identified the components that students find difficult when they engage in academic essay writing.

The sub-research question in my study investigates academic writing in the Namibian EAP classroom. This means that the students' writing constitutes half the bulk of my investigation. Since my study relates to language education and learning, I find it necessary that I discuss my students' written error analysis in the next section.

5.4 Discussion on my EAP students' written language errors.

My extensive teaching repertoire as a teacher of writing has enlightened me that in many ESL EAP class rooms it is inevitable that students commit written errors. In consideration of this, I am inclined to view my students' writing (academic essays) not as complete and error-free linguistic productions but as cultural productions, which by virtue of being dynamic and discursive will continue to grow (Kern, 2001; Kramsch, 1993; Pavlenko, 1998).

At this juncture, I hasten to mention that I am aware of the magnitude of negative criticism regarding the process of error analysis in ESL /EFL language learning and research. In light of this, my intention with my data regarding error analysis in this study is solely for the purposes of identifying academic writing problems experienced by my EAP students which enables me to have a deeper understanding of my students' academic writing struggles, moreover, it also enables me to design an appropriate pedagogical intervention. Consequently, I wish to highlight the benefits of error analysis in language learning.

Error Analysis (EA) is concerned with the analyses of the errors made by L2 learners by comparing the learners' acquired standards with the target language standards and explaining the identified errors (James, 1998, p.102). Corder's (1967) influential work "The Significance of Learner's Errors" has given EA a momentous turn in that it views errors as valuable information for three beneficiaries: for teachers, it informs us on the progress of the students; for researchers, it provides evidence as to how language is acquired or learned; for learners themselves, it gives them resources in order to learn (Corder, 1967 as cited in Maicusi, Maicusi, & Lopez, 2000, p. 170).

With this approach I regard errors as resources for learning and teaching rather than as "flaws" which indicate failure in the acquisition process and, therefore, needs to be eradicated. Despite the criticisms against error analysis such as complete reliance on errors per se and not seeing the whole picture of the learners' linguistic behaviour by looking also at the non-errors (Gass & Selinker, 1994; Maicusi, Maicusi, & Lopez, 2000, p.55), error analysis has contributed broadly to Second Language Acquisition Theory and second language writing instruction. According to Corder (1967), error analysis has a theoretical and an applied objective. The theoretical objective is to understand what and how a learner learns when he/she studies an L2. The applied objective is to enable the learner to learn more efficiently by using the knowledge of his L1 for pedagogical purposes. At the same time, the analysis of errors can serve two purposes, diagnostic (to in-point the problem) and prognostic (to make plans to solve a problem) (p.87). Corder (1967) said that it is diagnostic because it can tell us the learner's understanding of a language at any given point during the learning process. It is also predictive because it can tell the teacher to modify learning materials to meet the learners' problems (p.110). Furthermore, research has restrictions of providing only an incomplete picture of learner language; and having an essential nature in that it does not take into account avoidance strategy in SLA, since error analysis only investigates what learners do. Learners who avoided the sentence structures which they found difficult due to the differences between their native language and target language may be regarded to have no difficulty. This was pointed out by Brown (1994, p.49) and Ellis (1996, p.55).

According to Richards (1972) there are several possible factors why students commit grammatical language errors. These factors could be overgeneralization, first language interference, performance pressure or fossilization. However, these factors can be mitigated through giving corrective feedback on which students can operate as provided in the feedback (p.77).

I am cognizant that the relationship between errors and interlanguage development has remained complicated and several linguists have suggested that the two be kept conceptually separated. Bley-Vroman (1983) argues that work on the linguistic description of learners' language can be side-tracked by a concern with the target language. Sorace (1996) postulates that if the aim of error analysis is to reconstruct a learner's linguistic system then the evaluation of the distance between native and non-native grammar becomes an irrelevant criterion. Researchers have accentuated the independence of interlanguage from error analysis and conformity to L2 and proved that the two are often intertwined.

Furthermore, I am aware that as teachers of writing often describe and evaluate our students' performance based on the number and types of errors made which is a common practice in language assessment, however, I'm not oblivious of the fact that the English language could be a second or third language to many of my EAP students hence as a teachers of writing we need to have an understanding of the linguistic back ground of our students. This will enable us to give meaningful, informed feedback regarding our students' academic writing.

Hence, in this regard the process-genre writing approach that my study advocates for becomes an indispensable tool in providing step-by-step guidance to students during the writing process. Language errors are the product of learning from which we as teachers of writing can make inferences about the whole learning process. As teachers of writing we should not perceive students' errors as signs of failure, however we should consider it as evidence for the student's developing interlanguage and provide insight into how the students process the data of the academic language (Heping, 1990). If error description and analysis is to be effective in EAP as a major source of feedback to students, and as a means of generating correct target language performance, then EAP teachers must be willing not only to change their attitude towards errors but they must also be ready to change their old habits with regard to the practice of error correction in the EAP pedagogy. The data that I presented in the previous chapter in section 5 (5.1) revealed the most common written errors EAP students make in academic writing. In the next section I wish to discuss these errors.

Singular and Plural Form

Some of the participants did not know that the plural form using the suffix 's' must be applied to the countable plural noun. A possible reason for the failure to construct plural noun forms probably because in some L1, there is no plural marker for a noun. However, for some participants, they have already hypothesized that English nouns have plural and singular forms. However, they were not sure when they should apply the plural form. When the subject was in the singular form they applied the plural form to the noun as shown in the examples below:

1. One of the members are not co-operating. Sing/Plural
2. is the broken computers and wooden chairs used in the lab. Sing/Plural
3. She eat and drink in the lab. Sing/Plural
4. They make changes that is not approved. Sing/Plural
5. The benches and chairs for the students to use is. Sing/Plural
6. Social medias can be abused. Sing/Plural

Verb tense

I noticed wrong application of verb tense when the participants did not apply the correct tense to the verb in the sentences. I am inclined to conclude that some of the participants are not aware of the different rules for tenses application. The use of some suffixes like 'ing' and past tense forms showed that these participants are aware of the rules on different tenses application and they have already hypothesized that these verbs needed to be used with different tense forms and should not be used in the basic form. In my opinion, this is because some verbs written using different tense forms are not written in the basic form of the verb. For example, the sentence 'I waiting for my food' could be written in the basic form 'I am waiting for my food'. This shows that they acknowledged the 'ing' form but they were not sure of the complete past continuous tense forms and application in the English sentence. The suffix 'ing' applied is not relevant to the context given because the context required verb to be written in the past tense form instead. This finding reveal

that the different tenses rules application was not formed but participants have already hypothesized that these tenses forms exists in English grammar. Examples of wrong application of verb tense are shown below:

1. We, the SRC members conduct a meeting. V/Tense
2. Many students fail because not attending classes. V/Tense
3. The science club faculty having financial issues. V/ Tense

Word choice

Participants lack appropriate vocabulary. One participant uses the word ‘catch’ instead of ‘arrested’ in sentence no. 1. Another participant uses the word ‘celebrate’ instead of ‘commemorate’ in sentence no. 2. While the third participant used the word ‘staff’ instead of ‘stuff’ in sentence no. 3.

1. The police catch him. / W Choice
2. They celebrated Martin Luther Day. /W Choice
3. They removed their staff from the library. /W Choice

Preposition

The participants demonstrated confusion for correct usage of preposition. In sentence no. 1 the correct preposition is ‘around’ rather than ‘at’. In sentence no. 2, the preposition ‘for’ should have been used. While the preposition ‘of’ should have been used in sentence no. 3.

1. The final exams are at the corner /Preposition
2. The students are too many to cater to /Preposition
3. He is the conductor for the choir. /Preposition

Subject-verb agreement

‘A large number’ refers to more than one person, i.e. plural subject and requires plural verb ‘are’. However, one participant uses ‘is’ instead as shown in sentence no. 1. In sentence no. 2, the correct word should be ‘deals’. In sentence no. 3, ‘eat’ should be used rather than ‘are eating’. The word ‘sit’ should be used rather than ‘sits’ in sentence no. 4.

1. Smartphones is the best in using social media. S/V Agreement
2. We need to be careful because it she deal in illegal beauty products. S/V agreement
3. They are eating the money and don’ use it for the right purposes. S/V agreement
4. He sit in parliament and do nothing for the people, S/V agreement

This study has given an account of the main written errors made by EAP students in the Namibian EAP classroom. Based on the discussion of the findings and the examples I have so far provided, I am inclined to believe that the participants in this study committed ten common errors, viz., verb tense, word order, subject/verb agreement, pronouns, spellings, capitalization, prepositions, articles, double negatives and sentence fragments. It goes without saying that most of the students' errors can be due to L1 transfer. The dominant influences of L1 on the students' academic writing indicate that language teachers need to take careful stock of the transfer and interference of the students' mother tongue in their spoken or written production. Therefore, one way to highlight the influences of the mother tongues on the students' learning of English is to collect these errors and ask the students to analyze them and if they could to correct them (Ridha 2012, p. 42)

Furthermore, the current findings of this study have contributed towards enhancing the understanding of categorizing and diagnosing the errors academic essay writing of Namibian EAP university students. The present study aimed at investigating the writing errors committed by EAP students when writing academic essays. The results revealed that the students committed writing errors such as: use of articles, use of prepositions, subject-verb agreement, word order, spelling and fragment. I am encouraged to note that the findings in focus appear to be consistent with Abdellatif (2007) who claims that the reason of committing writing errors among non-native speakers of English is the lack of knowledge of second or foreign language structure (p.99). Hammad (2012) attributed the errors committed by students when writing in English to the

insufficient exposure to English language input (p.89). Furthermore, the results of the present study showed that wrong use of articles, wrong use of prepositions, subject-verb agreement, word order, and verb tense were among the most frequent errors committed by the students. These results are consistent with the findings of previous studies (Martin, 1986, p. 67).

In my opinion, one reason for these results might be related to the negative transfer of the mother tongue rules (Martin, 1986, p.65). Mourtaga (2004) points out that the main reason of writing errors committed by second or foreign language learners is the lack of practice in English writing (p.93). I am aware that writing practice under guidance and encouragement could enhance the students' performance in academic writing. Hence, it is advisable for my EAP students to practice academic writing frequently so that they can enhance their writing performance.

As I assessed my EAP students' academic written samples, I wish to argue that their writing is a work in progress, not a complete product. Based on the observation presented above, I assert that writing is a continuing attempt to discover what it is one wanted to say (p.98). In critical EAP pedagogy writing is an ongoing process that involves various stages, such as "rehearsing" "drafting" and "revising", these stages interact with each other repeatedly in order for the writer to discover meaning (Murray, 1980, p.4-5).

As a teacher of academic writing I do not consider writing as the expansion of some pre-conceived and well-structured idea but rather as a process whereby an initial idea gets extended and polished (Ivanic, 2001, p.234). My data points to a development of a gradual growth with reference to the writing done by my students that leads to a definite need to redefine the way we perceive writing. In a study conducted by Perl (1980) on the process of writing it was found that even beginner writers engage consistent and reliable composing strategies which show their attempt to discover meaning (p.129). Furthermore, the findings also revealed that students were able to reflect upon their ideas and extend them further. This finding is also supported by Britton (1975) who states:

"We shape the utterances as we write, and when the seam is played out or we are interrupted, we get started again by reading what we have written" (p.24).

Perl (1980) also found that students wrote more and with greater fluency (voice) and satisfaction when their writing involved them personally (agency), while they wrote with less enthusiasm when the writing was objectified (stifling of voice and agency). According to Schoonen et al (2002, p.4)

writers, who have the intention of expressing an idea or message to a reader, need to have some vocabulary knowledge of the language in which they are writing (Grabe & Kaplan, 1996, p.67). This means that writers' lexical knowledge or vocabulary size is likely to affect the quality of their text. It interests me to point that in a study performed by Laufer and Nation (1995), it was shown that vocabulary size, use of words of different frequency bands (Lexical Frequency Profile) and composition rating are highly interlinked, which meant that limited lexical resources seemed to reduce writers' possibilities for expressing their ideas (p.102). My impression is that writers' ideas are not just expressed in single words, but need to be cast in grammatical structures that indicate the relationships between the elements in the clause, here the writers need to have some grammatical knowledge at their disposal to be able to connect the words into proper clauses and sentences (Grabe & Kaplan, 1996, p. 78).

In addition, language-related knowledge, writers need to have (metacognitive) knowledge of what constitutes a good text and which writing strategies are likely to be successful in dealing concurrently with all the limitations writing a text poses (Flower & Hayes ,1980,p.90) In view of this, Schoonen and De Glopper (1996) show that proficient writers have more profound knowledge about writing than less proficient writers and that they have a different opinion of what is important for a text to be sufficient: proficient writers focused more on text organization compared to poor writers who focused on technicalities and layout (Schoonen, et al, 2002, p. 5).

All the above mentioned issues and insights relate to EAP academic writing which I have discussed in my study so far.

I find that when students are successful at the process of writing ,they end up with a product that teaches them something, that explains what they know and that lifts out or illuminates or expands their experience” (Perl,1980, p.368).

In Perl's (1980) study, she describes the process of going back in order to move forward in the writing process as “retrospective restructuring”. It is evident by the data presented in in section 5.1 in my previous chapter that my EAP students are disabled by their concerns with correctness and structure that they fail to go beyond the surface in order to anticipate the needs and expectations of their readers (p.36). I believe that writing is a process, not a product hence as teachers of writing

we should be aware of the various cultural and social at play dynamics when we assess students' written work.

As an intervention for improvement to my EAP students' writing, I propose the process-genre writing approach that allows for a step-by step writing guidance by the EAP lecturer. However, I do not assume that practice alone may improve fluency in writing, but if students' errors are not identified and improved, they can become entrenched or fossilized in their writing. An observation that Myles (2002) makes is that repeating a previous mistake, or backsliding, is a common occurrence in L2 writing. He also states that more important is the issue of fossilization—when “learner interlanguage competence deviates in more or less permanent ways from the target language grammar” (Odlin, 1994, p.13).

I am aware that fossilized errors can be problematic in writing because the errors become ingrained, like bad habits, in a learner's range, and they reappear despite remediation and correction. Errors in writing, fossilized or otherwise, can be evident, especially to the reader who has had little experience interacting with L2 speakers and texts (Myles, 2002, p.10). The observation that I wish to make on the basis of my data is that my students were making the common syntax or grammatical mistakes, which I believe had not been corrected when they were at school. I am aware that deconstructive detailed responses may overwhelm my students and discourage crucial reconsideration, whereas minimal feedback may result in only superficial modifications to the text (Myles, 2002, p. 10).

It is my view that my students used their writing to question their own social identity, and therefore they attempted to develop new conceptual ways of thinking about themselves, their world and the 'others' in it (Barro et al., 1998, p. 83). Therefore, I found it meaningful and valuable to acknowledge my students' personal construction (academic essays) as experiential acts of learning through writing and they should be viewed in that way.

Since my study explores voice and agency in EAP pedagogy, I find it necessary to discuss and interpret issues regarding voice and agency in EAP and this necessitates a discussion of the third research question proposed:

5.5 How do practices in EAP and institutional policies stifle voice and agency in the EAP classroom?

The studies that I reviewed that investigated how practices in EAP and institutional policies stifle voice and agency and colonize students' minds revealed the following findings:

Angelil-Carter (2000, p.55) states that referencing skills in academic settings contribute much to students' formation of "voice" in academic writing hence such skills have an influence on the identity of students as writers. By connecting certain thoughts to certain sources, the writer is able to identify the voices of others and thus eventually establish their own voice. However the technique of referencing has become a confusing and intimidating activity for many students. This is to suggest that, instead of students becoming more confident in their academic writing through relating and engaging with other voices, thereby acquiring agency in their writing, issues around referencing could actually lead to students alienating themselves from the academic environment and impede them from their own agency.

This view appears to confirm previous findings by Colley, Ecclestone & Biesta (2005, p.190) who reported that these academic practices and values are not often explained since students are expected to just fit in. They further state that the nature of academic writing is assertive and self-confident and at times students fail to portray these features when entering academic institutions. Much of the academic participation occurs in the form of writing where students are required to create or support an argument by being rational, backed by authoritative evidence in the form of referencing. I wish to highlight the following observation- as a teacher of academic writing, I have personally observed how a loss of "voice" occurs when students move from their social and professional world to the world of academia, when they move from "voicing" orally to writing academically.

My observation appears to chime in Francis, Read & Robson (2001, p. 187) when they reported that these losses and the new academic culture and traditions promote a sense of self-as –intruder in the new academic environment. Furthermore, I am aware that "voicing" is not an easy process as it requires students to integrate various voices in addition to their own. In addition to dealing with the new and unpracticed tradition of referencing, students are often afraid that they will commit the offense of plagiarism. I wish to validate my previous claim by triangulating with

Francis, Read & Robson (2001) who argue that the sense of alienation might create a hierarchical gap between students and lecturers which could threaten an already shaky sense of identity when students perceive themselves as outcasts and offenders, students may also reckon that they have entered academic institutions to share knowledge but discover that knowledge indeed appears to be owned and guarded (p. 188).

