An Investigation of L2 Expressive Writing in a Tertiary Institution in the Western Cape

By Verbra Frances Pfeiffer

Supervisor: Professor Sivakumar Sivasubramaniam

UNIVERSITY *of the*
WESTERN CAPE

Date of Submission

November 2014

A thesis submitted in partial fulfilment of the requirements for the degree of Doctorate of Philosophy is in the Department of Language of Education.

Dedication

To my daughter

Jessica Pfeiffer

For your unfailing love and understanding.

An Investigation of L2 Expressive Writing in a Tertiary Institution in the Western Cape.

Verbra Frances Pfeiffer

Key words:

First Language (L1)

Second Language (L2)

English Second Language (ESL)

Noticeable Students

Distinguished Students

Language-Based Pedagogy

Literature-Based Pedagogy

Cognitive Process

Expressive Writing

Creative Writing

Academic Writing

Autobiographical Writing

Journal Writing

UNIVERSITY *of the*
WESTERN CAPE

Abstract

An Investigation of L2 Expressive Writing in a Tertiary Institution in the Western Cape.

V.F.Pfeiffer

PhD thesis, Department of Language of Education, University of the Western Cape.

"We do not need to know "how" or "where", but there is one question that we should all ask whenever we start anything: "What am I doing this for?"

The Valkyries – by Paulo Coelho(1992)

This study investigates the use of expressive writing in the L2 classroom as the mainstay approach to help students improve their writing skills. This study focuses on literacy pedagogy as it is manifested in the understanding and experiences by tertiary L2 students engaging in the practice of expressive writing on a longitudinal basis. This qualitative case study design, guided by interpretive epistemology, was used to collect students' views, perceptions, and suggestions on their experiences in writing. This study has been prompted by the fact that tertiary L2 students have a huge problem expressing themselves on paper. This study consists of two groups of students, one being the noticeable group and the other being the distinguished group. The aim of this study was to identify the kinds of strategies that could assist L2 students with English Language writing tasks. Academic writing requires a conscious effort and much practice in composing, developing, and analysing ideas. At a tertiary institution in the Western Cape, L2 students have the daunting task of not only dealing with new subjects at the university, but they also have to deal with writing in English which is a challenging endeavour for most them. This presents them with social and cognitive challenges related to second language acquisition. Since L2 students do not often consider the social contexts in which L2 academic writing takes place, models of L1 writing instruction and research on composing processes are often found wanting changes in their L2 writing

pedagogy. In light of this, my study investigated the language proficiency and competence as the cornerstone of the ability to write in the L2 in a fundamental way. I not only used an open-ended procedure in my classroom that promoted interaction in the classroom but also paved the way for contact between literature of daily living/evolutionary nature and experience. Strategy development and language skill development should be taken into account when working with L2 students. I used a descriptive design when dealing with the qualitative methodology and a verbal and written protocol analysis method to analyse my data. I conducted interviews with the 14 participating L2 students. My research questions were designed to investigate what instructional approaches motivated and engaged my participants to persist in successive writing performance.

The findings suggest that the students benefited from the use of various activities to promote creative writing, tentative understanding, provisional interpretation and enjoyment of texts related to daily living. I believe that the exam score supports these indications. Based on the low fail rate, I believe that literature of an evolutionary nature has motivated, challenged and encouraged students to gain confidence in their writing. When I ponder on the holistic view of my findings, this study endorses the use of expressive writing in the educational practice of expressive writing.

Expressive writing as an educational practice can lay the ground work for students to become better writers, thinkers and citizens.

November 2014

Declaration

I declare that *An Investigation of L2 Expressive Writing in a Tertiary Institution in the Western Cape* 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.

Full name: Verbra Frances Pfeiffer   Date: November 2014

Signed...

UNIVERSITY *of the*

WESTERN CAPE

Acknowledgements

First of all, I would like to thank my Heavenly Father whose plan for me is bigger than I could ever imagine. I also want to thank Him for giving me wisdom and perseverance.

I would like to express my eternal and sincere gratitude to my supervisor, Professor Sivakumar Sivasubramaniam, whose motivation, enthusiasm, expertise, understanding, and patience, added significantly to my graduate experience. I appreciate his vast knowledge and skill in many areas (e.g., vision, aging, ethics, interaction with participants), and his assistance in writing reports (i.e., job applications and this thesis), which have on occasion made me "GREEN" with envy. He was the kind of supervisor that I needed to get the job done efficiently. I could not have imagined a better advisor and mentor for my PhD thesis.