Hutchings's (2013) conducted a study on the relationship of agency and referencing in the development of identity. The study revealed that many students feel academically alienated. This finding is supported by evidence that suggest that EAP students feel academic alienation as encapsulated in one of her student's reflection in his dialogue journal on his welcome to the university as presented below:

“Another area that is very biased in this westernized literacy is the authority ship of the so-called professors who are at the advantage of every writer. Every field has its own politics, now the educated are claiming ownership of knowledge. Somebody has to sanction you to publish your own work. They have also strategically put plagiarism as a trapping stone for the underdeveloped or upcoming writers. They have cleverly declared plagiarism an academic crime. Because they have authority, they determine what goes into the market “(p.2).

Although referencing is considered as being integral to the development of “voice” and as a prerequisite to the formation of agency, Hutchinson (2013) concedes that referencing has become an intricate and confusing issue for many students which in the long run serves to promote a sense of non-belonging (p.2).

Hutchins (2013) notes that the first thing that students realize on entering the academic institution is the fact that they are likely to be caught out when they copy other people's work through the offense of plagiarism. She states that academics at times refer to referencing as technique within academic writing and plagiarism as an intended act of transgression. This view is relevant in the scope of this study since my students in the EAP class perceive plagiarism as something close to criminal behavior (p.3). Hence if we agree to enhance voice and agency in the EAP classroom and thus empower the EAP student, we must advocate for the dismissal of the term “plagiarism” and instead call for an understanding of “transgressive and non-transgressive intertextuality” (Pennycook& Thomson, 2004 ,p. 171).This suggested reconceptualization of “plagiarism” stresses

the focus on the crucial issues of writing, identity, power, knowledge, disciplinary dynamics, and discourse that underlie intertextuality” (p.171). I am encouraged to note that the suggestion in focus appear to be consistent with Abasi, Akbari & Graves (2006, p.58) who also suggest terms such as “unacceptable intertextuality” or “intervoice” instead of plagiarism. According to Howard (1995, p.35) the best way of understanding a new discourse is to participate in the discourse. She states that this tentative process involves mimicking and “hiding” behind the words of others. This observation appears to chime in Angelil-Carter (2000) who claims that the process of accepting an academic discourse begins with wearing attire that may not belong to oneself, and may not fit. She refers to this stage as “an identity that is not felt.” Howard (1995) explains that in learning to write in a new discourse beginner writers often take pieces of different writers and put them together as one. She refers to this process as “patch writing” (p.35). According to Howard (1995) this happens because students do not understand the readings or are not at ease to put them in their own words therefore she claims that this activity is a crucial stage in the growth of students’ own voices and hence should not be perceived as intentional cheating (p.36).

Angelil-Carter (2000) appears to chime in with Howard (1995) by stating that in the early stages of the development of the student writer, they might not yet acquired the language, academic discourse is foreign to them and hence the natural response is to use the words of others, without a speaking voice of their own or paraphrasing. As an EAP educator I am aware that elementary academic writers find it difficult to assume an authorial voice that maintains control of the other voices they encounter in their own “language”. This may lead to “hybridization” of discourses which may cause a sense of awkwardness within students and thus may force them to resort back to the words of others. She concludes that this is a normal journey for elementary writers which allows them to move from the known to the unknown (p.38).

I wish to argue that it is important for teachers to concentrate on how to avoid plagiarism instead of focusing on why students plagiarize, hence the first step to initiate students into the academy should be the development of “an appreciation of the culture of enquiry”, thus encouraging a positive outcome. Furthermore, when students have cultivated academic integrity, they will be able to take control of their own learning and may eventually avoid the offense of plagiarism.

I am encouraged to note that Thompson and Pennycook (2008) support Freire’s (1970) and Canagarajah’s (1999) critical pedagogy, which constitutes theoretical framework of this research

which suggest that academic writing requires every writer and reader to take part in a much greater struggle about authority, the politics of knowledge and the feature of authorship and to ask questions as to whose language, ideas and knowledge is valid and why? (p.292).

I hasten to mention that many of my first year English for Academic Purposes students struggle with the question of authorship in academic writing. This discussion is relevant in the scope of this study because the question of first person or third person use in academic writing seems to be a serious dilemma for my students. I hasten to mention here that researchers have shown divergent opinions and premises on the use of the first person singular ‘I’ in conventional academic writing. According to Foucault (1982) when we allow the movement across the established boundaries, we allow in our students’ writing the same “mastery of the self” (p. 216). Furthermore, Spellmeyer (1989, p.718) states that the first lesson a writer learns is the absolute impossibility of “saying what you meant” since as writers we go through the process of broadening our understanding and at times resisting and renegotiating our terms of participation. Foucault (1982) describes this journey as one ridden with various systems of exclusion and regulation that allows and constrains the speaking subjects namely, cultural presuppositions, institutional conventions and practices inherent of discourse itself (p.217). He continues to argue that no discourse writes itself; hence we are still compelled to begin in the first person singular “I”. Moreover, he states, when writers are willing to create space for themselves in the writing process by overcoming their consideration for academic conventions and policies, it eventually leads to distinction between the empowered from the powerless (p.218).

Krishnan et al. (as cited in Nunn and Sivasubramaniam, 2012, p. 6) however do not encourage the use of the first person singular “I” in academic discourse. They suggest that the passive voice be used since the emphasis is on the object of the action and not the agent of the action. Beer and McMurray (as cited in Nunn and Sivasubramaniam, 2012, p.6) advice the use of the active voice in technical academic writing unless there is a viable reason for using the passive voice. Previous research conducted by Nunn and Sivasubramaniam (2012) on establishing voice and agency in engineering students’ writing, which included the classification of first-person uses (use-centered model) concluded that the first person choice is a legitimate potential choice that can be made in context. Furthermore they argue that the design of activities that enhance creativity within

reasonable subject related impediments could lead to student empowerment through interpretive practice centered on cultural awareness, critical thinking and ownership of their own learning (p.7).

I hasten to mention that this discussion is relevant in the scope of my study because it exposes how the appropriation of EAP students' text lead to disempowerment in academic writing. Reid (1994) states that responding to students' written text is an integral part to teaching writing. In addition, teachers treat students' texts as finished product and they respond to and evaluate that product. She argues that product-based responses used during process-based intervention could result in the possible appropriation of students' text (p.273). Brannon and Knoblauch (1982) provide a contextual definition of text appropriation:

“ In classroom writing situations, the [teacher-reader] assumes primary control of the choices that writers make, feeling perfectly free to “correct” those choices anytime an apprentice deviates from the teacher-reader’s conception of what the developing text “ought” to look like or “ought to be doing” ...Student writers, then are put into awkward position of having to accommodate, not only the personal intentions that guide their choice –making, but also the teacher-reader’s expectations about how the assignment should be completed “(p.158).

Sommers (1982) argues that in the writing classroom, the teacher appropriates the text from the student by confusing the student’s purpose in writing the text with her own purpose in commenting (p.149). Bitzer (1968) describes writing as an act directed by its context therefore teachers could no longer evaluate students writing only against their criteria for an ideal text (p.10). Therefore, I wish to argue that it is imperative for teachers to distinguish between legitimate and illegitimate collaboration with student’s written text by understanding how the rights and responsibilities for making meaning in texts are shared by writers and readers. Furthermore, I am encourage to note that the argument in focus appear to be consistent with Bitzer (1968) who argues that it is important for teachers to devise ways of commenting on student’s writing while at the same time they should respect the differences between student and teacher responsibility for a developing text since there is a thin line between guiding students in their writing and disempowering students as writers (p. 515). Zamel (1976) argues that although most ESL teachers usually incorporate process and product approaches in their writing they should not focus on the mechanical accuracy of writing but rather on the creative, thought-provoking independence of process writing. Kachru (1982,p.221) and Ouaouicha (1986,p.55) perceive teacher mediation in student writing as

culturally imperialistic since it endeavors to teach ESL students that U.S academic rhetoric was somehow superior to other cultural rhetorics. They continue to state that teacher intervention in student's writing is not very helpful since students respond without questioning. Zamel (1985) argues that the efficacy and effectiveness of teacher comments on students' written work fails to account for the dynamics and fallouts of the social context within which writing happens. A study done by Zamel (1985) on teacher comments on student written points to the following:

“ ESL teachers misread student texts, are inconsistent in their reactions , make arbitrary corrections, write contradictory comments, provide vague prescriptions, impose abstract rules and standards , respond to texts as fixed and final products , and rarely make content –specific comments or offer specific strategies for revising the text “(p.86).

Connors and Lunsford (1993) who conducted research on teacher responses written on 3,000 Native English Speakers (NES) student essays hold with the findings of Zamel (1985). They too conceded that teachers' responses to students' academic writing were brief, unsympathetic, and not student- friendly (p.215).

According to Reid (1994) when teachers request students to rearrange paragraphs, erase ideas or add evidence, students give up their authority over their texts, since the teacher's purpose of writing is fulfilled and not the student's intent (p.276). As a teacher of academic writing, I perceive this as the colonization of students' attempt to freely and critically express their voice. My aforementioned position appears to chime in with what Zamel (1985) has noted. He is of the view and belief that as teachers we should no longer perceive ourselves as authorities but rather serve as consultants, assistants and facilitators in the students' journey of writing.

I wish to argue that in order to avoid the appropriation of student's text in the ESL class room, the teacher should not only serve as moderator of students' written work but also as surrogate academic audience. As a mediator between student and discourse communities the teacher should collaborate with her /his students in order to manage the encounter between writer and reader (Geisler, 1991, p.26). Since this study advocates for the enhancement of voice and agency through a meaningful and experiential, critical pedagogy in EAP, I am inclined to uphold Geisler's views (1991), which wants teachers like me, who teach writing to collaborate with students by using our resources to usher them through the gate of discourse communities and not serve as gatekeepers

of knowledge. I am of the view that the appropriation of student text should be minimized at all times, since I consider it to be prescriptive and not descriptive. It is punitive since it takes away from the writing teaching and learning experience and does not enhance voice and agency in student's writing. Most of all, it fails to empower students to become autonomous, critically thinking active members of the discourse communities.

Martin-Jones and Heller (1996) contend that discursive practices have profound influence on the daily operations of educational institutions. They argue that local discursive practices are shaped by structural arrangements and ideology which include social and institutional routines and forms of organization of time, space and social relations. For example, the social organization of the classroom allows certain participants to control what can be said or written and how it is said or written and by whom (p.8). I am aware that teachers and learners in the same setting can react in different ways to the interactional order, by agreement or in ways that challenge the legitimized practices of the classroom- its interactional order (Martin-Jones and Heller, 1996, p.8). Fairclough (1989) appears to agree with Martin-Jones and Heller (1996), that diversity of discursive practices can be explained as a function of a diversity of ideologies and interests that move from the positioning of participants with respect to access to linguistic resources and educational institutions. Moreover, the construction of knowledge is in correlation with the construction of a monolingual or bilingual order within the classroom (p.87). Fairclough (1989, p. 88,) continues to note that discursive practices of bilingual educators and learners are greatly in favor the dominant language and therefore favour the privileged position of the dominant language.

Collins (1988) claims that the relationship between asymmetric power structures and classroom language practices is also mediated through ideologies of language of education and of language in education. Furthermore, an emphasis on production of dominant language varieties may militate against the introduction of new ways of organizing classroom interaction. For example, Arthur (1995) describes Botswana teachers' resistance to anything other than teacher-centered form of class organization (p.72). He further states that it is crucial to note that the pressure to effect monolingual English performances creates real impediments to learning consequently reproducing asymmetric power relations between English –speaking representatives of the new “aid” and “development” imperialism and the local population (p.73).I wish to argue that it is imperative to examine the discursive practices of everyday life at educational institutions in order to reach a

critical understanding of how those practices serve to maintain dominant constructions of cultural identity and strengthen unbalanced relations of power among linguistic groups. In order to understand these practices, it is necessary to link them to the institutional arrangements and social, economic and political interest that act as restrictions on what can be said or written at educational institutions, by whom and in what ways (p.73).

Fairclough (1989) claims that institutional practices are exercised by the dominate groups trough coercion or consent; however consent does not always come through a conscious choice but through the unconscious acceptance of institutional practices. He illustrates this notion as follows:

“Institutional practices which people draw upon without thinking often embody assumptions which directly or indirectly legitimize existing powers relations. Practices can often be shown to originate in the dominant class or the dominant bloc, and to have become neutralized “(p.33).

According to Fairclough (1989) these practices which are unconsciously accepted as the normal way of doing things may inherently be political , aiming to maintain the relative position of participants in relation to each other and therefore serve to perpetuate existing power relations. Moreover, these institutional practices that he terms “ideological powers” ensures the control by consent, since language has a particular important role in imposing this control: authority and power are realized by institutional practices around language use (p.34). Toffelson (1991) who holds with Fairclough (1989) notes that language policies are a fundamental tool in ensuring that a great number of people will be unable to obtain the language competence prescribed by modern social and economic systems. He further states:

“Language is one criterion for determining which people will complete different levels of education. In this way, language is a means for rationing access to jobs with high salaries, thus creating unequal social and economic relationships” (pp. 8-9).

Skutnabb-Kangas (1988) terms this kind of control “linguicism” and defines it as: “ideologies and structures which are used to legitimate, effectuate and reproduce an unequal division of power and resource “(p.13).

Canagarajah (1999) and Freire (1970) who both support my advocacy for a critical pedagogy, are against the unequal distribution of power and resources in the teaching and learning context, and

should be avoided at all cost. This research advocates for a critical pedagogy that enhances voice and agency in the EAP classroom, thus I fully support Canagarajah (2009) and Freire (1970).

At this juncture, I will refer again to the beliefs and convictions underpinning my research. In my discussion in the Introduction chapter I have motivated the rationale for an experiential, meaningful and critical pedagogy in the Namibian EAP classroom. In doing so, I have endeavoured in motivation and personal response that a critical, meaningful and experiential pedagogy that enhances voice and agency can be engendered for the Namibian EAP classroom. In the next section, I wish to propose to conclude this chapter.

Conclusion

My investigation via my discussion of findings has so far reinforced the notion that there is a distinct lack of critical, meaningful and experiential pedagogy in the Namibian classroom. I believe that through a critical pedagogy in EAP we will give voice and agency to our students, and thus enable them to become autonomous, critically thinking agents of change in our society. Furthermore, I surmise that understanding that writing may be recursive, non-linear, and convoluted, writers are able to modify or even discard chunks of discourse or original plans as they review their writing, reconsider its function, and distance themselves from it in order to meet their readers' expectations (Zamel, 1983, p. 166).

I conclude by saying that “pedagogies are not received in their own terms but are appropriated on different levels in terms of the needs, values and interest of the local community” (Canagarajah, 1999, p121-2). Hence, I can convincingly declare that my study is well poised to affirm that a critical, meaningful and experiential EAP pedagogy that enhances voice and agency can be engendered in the Namibian EAP classroom.

In this chapter, I have discussed the findings of the study presented in the previous chapter in various sections in light of the aim, objectives and main questions of the study. Regarding the first study objective that was to describe EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia, the discussion focused on eight pedagogical themes I firmly believe relate to the current EAP pedagogy at the University of Namibia. These themes related to students' perceptions and experience regarding EAP course structure, course duration, supplementary materials, teaching delivery, voice, agency and empowerment, academic

essay, critical thinking and teaching support. The second study objective aimed to investigate which component of the academic essay students find difficult when they engage in academic essay writing. In order to identify possible gaps in the current EAP pedagogy I have discussed students' general remarks regarding the current EAP pedagogy at the University of Namibia. Since this study relates to language education and learning, which is an underlying premises of my study, I have discussed the importance of written error analysis of my students' academic essays. In the last section I discussed how practices in EAP and institutional policies stifle voice and agency in the EAP classroom. Having done that I wish to state the conclusions and recommendations of my study.



CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

A Reappraisal

In this chapter, I recapitulate the core tenants of my study, explain what the study did and what ensued as results. I underscore the rationale for this study then I relate the study outcomes to the research questions. Furthermore, I elaborate on the research insights that the study generated. I state the pedagogical ramifications and recommendations for future studies. Lastly, I state the limitations and provide the final remarks.

As I come to the conclusion of the study, I hasten to once more underscore the rationale for this study yet another time. My study is necessitated by the absence of a meaningful, experiential and critical EAP pedagogy that enhances voice and agency at the University of Namibia. Thus it is imperative that I emphasize the significance of this study. My study sought to create new knowledge and skills in critical, meaningful and experiential pedagogy in EAP and academic writing. In addition, in my study I propose the process-genre academic writing approach as a critical, meaningful and experiential pedagogy that enhances voice and agency in the Namibian EAP classroom.

The process of investigation discussed was a descriptive study that I initiated at the Language Centre, University of Namibia, Namibia. The investigation was mainly aimed to investigate the current EAP pedagogy at the University of Namibia with the aim to explore can a critical, meaningful and experiential EAP pedagogy that enhances voice and agency be engendered for the Namibian EAP classroom? In order to achieve this aim, I directed focus to these specific objectives: (1) to describe the actual context of the current EAP pedagogy at the University and to determine the extent to which this context potentially influences EAP students' performance in academic essay writing; (2) to identify the practices and policies in English for Academic Purposes that stifle students' voice and agency in academic writing; (3) to identify students' perceptions and experiences regarding the current English for Academic Purposes pedagogy at the University of Namibia; (4) to identify and describe the components that EAP students find difficult when they

engage in academic essay writing in the Namibian EAP classroom ; (5)to propose the process-genre writing approach as a pedagogy that enhances critical thinking, meaningful and experiential learning through the process of academic writing in the Namibian EAP classroom.

The theoretical orientation of the study is based on a critical pedagogy as postulated by Canagarajah (1999) and Freire (1973). The discussion conducted on my students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia has enabled me to identify the gaps in the current EAP pedagogy and recommend appropriate interventions. The description of the components that EAP students find difficult enabled me to identify areas of concern in EAP academic essay writing.

My choice of the descriptive design enabled me to gather the evidence that I believed was necessary to answer the research questions. This design enabled me to identify and describe the shortcomings (gaps) in the current EAP pedagogy and problem areas in academic essay writing. Further to this, since no studies on critical pedagogy in EAP have been conducted so far in Namibian tertiary institutions, the use of descriptive design in this study produced findings that have generated new insights that I believe can advance the large body of critical pedagogy in EAP research. Among these insights, I hasten to mention the following: (1) there is a need to enhance EAP educators critical awareness; (2) we must minimize student text-appropriation; (3) there is a need to decriminalize plagiarism; (4) we must renegotiate voice and agency in EAP academic writing; (5) there is a need to move towards an appropriate critical and meaningful pedagogy in EAP. I provide detailed explanations of these insights in this chapter.

One important methodological aspect of this study is that it related to triangulation. The use of SPSS analysis and written error analysis produced findings that are pivotal to this study. The use of SPSS analysis methodology helped to describe students' perceptions and experiences regarding the current EAP pedagogy and identify the shortcomings (gaps). Furthermore, the use of written error analysis enabled me to describe the various written errors and identify the components that students found difficult when they engaged in academic essay writing. Equally important is- the open-ended qualitative question for self-expression which has enabled me to have an understanding of my students' opinion on the current EAP pedagogy at the University of Namibia. The review of previous studies that investigated how EAP policies and practices stifle voice and

agency and thus colonize students' minds enabled me to explore the diverse scope of this phenomenon and helped me to construct an informed opinion on this issue.

6.1 Relating the study outcomes to the research questions

In this section, I propose to relate the sub-research questions of this study to the outcomes discussed in Chapter 5. I believe that the following explanations relating to these sub-research questions will usefully contribute to this conclusion as they summarize the study findings and attempt to answer the sub-research questions in an informed way.

6.1.1 Sub-research question 1: What are students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia?

In light of the findings of the study presented in Chapter 5, students' expectations and experiences regarding the current EAP pedagogy at the University of Namibia can be described as follow:

- (1) teaching sessions are well prepared and presented in logical manner.
- (2) participants are able to transfer skills learned in EAP to other courses.
- (3) Although I suggest that the current EAP course be taught over a year, the majority of EAP students indicated that the EAP course be offered over a period of six months, as is now.
- (4) participants find EAP handouts / reading list useful to the EAP course.
- (5) lecturer is audible and subject matter clearly explained.
- (6) The pace of teaching is at the right speed.
- (7) A small percentage of students do not understand the structure of the academic essay.
- (8) participants agree that they were able to access all recommended reading materials for EAP.
- (9) participants report that feedback provided on EAP academic essay is helpful to participants.
- (10) participants do not understand the concept of "critical thinking" and EAP lecturers do not employ critical thinking enhancing teaching strategies in the EAP classroom.
- (11) participants report that lecturers encourage participation in the EAP classroom.

- (12) participants are uncertain whether they are able to transfer skills learned in EAP to real life context.
 - (13) participants could not agree nor disagree whether online materials are clearly structured, presented and well integrated.
 - (14) participants consider the academic essay an important component of the EAP course.
 - (15) participants neither agree nor disagree whether they understood the structure of the academic essay.
16. participants agree that criteria used for marking and the assessment of the academic essay were clear in advance.
17. participants are uncertain whether tutorials are provided in the EAP course.
18. participants are not content with the current EAP pedagogy at the University of Namibia.
19. participants indicate that there is a lack of practice in academic essay writing.

6.1.2 Sub-research question 2: Which components do students find difficult when they engage in academic essay writing?

In light of the findings of the study presented in Chapter 5, I am inclined to state that:

- (1) participants find the use of APA referencing skills in academic essay writing difficult.
- (2) participants' citations and references do not match.
- (3) participants include too much information in references.
- (4) participants' work reflect an attempt at EAP referencing but not all elements are present.
- (5) participants reproduce texts without in-text citation.
- (6) participants find the use of discourse markers in EAP academic essay writing the most difficult.
- (7) participants use elaborative discourse markers such as "and" and "also".

- (8) participants are not familiar with style, structure of rhetorical conventions of English language.
- (9) participants do not have communicative and grammatical knowledge and capability of showing personal, social identities and to establish interpersonal links between discourse components in academic writing.
- (10) participants use wrong word order when writing academic essays.
- (11) participants use wrong verb when writing academic essays.
- (12) participants use wrong preposition when writing academic essays.
- (13) participants use wrong singular/plural form when writing essays.

6.1.3 Sub-research question 3: How do EAP practices and institutional policies stifle voice and agency and agency in the EAP classroom?

In light of the studies that I have reviewed that investigated how practices and policies stifle voice and agency and colonize students' minds, the studies reveal the following:

- (1) the studies reveal that the technique of referencing has become a confusing and intimidating activity for many students. Thus, instead of students becoming more confident in their academic writing through relating and engaging with other voices, thereby acquiring agency in their writing, issues around referencing could actually lead to students alienating themselves from the academic environment and impede them from their own agency (Angelil-Carter, 2000, p. 550).
- (2) the studies show that “voicing” is not an easy process as it requires students to integrate various voices in addition to their own. In addition to dealing with the new and unpracticed tradition of referencing, students are often afraid that they will commit the offense of plagiarism. The sense of alienation might create a hierarchical gap between students and lecturers which could threaten an already shaky sense of identity when students perceive themselves as outcasts and offenders, students may also reckon that they have entered academic institutions to share knowledge but discover that knowledge indeed appears to be owned and guarded (Francis, Read & Robson, 2001, p.188).

- (3) the studies confirm that although referencing is considered as being integral to the development of “voice” and as a prerequisite to the formation of agency, referencing has become an intricate and confusing issue for many students which in the long run serves to promote a sense of non-belonging (Hutchinson, 2013, p.2).
- (4) the studies indicate that the first thing that students realize on entering the academic institution is the fact that they are likely to be caught out when they copy other people’s work through the offense of plagiarism. Academics at times refer to referencing as technique within academic writing and plagiarism as an intended act of transgression. Many students in the EAP class perceive plagiarism as something close to criminal behavior (Hutchinson, 2013, p.3).
- (5) the studies also indicate that many first year English for Academic Purposes students struggle with the question of authorship in academic writing. The question of first person or third person use in academic writing seems to be a serious dilemma for students (Foucault, 1982, p. 215).
- (6) the studies indicate that product-based responses used during process-based intervention could result in the possible appropriation of students’ text (Reid, 1994, p.273).
- (7) the studies record that teacher mediation in student writing is culturally imperialistic since it endeavors to teach ESL students that U.S academic rhetoric was somehow superior to other cultural rhetorics. Moreover, teacher intervention in student’s writing is not very helpful since students respond without questioning (Kachru, 1982, p .221; Ouauouicha, 1986, p.55).
- (8) the studies state that local discursive practices are shaped by structural arrangements and ideology which include social and institutional routines and forms of organization of time, space and social relations. The social organization of the EAP classroom allows certain participants to control what can be said or written and how it is said or written and by whom (Martin-Jones and Heller ,1996, p.8).

(9) the studies show that discursive practices of bilingual educators and learners are greatly in favour the dominant language and therefore favour the privileged position of the dominant language (Fairclough, 1989, p.88).

(10.) the studies indicate that institutional practices are exercised by the dominate groups trough coercion or consent; however consent does not always come through a conscious choice but through the unconscious acceptance of institutional practices (Fairclough, 1989, p. 33).

In the next section I wish to discuss the new insights that this study has generated.

6.2 New insights

The research process conducted so far aimed to investigate academic writing at the University of Namibia and to engender a critical, meaningful and experiential EAP pedagogy that enhances voice and agency in the Namibian EAP classroom. The theoretical and conceptual perspectives engendered in this study chartered the direction to be taken in order to achieve this aim. The choice of the descriptive design corresponded with the study aim and it contributed to describe EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia. It also contributed to identify which components EAP students find difficult when they engage in academic essay writing. Moreover, it helped to describe how policies and practices in EAP stifle students' voice and agency and thus colonize students' minds. From the findings of the study obtained and the discussion presented, it appears that the present study has not only answered the study questions, but it has also generated insights that are useful beyond the local context of this study. Therefore, in this section, I propose to elaborate on these insights that I believe can advance research on critical pedagogy in EAP in general and the teaching of academic writing in particular. I hasten to state that these insights are not context-free, irrefutable assertions, but rather context-bound validations that offer knowledge- based opinions for informed pedagogies and explorations in the rather multifaceted field of EAP critical pedagogy and academic writing. Therefore, these insights need to be augmented through a critical discursive approach with inquiries made on diverse EAP contexts. In doing so, I believe that we can advance research and we can therefore meaningfully shed light on major critical pedagogy and academic writing issues in EAP.

The entire process of the present study has generated seven insights that are: (1) there is a need to enhance EAP educator's critical awareness, (2) We must minimize students' text-appropriation, (3) there is a need to re-conceptualize and decriminalize the concept of plagiarism in EAP, (4) there is a need for a new way of teaching APA referencing in EAP academic writing, (5) there is a need to renegotiate voice and agency in academic writing, (6) writing is a process not a product (7) we need to move towards an appropriate critical, meaningful and experiential pedagogy in EAP. In the next section, I wish to discuss the first insight of this study.

6.2.1 There is a need to enhance EAP educator's critical awareness

The present findings of the study and the discussion has revealed that students at the University of Namibia EAP classroom did not have a clear understanding of the term "critical thinking". When students were asked to mention a few critical thinking methods employed by the lecturers in the EAP classroom, they mentioned the various topics covered within the EAP module, through this I derived that some lecturers did not employ a critical pedagogy in the EAP classroom. In light of the preceding finding, there is a need to enhance EAP educators' critical awareness at the University of Namibia. The critical conscious model, as suggested by Rasmussen (2007) is a framework for university educators in developing their critical consciousness that will assist them in understanding how to better facilitate the critical awareness process for students (p.2). This study supports and upholds the premise that a critical, meaningful and experiential pedagogy that enhances voice and agency can be engendered for the Namibian EAP classroom. In order for this to happen it is imperative that University educators become critically conscious (conscientizacao) (Freire, 1970). One way to do this is to conduct critical awareness workshops for lecturers at the Language Centre facilitated by an expert in critical pedagogy. Research indicates that without personal transformation that complements the development of critical consciousness, efforts to provide multi-cultural education for others will be superficial (Nieto, 2000, p.338). The concept of critical consciousness with an emphasis on psychological and sociological components, offers a strong perspective from which to address the weaknesses of other approaches to multi-cultural education. I hasten to mention that without the active involvement of University educators in the development of their critical consciousness, this critical pedagogy for EAP in Namibia that I propose will not be realized. Thus this critical conscious model that I engender in this study is an indispensable premise in any critical pedagogy in EAP study. Moreover, it is the starting point for

the implementation of a critical, meaningful and experiential EAP pedagogy at the University of Namibia. This insight is worth in conducting EAP educators' critical awareness studies.

6.2.2 We must minimize student text-appropriation

My review of existing studies that have addressed the issue of student text-appropriation has revealed that in the writing classroom, the teacher appropriates text from the student by confusing the students, purpose with his/her own purpose in commenting (Sommers,1982,p.149). These studies have also highlighted that it is important for writing teachers to distinguish between legitimate and illegitimate collaboration with students' written text by understanding how the rights and responsibilities for making meaning in text are shared by writers and readers (Bitzer, 1986, p. 10). This is to suggest that if we wish to engender a pedagogy that enhances voice and agency in EAP, the appropriation of students' text in EAP academic writing should be minimized at all times, it is not only extremely punitive but it also takes away from the writing teaching and learning experience. Furthermore, it does not enhance voice and agency in students' writing but it disempowers them from becoming autonomous, critical thinking active members of the discourse communities. Therefore these studies have supported the notion that teacher intervention in students' writing is not very helpful since students respond without questioning. This finding suggests that this practice promotes the culture of silence and promotes the banking system that this study strongly criticizes (Freire, 1970, p. 55) It is my opinion and belief that as mediator between student and discourse communities we as teachers of writing should collaborate with our students in order to manage the encounter between writer and reader by doing so we will be able to minimize the appropriation of students' text (Geisler, 1991, p.26). In the next section I discuss the need to re-conceptualize and decriminalize plagiarism.

6.2.3 A need to re-conceptualize and decriminalize the concept of plagiarism in EAP

The present findings of the study and the discussion have revealed that EAP students have lifted portions from sources without acknowledging the source or paraphrasing when writing academic essays. My review of existing studies that have addressed the issue of plagiarism has revealed that the first thing that students realize on entering the academic institution is the fact that they are likely to be caught out when they copy other peoples' work through the offense of plagiarism. In light of the preceding finding, there is a need to re-conceptualize and decriminalize the concept of

plagiarism. One way to do this is to call for a paradigm shift on how we as teachers of academic writing perceive plagiarism. Researchers propose for the dismissal of the term “plagiarism” and instead call for an understanding of “transgressive and non-transgressive intertextuality”. When we as teachers of writing perceive textual borrowing in this manner, it enables us “to focus on the crucial issues of writing, identity, power, knowledge, disciplinary dynamics, and discourse that underlie intertextuality” (Pennycook & Thompson, 2008, p.171). In addition, these studies suggest that we should rather use terms such as “unacceptable intertextuality” or “intervoicedness” instead of plagiarism. Furthermore, I call for tolerance towards the emergence of students’ voice and agency in academic writing since I am cognizant that “voicing” is not an easy process as it requires students to integrate various voices in addition to their own. In my EAP class students often feel like outcasts and alienated due to the new academic environment and conventions. Researchers have noted the negative impact of academic alienation. They concede that academic alienation might create a hierarchical gap between students and lecturers which could threaten an already shaky sense of identity when students perceive themselves as outcasts and offenders, students may also reckon that they have entered academic institutions to share knowledge but discover that knowledge indeed appears to be owned and guarded (Francis, Read & Robson, 2001, p.188). I strongly believe that as teachers of writing we should not focus on the reasons why students commit “unacceptable inter-textuality” but rather on ways to prevent this. One way to do this is to have discussions on academic integrity with all first year EAP students in the EAP classroom in the first week of the academic year. These discussions might provide students with a deeper understanding of what is expected from them when they become part and parcel of the tertiary academic world.

6.2.4 A new way to teaching APA referencing in EAP academic writing

I was not surprised that my research findings reveal that the majority of the students found APA referencing as the most difficult part when they engage in academic writing. This is also evident when I assessed the students’ academic essays for the purpose of this study. Although Angelil-Carter (2000, p.55) states that referencing skills in academic settings contribute much to students’ formation of “voice” in academic writing hence such skills have an influence on the identity of students as writers, I was unsettled when I noticed how the technique of referencing became a confusing and intimidating activity for many students. Thus, instead of students becoming more

confident in their academic writing through relating and engaging with other voices, thereby acquiring agency in their writing, issues around referencing could actually lead to students alienating themselves from the academic environment and impede them from their own agency.

In light of the preceding finding, there is a need for us as teachers of academic writing to explain the practices and values of the academic world to our students. Students need to know how they fit into the bigger picture of the institution. Keeping with the same stance, I am convinced that when students have an understanding of the institutional policies, they would less likely err on basis of ignorance. Furthermore, this might also prevent students from feeling alienated from the academic environment and could thus enhance their voice and agency. One way to mitigate students' academic alienation is to use the technique of referencing as a tool to assist students in becoming more confident in their academic writing by teaching them how to relate and engage with other voices (Hutchins, 2013, p.77). In the next section I discuss the need to renegotiate voice and agency in academic writing.

6.2.5 A need to renegotiate voice and agency in academic writing

My study supports and holds the premise that a critical, meaningful and experiential EAP pedagogy can be engendered in the Namibian EAP classroom. Through this new pedagogy the student's voice and agency can be enhanced and EAP students empowered.

My study discusses how "voice" and agency in academic literacy can both empower and inhibit the learner writer. Furthermore, I believe that "voice" and agency in academic writing is built on a sense of self and identity. The current English for Academic Purposes pedagogy at the University of Namibia does not enhance voice and agency in writing, therefore this study advocates for the renegotiation of voice in the English for Academic Purposes classroom.