I would like to thank Cape Peninsula University of Technology — Construction Management and Quantity Surveying Department, for allowing me to conduct my research there. I want to thank this department for being so accommodating.

I want to thank my very dear and special friend, Theresa Bridgitte Oakes for her constant prayers and words of encouragement during the entire duration of my thesis. Whenever I wanted to give up, she constantly gave me a word of motivation. Her messages came just at the right time, when I needed them the most.

I want to thank my parents for their prayers and support during my entire studies. I am very grateful to them for accommodating us while I was busy with the final writing of my thesis.

To all those that were interested in my studies, I am very grateful for your concern.

Last but not least, I want to thank my daughter, Jessica, who has been my inspiration for wanting to reach for the stars. Those days when I was tired, she motivated me. I could not have asked for a sweeter daughter. I love you very much.

UNIVERSITY *of the*
WESTERN CAPE

Table of Contents

TABLES

UNIVERSITY *of the*
WESTERN CAPE

FIGURES

APPENDICES

UNIVERSITY *of the*

WESTERN CAPE

CHAPTER ONE

INTRODUCTION

The only means of strengthening one's intellect is to make up one's mind about nothing, to let the mind be a thoroughfare for all thoughts.

(John Keats, 1817)

1.1 Point of Departure

I wish to discuss the educational and social concerns that underpin my study. I hope that my ensuing discussion will act as an awareness-building exercise and a point of departure for my research.

Writing in its own right is a difficult and complex activity and for this generation of students is consumed in a world of electronic gadgetry, visual culture and information overload, reading and writing have declined as educational practices. It is my observation that our university students read and write mainly in order to meet exam requirements and standards. As a result, students no longer view reading and writing as an educating act nor do they understand the sense of personal gratification it promotes. A study conducted by Sivasubramaniam (2004) points to the current poverty of reading and writing among our students as a failure of a functional ability to read the world and their lives in a critical and interconnected way (Freire and Macedo, 1987).

In view of Sivasubramaniam's (2004) study a cause and effect analysis of our students' inability to read the world and the word can help us come to grips with the following issues:

a) a system of teaching and learning which looks upon getting through exams as its primary goal;

b) denial of space and initiative for thinking, emotional engagement, response and reaction in the language classroom;

c) induction into a process of reading and writing that rewards correct grammar and comprehension instead of individual response, expressive use of language and tentativeness in thinking;

d) a normative orientation to testing and assessment which ignores the qualitative aspects of reading and writing processes.

I believe that this analysis alerts us to the presence of a way of thinking in our educational settings, which views educational practices in terms of a rationalistic-technological stance. The following views of Lehtovaara (in Kohonen et al, 2001: 145) serve to illustrate the pernicious effects of such thinking on our current educational practices:

> According to this line of thinking, schools are often seen as production plants, curricula as production plans, students as raw materials, products or customers, teachers as production managers or producers of 'educational commodities' and so on. Further, in the interest of measurable efficiency and the accompanying quality control, schools, teachers and students are forced to compete against each other for resources and power. This development results from a one-sided view of man and also maintains this view. People tend to be seen as nothing but competitors, either successes or failures, winners or losers.

Having explained how and why our students find it demotivating to read and write, my analysis further serves to explain the likely consequences of our students' incapacity to write fluently. I find that when students read and write just because they need to pass exams and graduate, it is unlikely that they will appreciate the value of what they read and write. Hence, it is likely that such a situation will influence them to view literacy as a mechanical acquisition of reading and writing skills. Accordingly, their view of literacy fails to transcend its literal meaning for want of a meaning that will emphasize its transformative educational and constructive social nature. In effect, our students become casualties of 'a cultural ignorance and categorical stupidity crucial to the silencing of all potentially critical voices' (Giroux in Freire and Macedo, 1987: 13).

I believe that we should not presuppose that our students have acquired functional competencies in reading and writing, but rather notice a lack of capacity in our students to understand how their world is affected by their reading and writing, and in turn how their reading and writing affect their world. My observation and belief is that our students are illiterate even if they can read and write. I further believe that this kind of illiteracy has far-reaching implications in that it not only threatens the economic status of a society but also constitutes an injustice by preventing the illiterates from making decisions for themselves or from participating in the process of educational and social change.