I mentioned, perhaps quite categorically that my students in the EAP classroom perceived the notion of referencing as a gate-keeper rather than a gate-opener in the academic world. As a teacher of academic writing, I recommend that we teach the convention of referencing as a tool for students to craft their voice and not as a rule to be adhered to. Furthermore, EAP students need more practice in the use of voice and agency in academic discourse. Writing in academic discourse provides an opportunity for students to practice the use of other voices alongside the cognizant development of their own voices. It is imperative that as teachers of writing we make writing more

realistic and perceive it as a social narrative rather than an object of assessment (Hutchins, 2013, p.70). Students should have a real concept of an audience to critically engage with rather than a single teacher- marker expert. When we allow students to write more in relation to other voices, we promote voice and agency in academic learning. Hutchins (2013) notes when we promote voice and agency in academic writing, students will use referencing as a system whereby they are able to relate the different ideas they have read, to distinguish these ideas from each other and from their own thoughts which makes it clearer for others to read (p.70).

I avidly support Freire (1970) and Giroux (1983) who are severely critical of education that prevents students from participating in the daily discourse that construct educational realities and practices. The critical, meaningful and experiential pedagogy that can be engendered in the Namibian classroom calls for a shared critical reflection that enhances critical dialogue whereby student and teacher assume authority and agency in a process of mutual development (p.130).

As teachers of writing we should encourage students to develop their own voice in the new language (academic register) by entrenching language in meaningful activities (p.130). It is imperative that we involve students in school planning, choosing curricula and deciding on issues regarding policy, because it gives students some choice and control over the learning process (Goodlad, 1984, p.67). I am aware that student voice in educational reform is critical to the successful implementation of academic programs and projects (Beresford and Cook, 2002, .p.6).

While this study advocates for the renegotiation for student voice and agency in the English for Academic Purposes classroom, I find it imperative to also advocate for the renegotiation of teachers' voice to be able to act in students' interest in the learning process. As teachers of writing we should use students' interests as untouched resources for enhancing and directing motivation for learning academic discourse. It is imperative that we adapt, innovate and improvise in order to involve students actively in their own learning. As teachers of writing, we should become ethnographers by paying attention to our students' negotiation of text, discourses and codes inside the classroom as well as to "classroom under life" (Canagarajah, 1999, p.60). In the next section I discussed insights into the writing process.

6.2.6 Writing is a process not a product.

In the process of assessing my students' academic essay, I realize that writing is a "form of becoming" – an organic, recursive process that goes back and forth. Writing is an art and cannot be rushed. We are not born writers but we can learn how to write (Park, 2013b). Research has shown that writing is a process through which meaning is generated, hence it is important for teachers to allow students to generate, formulate and refine their ideas when writing (Zamel, 1982, p195). My review of existing studies have confirmed that methods that focus on form and correctness ignore how ideas get generated through writing and fail to teach students that writing is a process of discovery (p.195). These studies have also highlighted that as teachers of writing, it is imperative that before we teach writing, we must first understand how we write, since the writing process is complex and goes against the prescriptive approaches to the teaching of writing which involves a particular grammar, analyzing and mimicking rhetorical models or outlining what the writer wants to say (Witte and Faigley, 1981, p.202). Elbow (1981) urges us that we understand writing as:

“An organic, developmental process in which you start writing at the very beginning- before you know your meaning at all-and encourage your words gradually to change and evolve. Only at the end will you know what you want to say it with” (p.15). Moreover, I am aware that good writing does not follow rules but reflects the process of the creative imagination (p.15).

Elbow (1981) urges us as teachers of writing that we understand writing as an organic, developmental process which does not follow rules but reflects the process of the creative imagination (p.15). It is even more important that we as teachers of writing allow ESL students to write about their lived experiences, by doing so we enable them to construct their identities. One way to do so is to allow EAP L2 authors to write about their life histories, when they do so they embody writing as situated, social, and a political practice that offers them as writers in English an opportunity to find power and legitimacy in a new language (Park, 2013, p.344). Canagarajah (1999) concedes that pedagogies are not received in their own terms, but appropriated to different levels in terms of the needs and values of the local communities, therefore my study has engendered the process-genre academic writing approach as a measure of intervention to the current deficient EAP pedagogy in the Namibian EAP classroom. The process-genre writing approach that my study proposes fosters active learning and learner –centredness since students

are actively involved in the teaching and learning process and the teacher act as guide, facilitator and assistant. Not only is the process-genre approach effective for teaching academic writing but it also empowers students to be in control of their own writing therefore enhancing voice, agency and critical thinking.

My study supports and holds the premise that a meaningful, experiential and critical pedagogy that enhances voice and agency can be engendered in the Namibian EAP classroom. It also contributes to the ongoing debate- whether a critical pedagogy is appropriate in EAP? In particular the question of pragmatism. Based on my study findings I can affirm that there is a place for a critical, meaningful and experiential pedagogy in the Namibian EAP classroom. Pennycook (1997) underscores my affirmation by calling for a critical pragmatist approach to EAP that demands developing course content that aims at critically examining the discourses that build our students' understanding of the world. Hence, I encourage teachers of academic writing to invite students' voices in academic writing.

I am of the opinion that when we integrate meaningful writing acts, such as linguistic biographies, we empower students to get involved in the writing process, go beyond the academic goal and use the target language in their everyday lives, combines the relationship between language and culture, and finally, place themselves within a larger community of the target language speakers (Dai, 2010, p.341). When we as teachers of writing allow students to write about their lived experiences, we provide them with an opportunity to narrate their life histories. As such, the identities of ESL writers are "(re)constructed consciously and unconsciously in their attempts to understand the continuous transformation resulting from their developing life history" (Dai, 2010, p. 341). Accordingly, ESL writers become empowered as L2 authors because this act of writing "embodies writing as situated, social, and political practice offering new writers in English an opportunity to find power and legitimacy in a new language" (p. 344).

Equally important, as teachers of EAP writing, we should listen and reflect upon our own Theories of Teaching Practice (TOTP) and make the necessary changes where needed (reflective teaching). Research has shown that learning occurs in a social context, and when teachers become co-learners with their students, the classroom becomes a supportive community where teachers and students continually collaborate to learn from each other (Canagarajah, 1999, p.88). In order for students to be able to communicate with the academy and contribute towards the creation of knowledge

they must first construct alternative discourses that stem from a negotiation of the academic discourse and English language in relation to their indigenous strata of knowledge, discourses and languages (Canagarajah, 1999, p.30). I hasten to mention that writing is a social activity; it does not occur in a vacuum, moreover, writing is context based community specific and power saturated. When students become aware of these factors they are in a better position to renegotiate their voice and agency in academic writing and thus become empowered to construct their own realities through writing (Canagarajah, 1999, p.301) By using a collaborative, student-centered and critical pedagogy such as the process-genre academic writing approach, students are encouraged to collectively negotiate the meaning of their own and well-known scholars' texts (Canagarajah, 1999, p. 305). In the next section I propose to discuss the need to move towards an appropriate critical, meaningful and experiential pedagogy.

6.2.7 We need to move towards an appropriate critical, meaningful and experiential pedagogy in EAP

This study advocates for the implementation of the process-genre academic writing approach to teaching writing in the EAP classroom at the University of Namibia. Firstly, this approach allows the student and teacher to critically negotiate the text during the writing process which leads to student empowerment. Secondly, it allows periphery students to become insiders and use the English language in their own terms, according to their own aspirations, needs and value, not as slaves but as agents (Canagarajah, 1999, p. 176). Equally important, it enhances students' voice, agency and promotes meaningful, experiential learning through the process of writing and covers all the levels of Bloom's taxonomy. It is important to note that although this study advocates for the implementation of the process genre-approach at the University of Namibia to enhance voice, agency and meaningful literacy in academic writing, it is still advisable to teach academic writing with a combination of other approaches such as the content and model approaches (integrative approach). In light of this, Canagarajah (1999) states that pedagogies are not received in their own terms but are appropriated in many ways in terms of the needs and values of the local community (p. 121-2) hence the process- genre approach will not be suitable for all academic writing contexts. Thus, it is imperative for EAP writing teachers to assess the writing needs of their own students, in order to appropriate a suitable pedagogy within their own context. In the next section, I propose to discuss the pedagogical ramifications of this study.

6.3 Pedagogical Ramifications

I hasten to mention that the development and movement of critical pedagogy and its central tenets into EAP has had a significant effect in the field. The introduction of critical teaching theories and practices has underscored the dichotomization in EAP between the ‘pragmatists’, who see their goal of socializing students into the academy, as very different from critical pedagogists, who take an ‘ideological’ approach with the goal of sociopolitical critical pedagogy in English for Academic Purposes transformation. Responses have included those who point to all teaching approaches as ideologically rooted (Benesch, 1993), and those who differentiate between an unrefined pragmatism and critical pragmatism (Pennycook, 1997, p. 87). These debates have also manifested into differences in EAP teaching content and practices (Santos, 2001, p.90). As well, critiques of EAP have gone beyond the epistemological division that all knowledge is produced and interested on the one hand, and, on the other, that there is a neutral, pragmatic alternative to ‘ideological’ approaches. These critiques have shown that critical pedagogy is grounded in the enlightenment discourses of rationality and knowledge, yet demystification through rational knowledge is an impossibility because we are always operating in a field of power/knowledge (Santos, 2001, p.91).

Based on the findings of this study, there are some pedagogical implications that are linked to EAP teacher education, EAP students, EAP educators and EAP critical pedagogy. These findings have several direct implications for EAP educators in particular. The first stems from the critical role of exposure of students to diverse perspectives, attesting to the importance of creating learning environments that encourage the sharing of different perspectives that may lead to the cognitive disagreement and sometimes conflict required for learning to take place. Furthermore, EAP educators may be uncomfortable and insufficiently prepared to handle the conflict that could arise in critical EAP class discussion.

Equally important, although this study holds and supports the premise that a critical, meaningful and experiential EAP pedagogy can be engendered in the Namibian EAP classroom, it is possible that students would not develop critical consciousness until after completing their undergraduate degrees. This may suggest that students may not make meaning of their EAP experiences immediately or at all until after they leave the institution. Attempts to measure learning outcomes related to critical awareness at the time of the EAP course completion may undermine learning outcomes that are slowly and cumulatively achieved in the learning process (Santos, 2001, p.91).

My findings also confirm the importance of providing thoughtful opportunities for students to participate in critical, meaningful, experiential interactions and opportunities that encourage their engagement in meaningful writing activities that promote voice, agency and identity (Freire, 1973, p. 87).

I believe that EAP educators can support students' development of critical consciousness by assisting them in making meaning of their experiences within a context that acknowledges societal realities, and engaging them in liberatory education aimed at the development of critical consciousness and the skills and competencies needed for social transformation (Freire, 1973, p.87).

This study can provide a foundation for future work aimed at understanding how critical pedagogy translates into education and teaching for social justice. The critical reflections of EAP educators can inform both multicultural education theory and practice by explicating the underlying constructs and identifying the experiences that help them attain critical consciousness. The insights from participants can further help EAP educators to be responsive to differences among students in varying social identities in the acquisition of critical awareness.

I am aware that EAP critical pedagogy education is hard work therefore my study challenges EAP educators to confront traditional ways of teaching writing that stomp students' voice and agency and embrace liberatory pedagogies that put the EAP student at the forefront.

The link between students' voice, agency and identity in academic writing should not be ignored if complex learning such as critical consciousness is to be achieved. Equally important, EAP educators play a critical role in supporting students through their journey toward critical consciousness—a journey that can lead to a more critically conscious student in society (Canagarajah, 1999, p.207).

Accordingly, I suggest the integration of critical, meaningful and critical pedagogy literacy training throughout teacher education programs. Promoting this training to a large group of EAP educators would be beneficial in many different aspects. First, it is imperative that we raise the critical consciousness of EAP educators in order to create an orientation towards a critical, meaningful and experiential pedagogy.

Second, it is valuable to enable EAP teachers to build up their conceptualization of Personal Theory of Teaching Practice (PTOTP) based on their own personal experiences of critical, meaningful and experiential teaching and learning practices. In addition, it is also useful to widen teachers' knowledge of the effective academic writing approaches such as the process-genre writing approach that fosters critical, meaningful and experiential writing. Equally important, there is a crucial need to heighten teachers' awareness of different academic writing genres and approaches. As shown in my study, the participants found it difficult to identify any critical thinking enhancing learning activities in the EAP pedagogy. Therefore, a training on critical, meaningful and experiential academic writing would be helpful for prospective EAP teachers to have an insight on how to employ this pedagogy.

One of the interesting findings in this study is lack of reflective teaching and learning in the current EAP pedagogy. I am of the opinion that reflective teaching and learning in the EAP classroom may inform the teaching of academic writing in EAP pedagogy.

My study supports and upholds the premise that a critical, meaningful and experiential EAP pedagogy that enhances voice and agency can be engendered in the Namibian EAP classroom. A pedagogy that empowers EAP students to have space to express themselves or to construct their voices. Therefore, this study suggests the implementation of meaningful literacy instruction as a crucial tool to contextualize and personalize academic writing pedagogies within the EAP classrooms.

In the next section, I wish to discuss recommendations for future study.

6.4 Recommendations for future study

6.4.1 Study results dissemination agenda

In order to be accessible to a wider scholarly audience, I intend to disseminate the results of my study in different scholarly journals because I believe they can illuminate critical pedagogy in EAP research. In the next section I discuss future study prospects.

6.4.2 Future study prospects

This study investigates academic writing at the University of Namibia with the aim to engender a critical, meaningful and experiential EAP pedagogy that enhances voice and agency in the EAP classroom. I suggest conducting this study on a larger scale adopting similar procedures with some modifications. First, I recommend that EAP students be granted 4 weeks to engage in the academic essay writing instead of the 2 weeks that was employed in this study, so that the participants would have a better understanding of the writing process; then, they would be able to express their writing based on sufficient amount of experience. Since this study engenders meaningful, experiential academic writing, I therefore suggest the inclusion of some interview questions that are directed to the participants' perspectives on the process of language learning through meaningful writing. Moreover, encouraging EAP students' to keep academic writing progress journals, might enhance profound insights into the process of academic language and writing skills acquisition.

In addition, since the participants in this study were only first year EAP students with English as a second and third language at the University of Namibia, it could be valuable to include EAP educators in future research in order to gauge their perceptions and experiences regarding the current EAP pedagogy. Consequently, such a study could provide a more holistic and profound understanding of the gaps in the current EAP pedagogy at the University of Namibia and allow for appropriate intervention measures. Equally important, this study was only conducted at the University of Namibia, it would be insightful if it could be conducted at other tertiary institutions in Namibia that teach EAP.

This study revealed participants' EAP language learning process, through the process of written error analysis. Given the results of this study, a number of recommendations for further research are suggested. First, it is recommended that further research be undertaken to investigate the errors made by undergraduate students majoring in English. Second, further investigation into interlingual and intralingual errors of ESL writers is strongly recommended. Last but not least, it would be interesting to compare experiences of subjects from high school (grade 12 students) and first year EAP university students for the purpose of comparing the common errors produced by these two groups. This might help EAP educators to develop an effective approach for teaching academic writing. In the next section I discuss the limitations of the study.

6.5 Limitations of the study

Although I believe that I have been able to address the aim and objectives of my study, I also believe that the present study presents its own limitations given its context and setting. I wish to mention only those limitations that I believe appear to weaken the quality of this dissertation.

Firstly, one limitation of this study regards the size of the population. The views expressed by two hundred EAP first year students cannot be generalized to apply to all first year EAP students. Nevertheless, as a researcher, I am not concerned with generalizing my findings to larger populations, but I hope that the interpretations of my data can be transferred to other situations.

Secondly, although I have implemented the process-genre academic writing approach in my EAP classroom with moderate success, I hasten to mention that its value and effectiveness have not been determined fully yet as, the approach is still ‘young’, ‘new’ and innovative. It will take some time before obvious weaknesses are determined and recorded by researchers and practitioners. Equally important, it has not been determined yet, whether the process –genre approach helps students write better in examination context.

Thirdly, another limitation relates to recruiting only EAP students for this study. Conducting this study on EAP educators would have given broader and complementary perspectives about a critical, meaningful and experiential pedagogy at the University of Namibia. However, I saw such an enterprise too demanding as it could have generated a fairly large amount of data that I would have found daunting to handle and offer more definitive explanations.

I hasten to mention that although I conducted this study as a critical consciousness raising exercise for EAP students and educators, nevertheless, this study should be considered an initial step for many EAP educators towards the engendering of a critical, meaningful and experiential EAP pedagogy. In the next section, I wish to state the final remarks.

6.6 Final remarks

My study started with a need to investigate the current EAP pedagogy at the University of Namibia in order to explore can a critical, meaningful and experiential EAP pedagogy that enhances voice and agency be engendered in the Namibian EAP classroom? In addition, it also sought to investigate EAP students' perceptions and experiences regarding the current EAP pedagogy at the University of Namibia. Furthermore, this study sought to find out which component of the academic essay students find difficult when they engaged in academic essay writing. Equally important, it exposed how practices in EAP and institutional policies stifle voice and agency in the EAP classroom.

I believe that a critical, meaningful and experiential EAP pedagogy is beneficial as a tool of empowerment that enhances students' voice and agency in academic writing. As my study proved, the findings foster profound insights about critical pedagogy and academic writing in general and support findings from many previous studies. Mainly, my study embraces a critical, meaningful and experiential pedagogy to teaching academic writing. This approach, as discussed in this study, encourages the growing trend to move away from conventional EAP pedagogies of teaching academic writing- pedagogies that disempowers students and colonize students' minds.

Since this study investigates academic writing in the Namibian EAP classroom, one best way to explore students' actual writing behaviours in classroom may be through ethnographic methodologies where the researcher interacts with the students and the writing teacher through classroom observations. As a classroom member, I as the researcher will be in the position to understand how students actually write, the actual writing problems they face, the quality of writing prompts that are used as well as the potentials of the students. As a micro-society, the classroom context will therefore provide the researcher with a clear understanding of the writing activity; therefore, the researcher will be able to evaluate the appropriate tasks that connect with the writing context.

Since this study supports the proposal of a critical, meaningful and experiential pedagogy in EAP, there is a need to reinvestigate the conceptualization of the concept "critical pedagogy". Such an investigation is useful as it can provide us with the various critical meanings of "critical pedagogy". The considerable degree of misunderstanding that is currently around this concept in the field of

critical studies can be clarified. As a conclusion to this chapter, I wish to mention that there are many issues that can be researched in the scope of insights generated by the current study. However, the challenges are many as well. The main challenge that could be investigated is the implementation of a critical pedagogy in the EAP classroom in spite of institutional policies and practices that stifle voice and agency in the EAP classroom.

In the final analysis, I am sad to acknowledge that in the Namibian EAP classroom an experiential, meaningful and critical pedagogy has not taken root yet and students' voice and agency have not received the attention it deserves. I am convinced that the time has come for students to refuse to become silent partners in the EAP classroom but active critical thinking agents of social change. Students deserve to be listened to and as EAP teachers of writing we should encourage them to speak and develop their voice and agency as part of our daily academic culture. This should serve as concluding words to this study.



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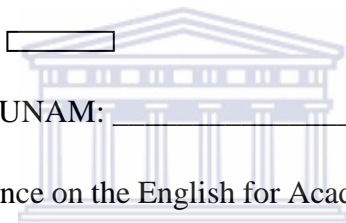
APPENDIXES

Appendix 1: Student questionnaire

Student Questionnaire

Today's Date _____

Sex: male female



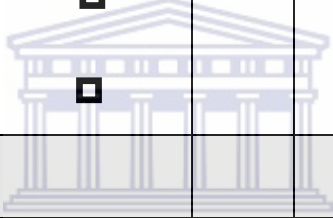
Academic course registered for at UNAM: _____

Feedback on your learning experience on the English for Academic Purposes module is extremely valuable and will help the Language Centre to make improvements in future years. I would be most grateful if you could answer the following questions. There is also an opportunity to provide comments at the end of the questionnaire.

<p>a. Attendance</p> <p>What percentage of the EAP course do you estimate that you attended (please indicate)?</p> <p>%</p>						
<p>Please mark chosen answer with an "X"</p>	<p>Definite ly agree</p>	<p>Mostly agree</p>	<p>Neither agree nor disagree</p>	<p>Mostly disagree</p>	<p>Definite ly disagree</p>	<p>Not applica ble</p>
<p>b. Perceptions and experience regarding EAP course structure</p>						
<p>1. The course aims were made clear at the start.</p>						

2. The course aims were met.						
3. Teaching sessions were well-prepared and presented in a logical order.						
4. Students are able to transfer skills learned in EAP to other courses.						
(c) Course duration (tick the appropriate box)						
5. The course should be taught for six months <input checked="" type="checkbox"/> The course should be taught for a year <input type="checkbox"/>						
d. Supplementary material (where issued)						
6. The hand-outs/reading lists were useful.						
e. Teaching delivery						
7. The lecturer was audible and the subject matter clearly explained.						
8. The pace of teaching was at the right speed.						
9. Slides/overheads and other teaching aids were adequate and well-prepared.						
10. Online materials and activities were clearly structured and presented and integrated well into the course.						

	Definite ly agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definite ly disagree	Not applica ble
f. Voice, agency and empowerment						
11. Student participation was encouraged during the course.						
12. Students were encouraged to choose own topics for the academic essays.						
13. Students find the EAP module relevant to their academic life.						
14. Students were encouraged to express their opinion freely in class						
15. Students are able to transfer skills learned in EAP to real life context.						
g. Academic essay						
16. Students consider the EAP academic essay an important /needed component of the EAP module						
17. Students understand the structure of an academic essay.						
18. The criteria used for marking and assessment of academic essay were clear in advance.						

19. The feedback provided on my academic essay was helpful in developing my understanding of the subject.						
20. Component of academic essay found difficult to understand by students (tick the appropriate box) 20.1 The introduction <input type="checkbox"/> 20.2 The body <input type="checkbox"/> 20.3 The conclusion <input type="checkbox"/> 20.4 The use of cohesive devices <input type="checkbox"/> 20.5 The APA referencing style <input type="checkbox"/>						
						
UNIVERSITY of the WESTERN CAPE						
h. Critical thinking						
21. The lecturer encouraged critical thinking in the EAP classroom (if agreed, mention 3 activities employed by lecturer in class) 21.1 _____ 21.2 _____ 21.3 _____						
i. Teaching support						

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APPENDIX 2: ACADEMIC ESSAY: MARKING GRID

Criteria	Max Marks	Abbreviations	Description
REFERENCING	10	R	NO referencing or citation: NO MARKS! 7 marks: correct in-text citations 3 marks: correct APA Reference List
ACADEMIC REGISTER	5	A	Paragraphs: Topic, supporting, concluding sentences (2) Formality (1) Tentativeness (1) and Objectivity (1)
CONTENT	5	C	Logical arguments (1) Own Insight (1) and Reasoned Conclusions (1) Relevance (1) Task Fulfilment (1)
COHERENCE	5	C	Title (1) Introduction (1) Conclusion (1) Linking words (2)
LANGUAGE and VOCABULARY	5	L	Grammar,(1) Punctuation (1), Spelling(1) Sentence Structure (1) Planning Style/Neatness (1)
TOTAL	30		

Appendix 3 – letter of consent



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Language Education Department

FACULTY OF EDUCATION

University of the Western Cap

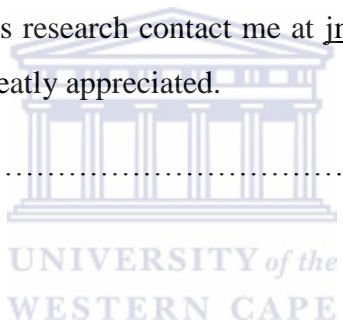
Dear Participant

My name is Joseph Mukoroli. I am a student at the University of the Western Cape in the Faculty of Education. You are invited to participate in a research project entitled: An investigation of academic writing at the University of Namibia: engendering an experiential, meaningful and critical pedagogy for English for Academic Purposes. The following study structured interview was developed to ask you a few questions regarding the English for Academic Purposes module. It is my hope that this information can contribute towards the shift for a deeper understanding of the concepts voice, agency and critical pedagogy. There are no identified risks from participating in this research.

The interview is confidential and anonymous. Participation in this research is completely voluntary and you may refuse to participate without consequence. All data obtained will be used only for this research and your confidentiality will not be compromised.

If you would like the results of this research contact me at jmukoroli@unam.na. Thank you for your consideration. Your help is greatly appreciated.

Printed name



Signature.....

Supervisor: Professor Sivakumar Sivasubramaniam

Tel: 021-9592449

Email: ssivasubramaniam@uwc.ac.za

The EAP students academic essays appear in their original form.

Appendix 4- Academic essay

Essay Title: “A discussion of the impact of good leadership skills in Local Authorities in Namibia”

In times of challenges and changes, organisations need strong leadership. Public service transformation is a priority issue and local authorities are expected to play a key role in this transformation. This has been made easier by the enactment of the Local Authority Act, Act 23 of 1992, as amended. Local authorities are also critical to the development of infrastructure, to stimulating economic activity and to supporting local communities. To engage successfully with these issues in the current challenging economic times, local authorities need leaders with the vision and drive to make a difference; who think innovatively and holistically about the challenges they face and who can follow through with real focus and determination to deliver results. 6

Governing bodies of local authorities. Additionally, “the affairs of a town shall be governed by a town council consisting of such number of members, but not less than seven and not more than 12 members, as may be determined by the Minister and specified in the notice establishing the town” (Local Authorities Act, Act 23 of 1992) This essay discusses the impact of good leadership skills required to administer Local Authorities in Namibia.

Resources procured by any given local authority in Namibia should be utilised to improve the livelihood of residents living within its jurisdiction area. It is believed that some local authorities are mismanaging these resources due to poor planning and negligence. On the contrary, Clements and Gido, (2011) identified technical resource constraints as potential limiting to the accomplishment of expectations. According to Gray and Wood, (2006), resource constraints impedes the start of activities resulting in a possible increase in the likelihood of rescheduling the entire project activities. Without the leadership skills, it may be impossible to foresee certain shortcomings. It is therefore advisable, as leader, to look for opinions from other local authorities’

counterparts that have past experience. This helps to circumvent all delaying aspects whenever planning, executing and controlling their capital project.

Moreover, the finance of local authorities as generated by themselves and those that have been subsidized to them by the government should be administered with sincere honesty. Once the financial position of the local authority is audited and graded by the Auditor General as “Disclaimer”, the likelihood of such a town to be downgraded back to the village council is more likely. The leadership skills required to manage finance and retain the town council status is crucial as it helps in minimizing financial risks. Turner and Schwarts, (1997) advised that the skilled use of finance as per the gazette tariffs should be adopted to minimize risks. It follows therefore that at leadership level, the Chief Executive Officers and their Finance Managers should display a good financial acumen by ensuring that all discrepancies in their accounting records are removed. With good leaders in charge of a given local authority, an appropriate budget should be prepared to be certain that they have sufficient money to cater for expenses they may need.

Communication is another important aspect in the realization of Local Authorities’ strategic objectives as may be laid out in the Five (5) Years Strategic Plan. Various communication methods available are in the form of oral, written, graphic and numerical representations. Written documents often serve, simply, to record what has been upon during discussions as opposed to oral which take place without written records. Leaders need to use these communication methods to communicate positively with relevant stakeholders to guarantee successes. “Proper communication system is a critical success factor for managing the expectation for stakeholders” (Clements & Gido, 2011). Moreover, Effective organization communication enhances overall organizational performance in terms of productivity and stakeholders’ satisfaction. Studies support the common sense notion that effective communication is one of the top requirements for a successful leader. Local Authorities differs in sizes and priorities. Regardless, however, of the sizes and priorities, it is learned that a need for individuals within a Council to view an internal communication channels as a supportive and sustaining the individual’s sense of personal worth and significance.

A good leader, when it comes to fair labour practices, begins with advertising any position in an organization as soon as it becomes available. Some of the advantages of advertising are to target a huge audience that may be suitable for the position and when you are recruiting for a vacancy, you

may pay thousands of dollars to a recruitment agency to head-hunt one specific candidate. However, when post a job in the print media, fees may be affordable and results could worth the money. During the selection of a suitable candidate for the position, a leader should not give preferential treatment. Researches have found that a good leader does not discriminate in any employment decision directly or indirectly, adopt any requirement and engage in any practice which has the effect of discrimination against any individual. Moreover, such a leader should not employ, require or permit a child to work in any circumstances as prohibited by the Namibian Labour Act.

Networking may be defined as the active development and maintenance of a list of useful contacts which may help in achieving the set objectives. In the Chief Executive Officer's case, it is the ability to network with a broad range of contacts who can supply useful information, advice, and resources that can make a local authority succeed in achieving the objectives as per the strategic plan. Networking is possibly the most important entrepreneurial trait that Chief Executive Officer in local authority establishments should employ to accomplish their goals. Working with stakeholder and networking is central to the local authority leadership skills set. It is an essential local authority leadership function to identify the entire stakeholder and determine their needs and expectations – particularly with respect to information and communication. It is likely that many of these needs and expectations will be different and in some cases, conflicting. This is where the Chief Executive Officer needs to use negotiation skills and influence on a common set of mutually acceptable objectives. Chief Executive Officers are expected to use their leadership skills to create an enabling environment where the stakeholders are encouraged to contribute their skills and knowledge to the respective local authorities. These needs and expectations should be then managed, influenced, balanced and if necessary, prioritized to ensure a successful outcome.

In conclusion, in terms of service delivery, leadership is judged based on the quality of services it is able to provide. Firstly, whether services are designed to assist customers to achieve the outcomes they aspire to and secondly whether services are delivered in ways which empower consumers. The argument is made that for services to meet the aspirations of customers, customers themselves need to be involved in improving them. Therefore, a good leadership in local authorities should consider involving residents during service planning phases if it really aims to become a body that is truly responsive to people's needs and expectations.

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Appendix 5- Academic essay

Introduction:

Everybody wants a place they call home. Shelter is a basic need in life but acquiring and owning one seems to be one of the biggest challenges many people, poor or middle class face these days. Hence I would like to discuss this topic today to identify where the need arises from, the challenges and the possible solutions to provide a shelter over each and everybody's head.

A house is a building or structure that individuals and their family may live in that meets certain requirements. It usually provides shelter, protects the family and individual from rain, hail, storm, snow and heavy winds.

Body:

Urbanization has caused many people to flock from the land into the cities to look for work to cater for their families. This caused housing shortages as many workers didn't have a place to stay. Employers came up with a program with the principle aim of providing lodging to social groups. These were usually overcrowded, not hygienic and many a times not safe either. Profit drove the employers to construct accommodations which hardly met the living standards of the workers.

Humans needs for houses can be looked at from different point of views, of which the following are listed and explained below. Temporary escape is the first one we shall examine

In his analysis of studies of high-rising buildings in Hong Kong and Singapore, Hassan (1975) indicates that opportunities to escape from high-density conditions may greatly mediate problems of emotional strain. Residents living in high-rise buildings and who share dwellings with other households, if unable to leave the dwelling easily when they so desire, tend to develop higher levels of mental illness than those residents living on the ground floor who have access to the out-of-doors. This paragraph indicates that people need access to the outdoors.

Urban men also have a need to experience nature and the outdoors. While there is little research to demonstrate that the survival of urban men is dependent upon the fulfillment of that need, there is considerable evidence from the research on residential environment that demonstrates the importance of natural settings in residential satisfaction. Wilson's study (1962) of a North Carolina

community reported that adults described their ideal neighbourhood as one which was country-like and close to nature while Peterson (1967), in attempting to identify people's preferences for the visual appearance of neighbourhoods that 'harmony with nature' was one of the most significant dimensions of choice. In short this paragraphs states that people are attracted to communities surrounded by the country side.

In contemporary houses lack of privacy is often a source of irritation because of lack of partitions. Noise is a dimension of privacy greatly affecting people's responses to where they live. Quiet neighbourhoods are viewed much more favourable than are those where dwellings are exposed to noises from nearby neighbours, children playing outdoors and heavy traffic (Marans and Rodgers, 1974). Other studies have found that the lack of privacy, both inside and outside the housing unit, has been a source of dissatisfaction (Cooper, 1972; Saile et al.' 1972). This means that people tend to opt for areas with low noise pollution instead of loud areas.

Crime as reported in government statistics is rising in urban centers throughout the world. The need for security and safety for one self and their family can not be overemphasized. The preoccupation with crime on the part of the urban dweller is reflected in a growing body of research dealing with the residential environment. A research done by the University of Michigan focusing on people's perceptions of the places they live in, reveals that fear of crime is one of the most frequently mentioned sources of residential dissatisfaction. These fears occur in both central-city neighbourhoods and many of the more affluent suburban areas. In many areas the fear is greater than would be expected.

When it comes to finding a suitable home people also look at areas where they feel they belong, or where they can feel affiliated to. In a survey conducted in Detroit, people when asked what they liked best about their neighbourhoods, most often mention the people around them. Neighbours are viewed as friendly, helpful and generally supportive. People tend to like neighbourhoods when they feel the people around them are friendly and similar to themselves. These feelings reflect a sense of belonging. Studies have found that similar types of people living in close proximity to each other in the same housing complex are likely to interact more than such groups would if they lived in different parts of that housing complex (Festinger et al., 1950; Caplow and Forman, 1955). This paragraph indicates that people prefer an environment where they feel they have common interest and familiarities.

There exists a psychological need to have a high evaluation of one self and to be respected by others. This need manifest itself in a desire for social recognition and status. Often, the type of place a person chooses to live in, or the things he or she does, reflect in part that desire. The ideal community or neighbourhood in which to live has been characterized in several studies as “exclusive, having the right kinds of people and one that can be looked up to” (Wilson, 1962; Lamanna, 1964)

The final and most important aspect of where people choose to live is determined simply by what they can afford to buy. Urban areas have shortages of properties on the market due to different sectors of the industry having different ideas and expectations of the industry. Some, like the developers are interested primarily in how much money/profit they can make out of a certain project. They do not and will not take into consideration what the average buyer can afford to pay but where the most profits are. The financing institutions provide capital to those that can repay at certain rates. This leaves the poor ones to squatter in camps, move in families and friends or even worse occupy vacant land.