My view is that the poverty of writing and the culture of ignorance it creates need to be addressed in higher learning institutions (McCormick, 1994; Rosenblatt, 1995). I wish to propose a concept of literacy which encourages democratic and liberatory change, which enhances the possibility to educate our students about the dialectical relationships between them and the world on the one hand, and language and change on the other (Freire and Macedo, 1987). In the light of this language pedagogies and practices that target and signify students' experience and response assume immediacy and primacy. I believe that such pedagogies will be able to teach our students to assert their rights and responsibilities. I surmise that it will not only teach our students to read, understand and transform their own experiences but will also teach them to reconstruct their relationship with their society. I believe that this will guide, our students to be better equipped to process knowledge that is beyond their experience and to view their reading and writing as acts of empowerment (Freire and Macedo, 1987).

The issues discussed so far, reflect my faith in the potential that reading and writing have for nurturing critical consciousness, especially when delivered through pedagogies of response.

There are many universities that homogenize there teachers to teach in a particular way and pressurize their students to learn in a particular way. These universities that homogenize their teachers and students into particular ways of functioning feel they will provide for better control and power relations.

Very often universities use set course-books which impart themselves to fact-based and transference-based models of teaching and learning. As a result there is little or no scope for both the teacher and the students to reclaim their language. The outcome in such instances is that neither the teacher nor the student has the opportunity to reformulate their language. Thus, the teaching and learning of language fails to evolve critical and creative consciousness in the classroom. In order to promote learning through personal 'response' and experience, I looked to literature of an evolutionary nature, which can facilitate the deployment of literature pedagogy. I believe that the beneficial and challenging content of literary texts that relate to daily living can serve to demolish the course-book drills and the culture of ignorance it creates. I therefore intend to lay the foundations of using literature of daily living, one that relates to students' joys, fears, sorrows, abstractions, hopes and intuitions, to help them— students— become better writers.

Some of the issues raised in this discussion will serve as the background to my research which needs to set an agenda and a focus to explore it. At this juncture, I am aware of the need to translate the points raised so far into specific proposals, practices and goals. I hope to address these matters in the following sections of this chapter and in the subsequent chapters of my study.

1.2 Aims and Scope of my Study

My research aims to investigate the use of literature of an evolutionary nature and journal writing in my Communications classroom. It aspires to generate an understanding of the strong relationship between the teaching of language and the teaching of literature relating to the daily living of students whose mother tongue is English and to students whose mother tongue is not English, thereby illustrating how the recognition of the varied ways in which language and literature of this nature are related and integrated and could offer benefits to the classroom (Brumfit & Carter, 1986).

By addressing linguistic, methodological and pedagogical issues and the corresponding values that accrue from them, my research will appraise the use of literary texts of an evolutionary nature in my classroom as a means of promoting student-centered pedagogies and practices in writing. The rationale for my investigation is to use literature of an evolutionary nature, which I believe is fundamental to expressive writing. The use of such literature based on daily living, where emotions like hopes, fears, joys, sorrows, abstractions and intuitions are expressed, I believe can be the most suited form of literature to address expressive writing. Basically, with this kind of literature, my students can get to read the literature texts, react to it in writing, which means that my students would need to write something which is a reaction to what they read and is in a sense an act of aesthetic reading. Basically, in this kind of reading, one gets to explore the work and oneself. Rosenblatt (2005: 25) states, "In aesthetic reading, the reader's attention is centered directly on what he is living through during his relationship with that particular text."

Hence, my study notes that there is no need for the students to acquire knowledge of critical concepts, literary conventions and meta-language, which is often used while talking or reading about literature of this nature.

In upholding a subject view of literature as formulated by Widdowson (1975), the rationale suggests that:

1. The emphasis be placed on expressive language-based approaches to literary texts as they provide a 'way-in' to the text;

2. The teacher acts as an enabler in helping students develop a sense of involvement with the text and in helping them to explore and express their perceptions that accrue from their emotional and experiential involvement with the text of their daily living.

Based on the above mentioned points, my rationale presupposes that the students will not fall short of the chance to discover the rules of language and language use through sustained and initiated appreciations of the discoursal value of connected language (Carter & Long, 1991; Widdowson, 1975).