Conclusion:

In conclusion, people have different ideas in regards to where they want to live, where they can afford to live and where they eventually settle. Everybody wants a dream home, preferably as cheap or affordable as possible. Unfortunately the laws of economics or Capitalism to be more specific, does not always allow for the human race to have what they want. The only solution is to make vacant land available to the masses so they can build their own homes on it. The market only caters for the affluent ones, not for the poor. The poor are the ones suffering to find that single house or dwelling to call home. The affluent are looking for their 2nd, 3rd or 4th house for investments, to rent out to the ones that can't afford to buy.

(1129 words)

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Appendix 6- Academic essay

Introduction

Corporate Governance in State Owned Enterprises has become a topic of much discussion. With the many reports of failures and corruption coming from the majority of the African countries, the subject of how governments can improve their state owned companies has become a hot topic. With that in mind the factors that undermine the basic principles of good governance are an important point of discussion. The exploration of these hindrances to good governance might bring clarity what needs to be done to overcome these challenges. The essay aims to explore a two of these key factors and how they relate to Namibia as whole.

Good corporate Governance

The advent of globalization has led to a development of norms and standards that are said to describe the characteristics of good governance. Corporate Governance is a collection of these policies and guidelines used in private institutions as well government.

. Lynn McGregor (2012) states that “good governance is based on principles such as accountability, transparency, good business judgement and ethical behavior”(pp.37).In terms of government these principles are applicable to State owned enterprises (SOE’s). In the following paragraph a discussion on the issues that are faced whilst assessing ways of implementing corporate governance.

Appointments of those assigned to govern.

The individuals that are assigned with setting the tone for corporate governance in an institution are those at the top , namely the board members. They are appointed as general overseers and are held responsible for upholding the institutions corporate culture. When it comes to state owned enterprise more often than not, these appointments are passed down by and by present political leaders In Africa, the ruling political party leaders. This in an African context has resulted in the appointment of managers and board members that are unfit or underqualified to lead. This has resulted in in SOE’s being poorly management seen in their annual performance reports.. These often political appointments are not done on the merit of the individuals qualifications; they are used as rewards for politically motivated promises. In such a situation corporate governance plays

second fiddle to whatever political agenda was set forth during the initial appointment. Mwaure (2007) discussed this issue saying SOE's are composed of board members that are appointed by political leadership. They have no experience in running a private company and usually are civil servants that receive a board appointment as a reward for party affiliations. This results in poor performance by these parastatals. The decisions made by these board members are driven by their political affiliations. (pp.34)

The Measurement of Performance of SOE's

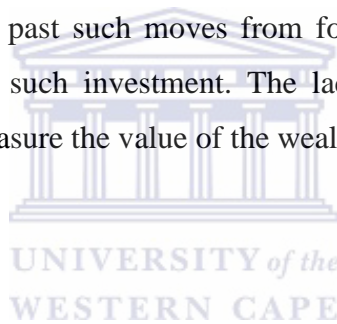
There is a way in which governments use public funding that it an obvious indicator of poor governance. There is a frequent report of SOE's overpaying for services. Even though in Namibia there has been implementation of tender application procedures that are aimed at improving transparency and integrity. News headlines on over prices contracts are still common after the implementation of these controls. The issue of tender fraud is far from being resolved regardless of the added bureaucracy. The lack of a culture that promotes the principles of governance sees the misuse of tax payers' money and no one having the power to do anything about it. The entire system seems to have no recourse on how to deal with the problem in the first place. The issue goes further when you analyze the case o SOE's and their underperformance. Air Namibia for example for over a decade has been receiving government bail outs to keep it afloat. The Namibian-Sun reported in the financial year of 2016/17 air Namibia will receive N\$700 million bail out. This is part of the N\$ 7 billion outlay planned for all SOE's over the next three years. (Muraranganda & Illeka, 2016). A situation that is common amongst African countries across the board.

. On the other hand you have a few SOE's that are run at a profit. Locally, SOE's in this group are namely Nam Water, Namibian wildlife Resort, Nampost and Namport. And those companies happen to be in monopolized companies. The lack of competition assures that they can charge for their services at a profitable level. Regardless of the effect of such hyped pricing strategies would have on the economy(Herbert Jauch, 2012). It's a two double edged sword. In that on one hand struggling parastatals give up their corporate responsibilities to meet their civil responsibilities. They can afford to do this with the safety net of government bailouts. Whilst profitable monopoly

SOE give up their civil responsibility in order to fulfil their corporate mandate. Either way the country's economy suffers. Furthermore with the rise in international business that exists across the globe. The competitive edge of these SOE's is rapidly losing ground.

Globalisation and African Governance

Africa is becoming a more viable global market as more of its people become exposed to global trends. The increased competition will make survival of these SOE's that much harder. The borders are becoming less vivid as more international companies figure out how to operate in more previously inaccessible markets. The need for reevaluation of SOE's governance has never been more pressing. Most African states are not prepared to withstand the new technological advancement. The corporate world has changed the way it views its field of operation. And over the next few years Africa is expected to receive more focus as the global players rush to take advantage of its resources. In the past such moves from foreign investment has seen African countries hardly benefitting from such investment. The lack of proper governance makes it impossible to have any tools of measure the value of the wealth in any African country.



Conclusion.

It is difficult to separate the state of Africa in terms of governance from its political past. The feeling of injustice drives the motivations behind the policies that most governments take up in order to reestablish their previously disadvantaged. However with this in mind it is important to for those in leadership positions to notice the disparity between the solutions given and the results that come out of their policy stance. This disparity coupled with the challenges that come with globalization make it of extreme importance that governing principles that align with the African agenda whilst competing on a global stage be adopted. This would allow a measurable form of planning and governance. The adoption of corporate style of governance will be required in order to achieve the civil responsibilities of these SOE's.

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Appendix 7- academic essay

Reviews on motivations and hurdles of successful business ventures

According to what majority people define what a business/firm or in other general terms an enterprise organization is, it is an economic system that concentrates on the exchange of goods and services for another or more often for money (Timmons, Spinelli, & Adams, 2006). Whereby, within any business entity it either actively provides a service or goods from a primary, secondary or tertiary sector. It also involves franchising from other well known or well-established businesses. Every business whether street vendors selling food (Kapana and Vat Koek) in the streets to a multinational conglomerate organization all share the same similar elements that keep them consistently going back to their station of office to do more than what they have done the day before and more obvious to add value to the business empire. To start a business from the base extremity, the individual business man/men, need to incorporate certain qualities in order to successfully operate a business. Although mostly dominated by men, women proportion is reported to be rather acceptable at 16 per cent for businesses started and initiated by 2018 through the Bureau of Labor Statistics (Timmons et al., 2006). Within the following paragraphs, a study will be addressed reviewing the motives and difficulties of starting and venturing a new business.

Research has shown that for some individuals or businesspersons, they institute business ventures due to the exposure of their backgrounds and where they come from (Atherton, 2007). For example, an individual can be groomed and tailored by their guardian/parent at a younger age and later on attaining the control and operations of the business (Reuvid, 2006). Thus however, they are brought upon being established due to the fact that a business has been in existence for a period of time in the individual's surroundings and exposure. Furthermore, some show that retirements from their previous employments drive them to quest for business ventures due to the exposure of their previous employment (Mazzarol, Volery, Doss, & Thein, 1999), thus making it plain sailing towards successfully operating a business. On the other hand, some individual's business ventures are made to put their financial status at ease as they insist in providing for their families.

Furthermore, businesspersons establish new business ventures due to the freedom and comfortability of their living being. Some of the goals elevated by entrepreneurs/businesspersons have to do with what they need to do at the time that it is requested. It is mentioned that when employed by an employer, the employee is not authorized to leave nor to do private activities. As serious as it can be, the employee will need to follow instructions of the employment contract and that of the company law inaugurated before leaving. On contrary, owning a business will give the business owner authority required as suited. No reports required. In relations to this, a financial freedom is what most business entity initiators want to achieve. Entrepreneurs are fighting an economical freedom. Exchange rates keep fluctuating making the likes of food commodities and items categorized as a need to increase in price. Thus however, makes the living standards of an individual living in such an economy exorbitant.

On the other hand, to successfully operate a newly established business would require having management skills. A businessperson will need to put all different elements that make up the business operation to fully function together and commit to keeping the drive consistently and persistent. They will have to attain verbal and nonverbal communication to effectively have the message understood (White, n.d). This is not only subjected to benefit with the employees but also with the clients, as they are the main reason as to why business will be operational. Well-structured management skills will also enhance teamwork with fellow colleagues. Thus, making work done effectively and plain sailing. A good environment within an organization is that containing transparency, teamwork and effectively collaborating with fellow team members. It will allow you to lead by example, which will positively affect the fellow employees in doing their work. Every decision made will be a strategic decision. Before concluding with the decision-making, the businessperson must have gone through a number of other options and before concluding, as every decision made is crucial to the business productivity.

For a business to actually start off its business operations after all elements are put into place and when all skills are acquired, start up capital would be required. For some businessperson, depending on the type of business (whether sole trader or partnership) it will determine the availability of capital to undertake the operation of the business. Capital is much more easily accessible in a partnership than in a sole trader, as there are more than one shareholder within a

partnership whereby resources can be shared among the shareholders . Whereas with the sole trader, only one shareholder is available and the resources are limited from only one source. But with financial institutes willing to assist business proposals and different business ventures, Sole traders are not solely alone in sourcing start up capital.

Provision to the above mentioned, a businessperson would also need to put into consideration of discipline. A business owner will be required to be discipline in all aspects, whether financial discipline, without any discipline, resources used with in the entity will be misused and thereafter, the business can run short with its day-to-day operations probably closing down.

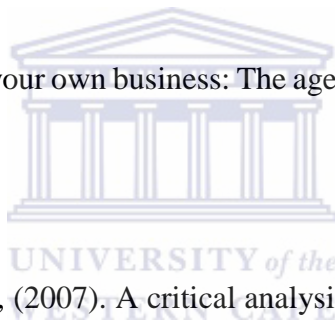
In conclusion, establishing new business ventures from the ground will require total dedication and many others of those mentioned above. Speaking to business individuals, mentors and those in the business industry to sharpen your knowledge of what to do when running your entity can also be some of the tools an entrepreneur can do when establishing the foundation base of the business (Van Vuuren & Groenewald, 2007). A research methodology is one of the critical elements that can be used to get in-depth information of what your venture could possibly contain. When entering a new venture, a businessperson should be aware of the competitors and the product they provide. Thus, providing information, allowing the businessperson to provide a unique product.

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Appendix 8 –Academic essay

Introduction

Financial statements are a central feature of financial reporting. In order for an organisation to be credible towards its internal and external stakeholders, financial statements are of utmost importance. Although financial statements may also contain information from sources other than accounting records, they are generally organised on the basis of the elements of financial statements (assets, liabilities, revenues and expenses) and provide the bulk of the information for financial statements (Wiley J, 1996).

The purpose of financial statements is to provide information about the financial performance and financial position of an organisation. Users of financial information assess assertions made by management and make economic decisions. (Black, 2003). In essence, financial information is presented in a conceptualised manner to simplify economic decisions made by the various stakeholders pertaining to the entity. If the information is unfairly presented, the financial statements will be of little value and could be misleading to the user.

The town of Keetmanshoop plays a significant role towards achieving vision 2030 of Namibia as the business hub of the south. The town is relatively developed with good infrastructure and road networks. The Municipality is headed by a Chief Executive Officer. It has five departments that administer and control the various aspects of the services it renders to the residents and businesses of the town. Finance department is one of the departments and it consist of two divisions namely revenue collection and procurement. The executive ensures that financial statements are prepared timeously and that the statements encompass the regularity of the financial transactions.

This responsibility further includes designing, implementing and maintaining internal controls relevant to the preparation and fair presentation of financial statements that are free from material

mismanagement, whether due to fraud or error, selecting and applying appropriate accounting policies that meet the requirements of a financial reporting framework.

Given the above, the Municipality of Keetmanshoop and the importance of financial statements into account, this essay aims to analyse the financial reporting system used by the structure of the Keetmanshoop Municipality and to determine whether the preparation of their financial statements are in accordance with International Financial Reporting Standards (IFRS) as prescribed by the International Accounting Standards Board (IASB).

Financial Reporting

Financial Reporting (FR) shows the company management's performance and should be designed to provide unbiased financial statements in which users can have confidence in. The purpose of FR is to provide financial information about the reporting entity that is useful to existing and potential investors and third parties.

A FR system supported by strong governance, high quality standards and firm regulatory framework is the key to economic development. Indeed, sound financial reporting standards underline the trust that investors or the government place in financial reporting information and thus play an important role in contributing to the economic development of a country.

Jacob and Madu (2009) emphasized the fact that, good quality financial reporting does not only depend on having high quality accounting standards. Barth and Landsman (2010) also further explained that, in light of the differing objectives of financial reporting and bank regulation, standard setters should not be surprised that bank regulators make adjustments to general purpose financial statement information for use in prudential supervision. It does not make sense for

accounting standard setters to issue recognition and measurement standards that meet the needs of one set of users while ignoring the information needs of others. However, it makes sense from an efficiency standpoint for accounting standards setters and bank regulators to find consensus.

International Financial Reporting Standards (IFRS)

Accounting is not only a practical discipline, but also has a professional dimension which compels organisations to align their reporting standards with professional requirements which entails compliance with International Reporting Standards. These reporting standards are generally acceptable in various countries around the world. International Financial Reporting Standards (IFRS) are a set of principles published in order to establish a financial reporting discipline and accounting rule to be adopted worldwide. As such the Municipality is using these reporting standards.



Preparation and submission of financial reports

The Accounting Officer is responsible for the preparation and submission of the Municipality's financial statements. These financial statements are then submitted to the Auditor-General in compliance with Section 87(1) of the act that governs local authorities. The Auditor-General then conducts an audit so as to form an independent opinion, based on that requisite audit, of those financial statements.

Christopher (2011, 283) maintains that there needs to be an early agreement between all parties as to the financial statement timetable. The plan should incorporate milestones for management, milestones for other staff providing information and milestones for the external auditor and where applicable, the internal auditor, merged into the meeting schedule for the Audit Committee

Keetmanshoop Municipality Financial Reporting

The financial statements for the years ended 30 June 2013 and 30 June 2014 were reviewed and compared to gain an understanding of the financial performance, financial position and cash flow of the Municipality.

Income Statement

The Income Statement measures an organisation's income against its expenses. It is pertinent for an organization to maintain adequate financial statements. The Municipality generated more than N\$ 40 million in revenue.

Statement of financial position

This measures an enterprise's assets, equity and liabilities. According to the report of the Auditor-General on the Accounts of the Municipality of Keetmanshoop, the overall net worth declined from N\$134 376 030 to N\$134 087 495, indicating a 0.2 percent decrease in the net worth of the Municipality in the period under review.

Cash Flow Statement

This statement measures the cash inflow and outflow to and from the entity. Actual cash received during the said financial period, amounted to N\$43 265.

Conclusion

This essay studied how the Municipality of Keetmanshoop influence the way in which IFRS is used to report financial statements?" it was found that that in order to support low levels of business process standardization, Diversification type of organizations can use IFRS in three specific ways: (1) as a porting tool to other frequently used systems (2) as a standard that manage financial reporting and (3) for the sharing of open and restricted standardized financial reporting processes. However, certain business units may require IFRS to be used in different ways to support the specific process standardization adopted by the Municipality.

The essay also makes three contributions to the IFRS literature. First, it demonstrates that the reporting process as presented by international standards is a worthwhile way to understand how IFRS can be used to support organization's financial reporting requirements. Secondly, it also provides evidence that the notion of financial reporting standardization may guide the understanding of ways to use IFRS to share business process-related information. Thirdly, it provides a rich description and evidence on the ways Municipality of Keetmanshoop practices their financial reporting.

It is recommended that continuous skills development within the accounting department, especially the Finance Manager, through short courses on IFRS updates done on a yearly basis is imperative. When preparing the Financial Statements, there should be a checklist for making sure that IFRS have been complied with. After Financial Statements have been prepared, there should be a final reviewer who cross examines and ensures that all items as stated in the checklist are adhered to.

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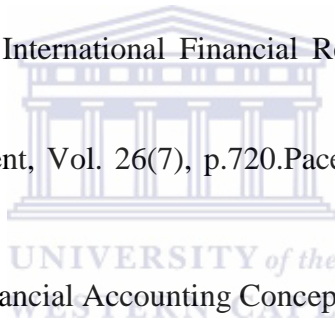
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Appendix 9- Academic essay

Introduction

In this competitive world, every organization has a desire to employ and retain good talent at all times. Every organisation, regardless of its status would like to provide the best services possible to attract and retain competitive advantage and to ensure its loyalty to customers by keeping them happy. Quality service delivery can however only be made possible by talented employees that the organisation has employed. However, if such employees are unhappy about certain things that the employer does or does not do, or does not pay attention to, they may simply leave to look for jobs elsewhere. Talent is the most important aspect, among others, in an organisation and drives the organisation to success. Therefore, in the absence of good talent, most other actions would not succeed (Handfield-Jones et al., 2001, cited in Lewis & Heckman, 2006: 139). This brings another challenge to organizations, hence they have to work harder if they want to attract and retain good talent. In the world of intellectual capital, talent is what matters, and organisations that win the competitive arena, are those that are the best at locating, assessing, recruiting and keeping the most talented people. Research reveals that an organisation's ability to attract and retain new talent was perceived to be the two most critical people management issues, which face organizations today (Hughes & Rog, 2008:746). It is, therefore, crucial for organizations to retain talented and skilled employees in order to maintain their competitive advantage, because if such employees are lost, it means a loss of investment as new people should be hired and trained

Body

The ability to attract and retain talent is one of the most critical issues of people management, which face organisations today (Hughes & Rog, 2008:747). In order for organisations to attract suitable talent into their employment, they should consider factors that may affect talent attraction. Such an examination helps organisations to identify their shortcomings, make improvements and

increase the ability of finding potential employees. Some of these factors have been identified and are presented below.

Working conditions

A work environment should enable employees to do their best. In fact, this should not only be less intimidating to the new hires, but conditions of work should be appealing. This is supported by Armstrong (2006:149) who states that healthy, safe and practicable working conditions should be provided to employees. Organisations should also provide adequate resources for staff so that they can do their jobs properly.

Human resource development

Many employers in the corporate world have embraced the concept that human resource development (HRD) can enhance staff employability, a process by which organisations provide tools and opportunities for professional growth, while allowing employees to manage their own careers. Talent at any level (senior, technical, high potential) can be attracted by, for example, an impressive reputation, the promise of exceptional career progression and competitive financial rewards. However, it is the experience of the relationship that an employee has within an organisation that determines the longevity and win-win consummation of the relationship.

Employee involvement

Employee involvement is defined by Robbins, Odendaal and Roodt (2003:154) as a participative process that uses the entire capacity of employees, and which is designed to encourage increased commitment to an organisation's success. The idea of involving workers in decisions that affect them and increase their autonomy and control over their work lives will lead them to be more motivated, committed to the organisation, productive and satisfied with their jobs.

Motivation

Robbins and Decenzo (2004:279) define motivation as the willingness to exert high levels of effort to reach organisational goals, which are conditioned by the ability to satisfy individual needs. Similarly, Robbins et al. (2004: 131) define motivation as the process that account for an individual's intensity, direction, and persistence of effort towards attaining a goal. Research indicates that motivated people probably work harder, which increases output, and because people derive utility from the job, they may be willing to work for a lower wage.

Conclusion

In order for any organisation to achieve its goals, a committed workforce is essential. It has, however, become a great challenge for organisations to attract and retain employees as the power of success has shifted from organisations to employees. The organisation that is committed to attraction and retention of staff is likely to gain a competitive advantage, as staff members are satisfied and give their optimum production. The realisation of an organization's vision and gaining of a competitive advantage entirely depends on the workforce that is employed. In the event that staff members are not satisfied with certain policies and practises, they simply leave for other jobs. This leaves the organisation with the challenge of bearing the costs involved in the recruitment and training of new staff members whose stay at the organisation cannot be guaranteed. It thus takes great effort and commitment for the organisation to attract and retain talented staff members. Investigation into factors that affect attraction and retention of staff were necessary in order to suggest possible interventions to eliminate this problem. Not all employees are content with the treatment that they receive from their employers namely working conditions, leadership style, and motivation, to name a few. Some staff only work because they need to feed their families; have a passion for the job and/or have nowhere else to go, as they are restricted by the industry size. There are no obvious attraction and retention strategies in place and staff members are allowed to leave for greener pastures with less effort from organizations to retain them. It is, therefore, worth mentioning that if the issues are not dealt with, situations will worsen and, consequently, cost organizations their talents, clientele and revenue. Serious actions regarding factors that affect attraction and retention of staff are essential for an organization to fully benefit from their potential.

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Appendix 10- Academic essay

1. Introduction

An ever increase in national debt could create a cash shortfall on the market. According to the report from the ministry of finance (as cited in Chamwe Kaira 2015) stated that, the government could not meet its planned funding requirements from 15 April 2015 to July 2015 because of liquidity crisis in the domestic market. The report further indicated that, the government could not raise the supposed borrowings from the domestic market and for government to meet its funding requirements as Treasury needed to raise N\$ 12 billion from its international market within the next twelve month. Indeed there are challenges that affect the national budget especially when it comes to government expenditure and revenue collection. As stated by Likukela. (2015), that the sudden reduction of revenue from Southern African Customs Union has an impact on transfers on the medium term to smaller economies of Sacu such as Namibia, Lesotho, Botswana and Swaziland.

2.Body

A shortage of funds on the local market forces the government through its central bank to borrow money from external forces by which the government need to be in capacity and be able to sustain the debt when the state debt reaches critical levels. (Kaira. C 2015). While the forecast of the economy grew by 5% in 2015, the GDP figures as released by NSA showed that it grew by 6.4% in 2014 and by 5.7% in 2013. As this may appear fairly insignificant, it should not be underestimated as vehicle sales started to slow and credit extension increased.(Rowland Brown as cited in Chamwe Kaira 2015). This clearly illustrate that the government have been running an expansive budget, as much of the expenditure is recurring and consumptive which buys consumables that are not manufactured in Namibia. Moreover, it means that commercial banks have been extensively lending over the years and at the same time deposits growth slow largely due to extremely low deposit rates. Low liquidity and high interest rates costs for government bonds have driven up the cost of raising funds through issuing debt securities as a means of funding other key sources for commercial banks.

Another concern is the number of Namibians that live in debt as statistics provided by credit bureau (as cited in Theresia Tjihenuna, 2015), indicate that nearly 800 000 Namibians live in debt where

160 000 were blacklisted for failure to pay. Indeed this shows that when interest cost are high consumers find it difficult to repay loans on time as high cost puts pressure on their income. According to Isack Hamata (as cited in Theresia Tjihenua, 2015), when people borrow money from financial institutions, they must use it for productive purposes in order to yield results that are beneficial to the individual and that of the national economy.

Wastage of taxpayer's money is a concern as some parastatals are expected to perform and yield results and pay dividends to government in order to cut the money shortfall on domestic markets. The government has spent more than 13 billion to parastatals for the past few years, where only 800 million was received as dividends from state owned enterprises (The admin, 2008). The government continues to put in effort by injecting money in state owned enterprises taking into consideration that government does borrow money from external sources in order to cut the shortfall of money and puts measures in place to raise money domestically that would enable to fund the interest on the government bonds, in contrast, statistics as indicated by The admin (2008), air Namibia overdraft N\$ 200 million, Windhoek country club N\$ 112 million and National Energy Fund, shows that most parastatals owed commercial banks and looked to government for bailouts. These parastatals are expected to yield results as government realizes their potential to raise money either domestically or external in the long term.

A reduction on the government revenue collection hinders the budget operations as it requires the government to borrow either domestically or from external markets in order to make up for the shortfall. As indicated by Likukela (2016), the sudden reduction of revenue from sacu by N\$ 3 billion for countries in sacu will affect their budget significantly, as budgets will be run on deficits and governments' will finance the shortfall by borrowing. This situation will prove to be unsustainable as challenges of the adjustments will become too significant in such a short period of time. The trade deficit over the past has widened and this is expected to have a tremendous impact on the budget as government will experience pressure on balance of payments which means that the growing import bill will have to be financed from the depleted reserves of government held by the central bank. External factors such as the depletion of the rand(R) against the US\$, which means that the government needs to spend more than it initially planned, this also increases expenditure which puts more pressure on the reserves.

3. Conclusion

Our government needs to re-deploy its finance more on productive spending than consumable spending as consumable spending only increases the debt as Namibia does not manufacture products for export nor does Namibia process raw materials into finished products. Capital expenditure should be more on social challenges such as housing, electricity and water since these challenges prices continue to raise and the demand is more than the supply which leaves the consumers spending more than they can afford. It could further be stated that government needs to build more factories that process most of our raw materials into either quality finished or semi-finished goods as they are more valuable than raw materials for export purposes and this could be done by looking into the government's foreign policies and make them more domestic friendly. Another thing for consideration is to curb away with waste of taxpayers' money, the government needs to put in measures to control the spending of unnecessary capital projects that does not bear any fruits to the economy, for instance the 700 million parliament building they intend to construct, as this money could be used to raise more money on the domestic and foreign markets. Additionally, parastatals and individuals should be held accountable for misuse of public finances in order to curb away with corruption which drains the economy into recession and bankruptcy. Finally, financial institutions should be stricter to set maximum amounts at a lower number for individuals to encourage savings which helps the domestic reserves to be at a moderate level which then enables the government to act and be prepared for emergency situations which can destabilize the economy.

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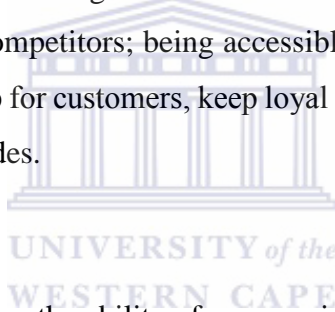
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Appendix 11- Academic essay

A discussion on the Importance of Customer Care Service in Commercial Banking Industry in Namibia

Certainly most industries and businesses persistently endeavor to maximize customer value. Banks are probably the largest source of financing for private capital investment in any economy. Rose and Hudgins (2008) defined commercial banks as financial institutions that offers widest range of financial services particularly credit, savings, and payment services to fulfil customer needs. He further stated that banks are the main mobilizer of capitals from the public and the main sources of financing operations that support business processes in any economy. Within Rose and Hudgins (2008) definition, banks focus on attaining new customers and retain loyal customers, targeting non customers and customers of competitors; being accessible and reachable. This paper discuss how banks can be the one-stop shop for customers, keep loyal customers and satisfying customers' needs, wants, preference and attitudes.



Customer service has been defined as the ability of an organization to constantly and consistently give the customer what they want and when they need it Kotler (1991). It is though that banking institution that integrated customer service within their core retail banking strategies retain and gain new customer within the shortest possible time. In contrast banks found it critical to form a close working relationship with a client who rarely visit the bank, clients should feel valued, wanted and welcomed Kotler (1991). This is not just about how you handled a transaction, it's also about creating a long term relationship with people who are an essentially part of everyday business. Ekezie, (1997) concurred and mentioned that new customers cost more to serve than repeat customers. According to Colgate and Varki (2001) they argue that, although banks are trying to provide quality services and products, they face many challenges of integrating customer service into their operations due lack of clients data base management, illiteracy level of majority of customers, lack of adequate infrastructure and technology on which customer satisfaction depends on like electricity (for ATM operations), low level of internet penetration especially in rural areas. They suggests that, commercial banking institutions should tailor product and services

and blend it with customer needs, preference and attitudes. Cina (1990) argue that most banks in the financial service sector choose not to engage in prices but rather make use of service as an effective competitive tool. In this light, Colgate and Varki (2001) added that nothing can replace quality service. Quality service as perceived by the customer has an effect on the perceived value of the service rendered (Cina 1990). Once customers are satisfied with the service of a particular organization, the propensity to stay and lure other potential customers is high.

“Loyalty and retention developed over a period of time from a consistent record of meeting, and sometimes even exceeding customer expectations” Kotler (1991). Kotler (1991) suggested that the cost of attracting a new customer may be five times the cost of keeping a current customer happy which means that repeat customers are benefiting a bank’s cost structure. Additional tools added to customer service are such as digital revolution; being nice to customers and move with the lifestyle of the customers. Kotlet (1991) also found significant correlations between customer satisfaction and revenue. He pointed that customer service is a smart strategy, because it provides a strong competitive advantage through differentiation opportunities even within the commodities market.

In later studied, customer retaining has continued to be emphasized. Ekezie (1997) He added that large banks have specialized divisions that deal with customer queries only; both businesses are among the largest profit centers. He found out that for the smooth implementation of customer care programs, specific conditions must be set, done and fulfilled. These are total staff involvement, support from top management, outlining customer requirements and obligations, adherence to set down principles and modes of measuring the set goals. The entire staff in the organization must be committed to the planed program. Management needs to adopt an internal marketing approach and sell the benefits of the programs to staff to motivate them in order to give their best service to clients. Kotler (1991) documented that improvement in quality of service is linked to expansion of market share. In the current marketing literature, much attention on the issue of service quality as related to customers’ attitudes towards services is focused on the relationship between customer’s expectations of a service and the perceptions of the quality of provision. He further argued that loyal customers tend to stay longer with the preferred providers, spent more and generate favorable word-of-mouth effect that may further benefit the preferred

provider. Customers however, graduate from being a client; to supporter and finally an advocate. Some of the concepts that have been used to explain why customers leave or stay with an organization are customer satisfaction which hinges on customer service. In the same study Kotler (1991) proposed that successful companies must learn how to retain customers even when the customers appeared satisfied with the service provided.

Furthermore Ekezie (1997) point out that there is strong arguments for management to carefully consider the range of factors that increase customer encouragement and retention rates. He argued that banks that set their main branches on high streets to attract a high flow of walking in customers and are easily accessible. That facilitate banks to create customer bases. Additionally; he also makes a point that retail banking employee should possesses certain core skills and qualities that enable them to deal with customers effectively. Factors such as kindness, compassion and empathy are critical, so as market intelligence, analytical skills and logic in order to offer the best service and the best value to customers Kotler (1991). In this light, once customers are satisfied with the service the propensity to stay is high. Certainly, bank employees that form particularly close relationship with customers often work together in the creation of many services.

The essay revealed significant relationships between customer retention and quality of service as perceived by customers; the use of interactive communication skills by banks personnel and the perception of service quality by customers. The main leanings from the findings suggest that retail banking has recognized the importance of retaining and keeping customers. Therefore an operative revolving customer care strategy is necessary for banks survival, profitability and growth if banks want to hold its own in competition.

For a smooth implementation of customer care programs, specific conditions must be set, done and fulfilled. These are total staff involvement, support from top management, outlining customer requirement, technology and operational excellences. Eventhough many researches have been

conducted in the customer service field, still more studies must continue to be conducted in order to meet the changes in the banking industry.



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Appendix 12- Academic essay

Introduction

At one time women were often regarded as housewives and mothers; and their sole responsibility was seemingly regarded as taking care of the household and bearing children. Because of this, women in the community were likely to do jobs such as cleaning the offices, cleaning the surroundings and making tea for officers working in offices only, while men were often regarded as superior to women hence they took up positions like chiefs, headmen and presidents of the country (Mutele & Musehane, 2012). But over the years women seem to be more and more educated in various fields therefore they deserve to take up leadership positions based on their portfolios (Mutele & Musehane, 2012). Leadership skills are defined as “the tools, behaviours and capabilities that a person needs in order to be successful at motivating and directing others.” (Sean, 2010, p.10). This paper will be discussing the challenging factors that women experienced in leadership positions. Namely: work family barrier, organisational cultures, stereotypes, negative attitudes from subordinates and barrier in social networking.



Work family barriers

Singh & SDurgaPrasad (n.d.); Mwando, Mamimine, Kanokanga and Chimutingiza (2014) and Dean, Heather and Henry (2009) reported that one of the obstacles for women in leadership positions is likely to be family barriers, these include childbearing, child care, cooking, cleaning and being wives resulting in giving less time to take up leadership careers. Voydanoff (2005) (as cited in Singh & SDurgaPrasad, n.d.) added that women experience conflicts that affect their work due to high work demands, thus, encroach into the family lives. Lopez- Claros and Zahidi (2005) (as cited in, Singh & SDurgaPrasad, n.d.) explained that “work-life balance is very difficult for women with young children especially when they try to balance their role as the primary caregiver with additional responsibility in the organization” (p.51).

Therefore, this imbalance that women experience leads them not to take overtime and not to be more involved in their jobs compared to the male counterparts, resulting in serious constraints on career

choices and limited opportunity for career advancement (Singh & SDurgaPrasad , n.d.). In contrast, Dean et al (2009) asserted that globalization could also be a barrier to women, as there are more responsibilities and high expectations in top executive and senior level management jobs, causing businesses to relocate to different towns, cities or countries, thus, creates a large barrier for many women with families and a working spouse or significant other.

Organizational culture

Generally, women are more discriminated by their employers because of the following major obstacles in their career advancements such as family responsibilities and lack of flexibility in their work places; therefore, woman will be placed in non-strategic sectors instead in professional or management jobs by their employers (Singh & SDurgaPrasad, Not available). (Singh & SDurgaPrasad, n.d.) concurred that this will slow their career progression and they are likely to be less attracted to managerial position compare to men. In addition, “lack of supportive workplace practices such as mentoring and ample time to make arrangements for child care and other personal responsibilities can indirectly inhibit their progress” (Singh & SDurgaPrasad , n.d., p.51). Furthermore, Mwando et al., (2014) explained that, traditionally women are absent from senior position because organisational culture is seems to be perceived by dominant male culture and attitude. Hence, this hinders career progress for woman as there might be less role model to learn from. In addition, “organisational barrier is the relationships many women have with their mentors, bosses, and female co-workers. Most employees tend to bond through similar interests. Since there tend to be few executive women; many women are unable to find a female mentor” (Dean et al, 2009, p.170).