By the same token, I am curious to find out if the use of literature of an evolutionary nature:

1. can motivate students to become better writers.

2. can promote learning through 'response' rather than learning by rote.

3. can develop language awareness and a sense of literacy.

In my study I wish to argue that by integrating personal 'response' to literature of an evolutionary nature I can lead writers to believe that grammatical accuracy is not that important as writing as an acceptance of the belief that error is developmental and evolutionary, rather than deficient and non-standard. I also wish to argue that literature of this nature can be gainfully deployed in the educational practice of reading and writing. It will be further argued that the scope provided by literature based on daily living can provide provisional interpretations through writing which can bring about constructive educational and social change. The envisaged scheme of investigation will use a qualitative research

methodology. Based on this choice, my research will study and describe the dynamics and outcomes of an L2 phenomenon influenced by the use of literature of an evolutionary nature. I hope that such a description will provide an understanding of that phenomenon from the perspective of participants, that is, the students and myself.

The phenomenon to be investigated necessitates me to propose the following research questions:

1. How do students' participating in this case study understand expressive writing?

2. How does the (socio) cognitive process influence the participating student's ability to write?

3. Which type of writing exercises will help the participating students to improve their writing?

I hope that these questions will augment my understanding of a student-centered pedagogy and the practices that can accrue through the use of literary texts and journal writing. The research questions, which I have proposed require a research design that will allow for triangulation through multiple source data collection. In this respect, my data collection procedures will shape the core of the classroom story that my research proposes to construct in order to answer the questions it has raised. I believe that self-directed, transformational, and experiential learning complement cognition through reflection, thus allowing the teacher to become a facilitator for student engagement (Merriam, Caffarella, & Baumgartner, 2007 as cited in Garcia, 2014).Therefore, it should be noted that the procedures to be used in my study are not devised just for the sake of collecting data. But they are seen as an indivisible part of the curriculum design and classroom methodology signifying the overall educational ideology of the researcher. In my study I plan to use multiple writing exercises and provisional interpretations of evolving literary texts to promote an appreciation of writing. I hope that such interactions will serve to de-emphasize the exam-centered university

atmosphere and encourage the students to view their reading and writing as acts of social involvement.

1.3 Context of the Study

The context of my study is a literature-based language programme, which I initiated. The programme is longitudinal in that it spreads over two semesters and has three stages requiring 320 hours of classroom work during this time. The students who participated in my study were members of my own Communication class, a course that all first year students have to attend. By selecting my own students I would know first-hand what they were studying and I was able to construct topics for the writing sessions that legitimately reflected classroom work. My study attempts to determine the centrality of a literature-based approach to L2 learners and whether that approach can address the L2 angst at Cape Peninsula University of Technology, Western Cape, South Africa and whether it could have general implications for other South African universities. The L2 angst referred to here, manifests itself in symptoms such as, rote learning, little or no inclination to read or write, exam oriented learning habits, poor motivation to attend and participate in Communications class and increasing failure rate. These are seen as educational and sociocultural problems and my study hopes to find solutions to these problems by bringing about a change in the students' attitude and approach to writing. As my study is situated in a South African context, it is necessary to discuss the context with reference to some aspects of culture and its implications for my classroom. The following discussion aims to do that.

First and foremost, I wish to caution that the ensuing description of the context is not meant to be 'an objective window on reality' (Edge & Richards, 1998: 340). I prefer that my study be viewed as a dynamic and discursive meaning structure that I constructed as 'the teacher of a continuity and community of shared understanding with learners' (Candlin & Mercer in Candlin & Mercer, 2001: 7). In this regard, the emotional and affective involvement that I

8

have had with my students will form the basis of my understanding of the context as a sociocultural classroom phenomenon. Working with, relating to, and getting to know my students on a daily basis, can create an interactive manner that enhances teaching, I aimed to develop the rapport and the trust necessary for my study.

I propose to interpret the context of my study against the backdrop in which many of my students come from very wobbly family structures, where they are faced with the sad reality of broken homes, estranged parents, single parents and parents not being there for them. It will be helpful to view them as interrelated ways by which my students behave and react to classroom attendance and in the doing of tasks in class.

As Barret, Bower, and Donovan (2007: 46) assure that "it will take more study and a better understanding of the factors influencing instructional style to facilitate the evolution to a truly learner-centered environment". This was another reason that I felt motivated to undertake this study.
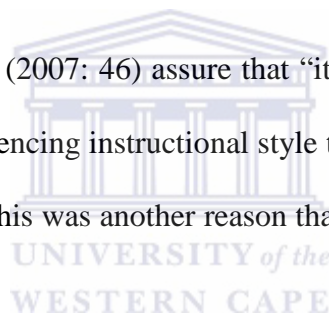
1.4 Definitions

The following terms used in my study are defined for both ease of reference and better understanding

English as a second language (ESL): A program designed to offer acquisition and development of English language communicative skills in reading, writing, pronunciation, and grammar to students native to languages other than English (Cohen, 2008).

First Language (L1):	A first language (also native language, mother tongue, arterial language, or **L1**) is the language(s) a person has learned from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity. (Wikipedia)
Second Language (L2):	More informally, a second language or **L2** can be said to be any language learned in addition to one's mother tongues, especially in context of second language acquisition (that is, learning a new foreign language). (Wikipedia)
Noticeable students:	Worthy or deserving of notice or attention (Dictionary). This definition is very fitting with reference to my students because that is exactly the way I saw them as worth noticing. I hope that my data will help justify this metaphorical categorisation.
Distinguished students:	Known by many people because of some quality or achievement (Mirriam-Webster). This metaphorical categorisation compliments these students because I found that they possessed some qualities worth seeing, which I hope will be further distinguished in my investigation.

Evolutionary literature:	It entails literature that affects emotions, motives, features of personality and forms of cognition. It is the interactions between 'human nature' and the forms of cultural imagination, including literature and its oral antecedents.

1.5 Significance of my Study

I conducted my study as a means to raise awareness in meaningful literacy, proposing that this pedagogy be a way to promote a humanistic language classroom. I have used this case study as an exercise in eclectic humanism, so that it can be seen in a humanistic way. It presents an introduction to meaningful literacy by using fourteen participants performing various writing tasks, journal entries and interviews. The student's writing tasks- and journal entries, were quite personal and allowed them scope to express themselves freely from a personal perspective. Although my study cannot be considered as a full-term experience of meaningful literacy, it has exposed participants to the practice of meaningful literacy (Alosaimi, 2014). My study is intended to raise awareness in language teachers' and provide an opportunity for them to consider meaningful literacy as an approach for creating a contextualized learning experience for promoting L2 writing. By highlighting ESL learners/ teachers' reflections on the value of meaningful literacy, my study can add further knowledge to the effective ways for humanizing language learning and use it in an ESL contexts (Alosaimi, 2014). Furthermore, I propose a methodology, which I believe can be easily executed in any L2 writing classroom or can be integrated as a part of teacher education programs.

My study is significant considering its benefits for the participants'. This is the first time that such a study of this scale and substance has been implemented at the Cape Peninsula

University of Technology. My study is thus placed to serve as a consciousness raising exercise in which language teachers could have the chance to experience and think about the advantages of meaningful literacy instruction and how to apply it in their future teaching contexts. Another point of significance about my study is that the participants could have a greater understanding of the value of meaningful literacy practices by sharing their perceptions about its role in developing L2 writing. Moreover, as the consciousness raising exercise included different writing genres—personal response, course-based exams, and literature of an evolutionary nature—this study can be pivotal to enhancing the participants' genre awareness. In addition, by exploring the participants' pedagogical recommendations based on their experiences in the current meaningful literacy exercise, my research aimed to provide a detailed justification for implementing a meaningful literacy approach from an English language teacher perspective.

Finally, in conjunction with what Alosaimi (2104) raises in her study, I too honed in on the consciousness raising exercise that meaningful literacy utilized in my student's personal experiences, feelings, and beliefs as the context for language use, my study intends to deepen the understanding of the real purpose for language learning and writing. My study also aimed to lean on the importance of integrating learners' personal lives into L2 writing to allow new perspectives about L2 learning and writing, in which language learning and writing be viewed as personally meaningful activities. I also intended to understand the expanding of literature which focuses on journal and autobiography writing as the mainstay of expressive writing, as it allows a venue for students to write about themselves.