Another barrier for women in career advancement seems to be during selection process as stated by (Dean et al, 2009). Through investigations, most of the firms identify that most woman lacks lack general management skills and line experience; therefore they do not qualify for promotions; while some firms did not considered women for positions even though they had a large pool of qualified women (Burke and Nelson, 2000, as cited in Dean et al, 2009).

Stereotypes of women as managers

Singh & SDurgaPrasad (n.d.) are of the same opinion with Dean et al (2009) that stereotype is also challenging factors that contribute negatively to woman in leadership positions. Dean et al (2009) Emphasis that, due to past perception of masculine characteristic such as assertiveness, aggressiveness, competence and task oriented leadership, they hinders woman ability to succeed in management. However, women are expected to be modest, quite, selfless and nurturing. Therefore these characteristics are seemingly being regarded as non-executive material, because leaders should be able to execute, take criticism and do what is preminent for the company. In conclusion, these stereotypes will have negative impact on the woman career advancement.

Negative attitude from subordinates

Leadership qualities will include influence and the desire to lead a group of people whether female or male in an organisation which is why Mwando et al., (2014) has pointed out in their study that about 80% of the respondents have indicated that female leaders seems to have experienced negative attitude when delegating out duties from their subordinate, resulting a in poor performance and exchanging of words especially from the male subordinates, while the female subordinates appears to be uncooperative, hostile, jealous, talkative and lazy. In addition, leadership styles also play a role, as some of the female manager take the autocratic approach when solving challenges, reason being that managerial ranks requires them to be tough and communication skills is also changed in order to adapt the male dominating hierarchical organizations (Mwando et al., 2014). “Patriarchal dominance can also be taking cognizance where there is general contempt of women leadership among subordinates. The overall consensus among researchers is that specific gender traits among individuals guide decision making and judgements” (Ryan & Haslam, 2005; as cited in Mwando et al., 2014, p.135).

Social networking

Ryan and Jetten (2009) (as cited in Singh & SDurgaPrasad, n.d.) “were of the opinion that women’s networks could be a vehicle for individual strategy in advancing their career, and could as well be a strategy to give the women a voice in an organization and better their lots”(p.52). In summary, networking benefits includes social interaction and source of information about career opportunities; career advancement and promotions, however, woman lacks networking as a tool. (Singh & SDurgaPrasad, n.d.). Mwando et al., (2014) added that, “Lack of time and fear of their husbands were cited to be some of the factors which contributed to lack of networking by 75% of the married female managers” (p.135).

Conclusion

This paper has discussed the general challenging factors such as work family barrier; organisation cultures; stereotypes; negative attitudes from subordinates and lack of social networking that are being experienced by women in leadership positions. Most women managers experience imbalance with work and family, as they are probable not take overtime or be more involve in their career and social networking, consequential in limited opportunities in their career advancement and promotions. In addition, women are likely feel pressurised in their working organisations as they lack supportive mentorship by their employers and while some might experience unfair treatment during selection processes in hiring. Stereotypes and negative criticisms from their subordinates could greatly effect on their performance. All in all, it appears that regardless of the roles women are involved in any organisations and businesses; it is still a battle field for them.

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Appendix 13- Academic essay

Topic: The importance of fringe benefits in boosting productivity in an organisation.

Most organizations are concerned with what should be done to achieve sustained high levels of performance through people. Non-wage compensations provided to employees in addition to their normal wages or salaries are what we refer to as fringe benefits. These benefits include housing (employer paid or company house), group insurance (health and life), retirement benefits among others. Fringe benefits serve numerous purposes among them economic security of staff, to boost employee morale, to meet requirements of various legislations relating to fringe benefits. Fringe benefits focus on maintaining the quality of life for employees and providing a level of protection and financial security for workers and for their family members there by boosting organisational productivity.

However, human resources practitioners classify Employee fringe benefits in two groups; intrinsic and extrinsic. The first is associated with pleasant work and good surroundings. The second is most commonly thought of in connection with benefits. As observed by Manus and Graham (2003), benefits are really a form of pay, though they are more often a function of membership in the organization than of work performed. Many kinds of extrinsic benefits exist; which include employer health insurance, retirement plans, paid nonworking time, educational and training reimbursement, employee assistance programs, stock options, and many more. Jones (1995) outlined the, purpose of employee benefits from an employer's standpoint, they reduce or eliminate employer liability in the event of job-related accidents and illnesses, reduce potential for labour unrest, and serve as tools for reducing turnover, absenteeism, and scrap rates. In fact, extrinsic benefits provide employees with "safety nets" in the event of all kinds of problems.

Moreover, Armstrong (1991) viewed that employee benefits are elements of remuneration given in addition to various forms of cash. These benefits should address the psychological and physiological needs of employees. Employers use fringe benefits to create and improve sound industrial relations. Kahn (1998) notes that fringe benefits are frequently prized by unions and are sought even when wage concessions are necessary. As these benefits eradicate grievances from the organisation's staff and ensure that industrial action and strikes are unheard-of. This is because,

in some cases, there is a deliberate attempt to use benefits to head off unionizing efforts (Kahn, 1998). Some, organisations try to meet the psychological and physiological needs of the employee and avoid industrial action. Though, the provision non-taxable substitutes for private consumption expenditures for instance, employer-financed health insurance or subsidized lunches in the company cafeteria. Similarly, University of Namibia has a staff cafeteria where all staff gather together to enjoy great quality food complimented by finely and luring decorated restaurant or hotel tables of great quality. The environment in the cafeteria is tailor made to quarantine the staff from the clients or general public which makes them feel valued in the organisation.

Fringe benefits also serve the purpose of boosting employee morale. It motivates the staff to focus more on their work while knowing that physiological and psychological needs are being catered for by the organisation they serve, for instance an employee doesn't have to think about his family's health care bills because the company caters for this through the medical aid benefits. This gives a worker some peace and boosts his morale thus his mind is on the work he does and not elsewhere during working hours. Furthermore, by meeting physiological and psychological needs of employee's, corruption and other unethical practices are reduced (Rothwell, 2000), especially in critical sectors of the government like the Judiciary and organisations such as ZIMRA (Zimbabwe Revenue Authority).

Unfortunately, during the years of the Zimbabwean economic meltdown and hyper-inflation organisations had to cut down costs which in turn meant freezing of certain fringe benefits like medical aid provision, housing and vehicle loans among others. This had a negative effect on service delivery in the organisations especially in the public service. Employees were heavily demoralised and demotivated with little innovation in organisations and unprecedented level institutional corruption. Therefore as noted by Maslow, (1954) a salary without corresponding fringe benefits will not meet the psychological and physiological needs of the employee. Furthermore, he stated that these needs are the most instinctive needs because all needs become secondary until or unless these needs are met.

Nonetheless, organisations that have an attractive compensation or remuneration plan, varying by industry and company, tend to attract employee with relatively high staff retention levels, for

example Econet, Mbada Diamonds. Hence, Dolmat-Connell (1994) aptly notes that; compensation is made up of several elements a fixed amount, a variable amount, expenses and fringe benefits. The fixed amount, usually a salary, gives the employee some stable income. The variable amount, which might be commissions or bonuses based on performance, rewards the employee for greater effort. Expense allowances, which repay worker for job-related expenses, let employees undertake needed and desirable efforts to develop the organisation in his respective field or department. Fringe benefits, such as paid vacations, sickness or accident benefits, pensions and life insurance, provide job security and satisfaction.

These benefits also create a sense of belongingness among employees and to retain them. Scholars such as Jones, (1995) refer to them as “golden handcuffs” as they ensure that employees feel they can’t go anywhere as they are a part of the organisation. Through the available benefits they are made to feel that the organisation cares so much for them and they become loyal thus the company retains their service. Thus employees serve the company whole heartedly with much passion to attain the goal or objective and mission of the company.

Provisions of fringe benefits can be paralleled to Japanese approach to management, which seek to retain staff through providing them with physiological and psychological needs, making them and their families a part of the organisation, as is the case with Tongaat Hulett's Zimbabwe. Tongaat Hulett's Zimbabwe is a sugar manufacturing company that suffered closure in November 2015 due to workers demanding a salary increment whilst the company was opposing the concern until the Supreme Court settled the issue in favour of the workers. This depicts the importance of fringe benefits and valuing of employees in any organisation. Therefore, from an academics point of view one would deduce that the greater the compensation levels and fringe benefits of an organization, the easier it is for the firm to attract talent, and retain and develop talent for greater (or different) responsibilities. As these will meet the psychological and physiological needs of the employee and the reverse is true.

Through the fringe benefits, organisations promote employees’ welfare by providing welfare measures like accommodation, recreation facilities, holiday allowances, housing and vehicle loan. They serve the purpose of improving the lives of staff and making it easier to travel to and from work and ensuring the employee families have good living conditions thus creating a qualitative work environment and work life for the organisation’s employees. More so, as per organisational

policy on the welfare of employees, some provide funeral insurance policies, for the employee, their families and close relatives. Thus psychologically the employee is relaxed as he has no accommodation problems and does not have worries about coming to work late as transportation is provided and an afterlife security, as one is certain that his/her family funeral needs are catered for. Physiological their healthcare is catered for by the medical benefits and also by the recreational facilities provided by the organisation.

Organisations also use fringe benefits to meet various legislations relating to employee welfare for instance medical care and transport allowances. Fringe benefits also help organisations to follow the legislature of a country for instance the labour act states that workers must be paid for their overtime at work and also the payment of salaries during ones maternity leave. Such decisions have led to the minimisation of industrial action across the globe. Another aspect an organisation is obliged to help its employees under Zimbabwean is by the provision of transport or transport allowances for its employees as is the case with UNKI mine, government employees who are ferried to and from work. This helps boost employees' moral towards work since they are motivated to go to work with company buses which reduces the employees transport expenses. Production is also boosted in the sense that employees will be punctual to work making all stages of production to be fully functional. This would meet the psychological and physiological needs of people.

Educational schemes help one to study further which will help to get promoted. Some companies are now encouraging its employees to further their studies through these education schemes as they allow retention of experienced staff. These education allowances may be extended to cater employee's children through the payment of school fees up to tertiary level, like NSSA (National Social Security Authority), ZESA (Zimbabwe Electricity Supply Authority), and British America Tobacco. Other, universities offer free tuition to their education-minded employees and children, University of Namibia does the same to its permanent employees. As, organisation strive to meet physiological and psychological, needs; of its employees through the schemes. It increase employee morale, security, commitment and loyalty whilst reducing the organisations tax payments. Hence, employees reason to plan their careers and act in accordance with those plans.

In conclusion this analyses in to purpose of employee fringe benefits leaves on to corroborate that, a salary without corresponding fringe benefits will not meet the psychological and physiological

needs of the employee. This is because these fringe benefits which vary from organisation and government department have a stimulating, effect on employees to work to their maximum capacity, as some of their pressing psychological and physiological needs are meet. On the organisational side it also makes them an employer of choice and provides avenues to be exempted from certain taxes.



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Appendix 14- Academic essay

A discussion on the Impact of Workforce Diversity on Organizational Effectiveness.

Introduction

It is found that many businesses fail or do not do very well due to their inability to harness through policy, training and exposure the diversity among employees to achieve organizational goals (Ogbo, Kifordu, Ukpere, 2014). They further uttered that if the diversity of workers in organization is not properly galvanized profitability is put to stake. Cultural diversity in workplaces or in other words workforce diversity is defined by many scholars differently encompassing different aspects of what makes people different from each other. For the purpose of this essay workforce diversity is defined as “the multitude of the individual differences and similarities that exist among the people working in an organization” (Kreitner & Kinichi, 2004 cited in Ogbo et al 2014). Nataatmadia and Dyson, 2007 have pointed out that “Diversity is a reality in the modern workplace across the globe. A culturally diverse workforce can present some disadvantages for an organization, however if managed well it can yield many advantages.” This essay is going to firstly discuss the advantages and disadvantages of cultural diversity in organizations. Subsequently, it will also spell out how management in different organizations can effectively deal with the diverse cultures, demographics and personalities among worker to achieve organizational success.

It is believed that a when diversity among the workforce is managed well it can create positive outcomes for business in many ways. To start with, managing employee diversity increases the organization’s competitive advantage. Organizational competitiveness is brought about by the benefit of diversity in which all employees play a crucial role in decision making. It is alleged that an organization with decentralized decision making process is likely to arrive at good decisions which ultimately improve its attainment of goals (Cox, 1991; Cox & Blake, 1993 as cited in Ongori & Agolla, 2007).

Furthermore, diversity when encouraged and nurtured leads to creativity, innovative problem solving and improved productivity. This mainly happens when the organization encourages people to share best practices and ideas and are able to bring their different perspective to issues affecting the organization to the fore and their perspectives are taken into consideration. Cox and Blake 1991; Kandola et al. 1995; draft 1997; Robinson and Dechant (1997) as cited in Nataatmadia and

Dyson, 2007 are of the same opinion that “diverse groups tend to be more creative than homogenous groups, in part because people with diverse backgrounds bring different perspectives to problem solving.”

To continue with, companies who are able to make use of the different language skills, cultural sensitivity, knowledge and business linkages in its workers realize business growth and improved customer services. With these skills and assets businesses can reap the advantages of marketing goods and services to global customers. Apart from ethnic minorities willing to work for companies who value and attract employees from diverse backgrounds they are also likely to buy from companies who value diversity which in return contribute to business growth (Cox and Blake 1991; Kandola et al. 1995; draft 1997; Robinson and Dechant 1997 as cited in Nataatmadia and Dyson, 2007). Wentling and Palma-Rivas, (2000) also supports this by stating that a diverse workforce provide improved customer service because they are able to understand different customer needs (cited in Ongori & Agolla, 2007).

Finally, harnessing diversity of workers in businesses contribute to a reduction is costs. Costs can be reduced in many ways such as reduced health care expenses. It is believed that when diversity is valued and employees are happy in their work environments they are less likely to be stressed and depressed. Therefore, companies are not forced to spend money on employee wellness programs and are less likely to pay huge medical bills as a result of stress and related health issues. Effectively managing diversity reduces absenteeism of employees which can negatively affect production (Kreinter & Kinichi, 2004 cited in Ogobo et al. 2014).

Besides the numerous benefits organizations can rip from encouraging, managing and harnessing the similarities and differences among its employees, these differences and similarities can also present some huge setbacks. Therefore, failure to handle diversity can create a lot of problems for a company (Ongori & Agolla, 2007). The very first one is the problem related to financial costs. High employee turn-over due to either feeling unappreciated, unwelcomed or unvalued. Discrimination based on gender and race are some of the issues which also lead to employee the leaving the company. This then leads to the organization to having to continuously spend more money on recruitment and training of new employees (Nataatmadia & Dyson, 2007). In addition, Ongori and Agolla (2007) bring a different dimension on the issue of financial costs. According

to them organizations are forced to spend a significant amount of money on diversity training to basically teach employees to understand and accept other personalities.

Furthermore, according to White, 1999 (as cited in Ongori & Agolla, 2007) diversity in the workplace can lead to an increase in conflicts. The writer attributes conflict to arise when individual and or groups not meeting and agreeing on a particular issue. Issues such as prejudice feelings, derogatory and discriminatory comments and lack of acceptance can result in underlying forces of what is termed as ethnocentrism. Ethnocentrism is defined by the Oxford Dictionary as “ideas and believes of one particular culture and using these to judge other cultures”. All these create conflict which can create even greater challenges of labor unrest such as strikes and lock-downs.

To continue with, it is also argued that and unsatisfied employee caused by mismanaged diversity is not hard working, and they are likely to be poorly motivated. This therefore results in employees being less involved in crucial organizational activities which leads to reduced productivity especially in companies which produces goods and services. Another very important factor of an organization which might be affected due to a lack of harnessed diversity is innovativeness (Ongori & Agolla, 2007).

Finally, a less obvious negative impact on organizations as a result of poor management of diversity in the workplace is the tarnished corporate image which develop very gradually. Organizations who are known for a number of issues such as high employee turn-over due to discriminatory practices, ill-treatment or employees and increased numbers of law suits develop a negative corporate and therefore become less competitive (Nataatmadia & Dyson, 2007).

It can therefore be concluded that workforce diversity management is very crucial, when an organization ignores the existence and importance of workforce diversity, conflict can emerge and neither the corporation nor its employees will realize their potential (Goetz, 2001 cited+ in Ongori & Agolla, 2007). Dealing with workforce diversity requires managers to integrate the collective differences and similarities. Both of them has to be properly examined, defined and established (Thomas, 2006 cited in Ogobo et al. 2014). Manager therefore have a very important task of put in place several policies and programs to insure that diversity does not hamper organizational effectiveness. Nataatmadia and Dyson (2007) have suggested a two methods of dealing effectively

with diversity in the workplace. Firstly, manager should manage the people aspect in which they should ensure that there is flexibility in structure and policies to support diversity, empower participation of employee's decision making, implement diversity awareness training and encourage mentorship among employees from difference culture and socio-economic backgrounds. Secondly, mangers should manage knowledge sharing among employees. Organizations should foster an environment in which communications barriers are broken down and that employees are free to engage in a two-way communication.



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