1.6 Attitude and Beliefs Underlying my Stance

The educational and social nature surrounding my study demands a discussion of my stance and implications for the choice of epistemology employed in my investigation. I hope that the ensuing discussion will provide the synergy for my investigation and the underpinnings it

needs to justify the how and why of the methods employed and their outcomes. Briefly, my discussion attempts to define the governing dynamic of my study in terms of the epistemology I have chosen to implement.

The epistemology of my study is meant to dispute the scientific/rationalistic/technological approach to our world and the one-sided view of human beings that arise from it as a result. There appears to be confusion between what science projects as a rationalistic representation of life and the real, personally meaningful lived life of the human being (Sivasubramaniam, 2004). I wish to suggest that the quantitatively measured, value-free knowledge of science is fundamentally different from the personalized and the panoramic knowledge that human beings live by in their daily lives. This is to suggest that the conceptualization of language teaching and language learning attempted by the rationalistic – scientific epistemology in quantitative approaches fails to account for the lived through experiences of the teacher and the students (Kohonen et al, 2001).
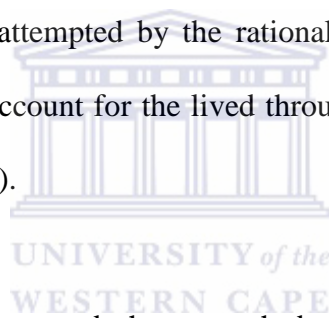
In light of what researchers have argued, the research data in education is usually obtained from human beings, and that the compulsions to quantify them as seen in a rationalistic epistemology reduce human beings to test scores, mean scores, and experimental objects (Bailey in Byrnes, 1998: 81-82). I believe that such a stance is not consistent with the educational values that underlie my study. Hence, I wish to argue that my study discards an objectivist epistemology in favour of a subjectivist/constructivist epistemology. This means that I do not expect knowledge to come as a product of impersonal procedures designed to support a scientific inquiry at a neutral site, but rather to regard knowledge and its meaning as outcomes of experience in a given social context and at a given time and place (Bleich in Cooper, 1985: 269-272).

In articulating a subjectivist/constructivist epistemology, my study signals urgency to

question research postures that directly focus and supply energy that is fitting to human nature and society into exact rational categories. At this juncture, I would like to point out that I am aware of how and why research in the bygone era, influenced by the Newtonian view of nature and the Cartesian search for certainty, examined knowledge independent of context. In view of a study conducted by Sivasubramaniam (2004) it is argued that such an intellectual posture is unhelpful, especially in the New Millennium where our ideas of nature and society are subject to frequent change and re-inquiry. Thus, my study aims to recognize the need to contextualize its questions and interpret knowledge as an outcome of that contextualization (Chopra, 2000; Polanyi, 1958; Toulmin, 1990).

In order to find a fitting way of describing the uniqueness of an individual's perception both from the participants' point of view and the researcher's, my study will assign immediacy and primacy to the dynamics of response. Having incorporated in a subjectivist/constructivist epistemology, my study will now examine and emphasize the implications of such an epistemology for my research. I hope that the following discussion can serve to totalize my stance in addition to providing a basis for both making value judgments and justifying them. However, before I do that, I need to reinforce my research questions and direct the proposed discussion with reference to each of them. This, I believe will add impetus to the proposed discussion:

1. How do students' participating in this case study understand expressive writing?
2. How does the cognitive process influence the participating students' ability to write?
3. Which type of writing exercises will help the participating students to improve their writing?

a. How do students' participating in this case study understand expressive writing?

Everybody learns to speak at least one language fluently, but many are unable to write with confidence. One has to learn that writing normally requires some form of instruction, which is not a skill that is readily picked up by exposure; it is like reading, although its social role is very different.

The command of writing gives access to certain cognitive, conceptual, social and political arenas (Tribble, 1996), whereby the person who commands both the forms of writing and of speech is therefore constructed in a fundamentally different way from the person who commands the forms of speech alone.' Learning to write is not just a question of developing a set of mechanical 'orthographic' skills; it also involves learning a new set of cognitive and social relations, as stated by Tribble (1996). Abbott, Berninger & Fayol (2012) argue that research on writing alone is typically grounded in the cognitive processes of writing, such as planning, translating, and reviewing/revising, rather than on the levels of language involved in translating ideas into written product.

The personal nature of writing differs among individuals because for some people writing comes easily, whereas for others it is a continual struggle. Commenting on the research done on writing, Smith (1982) claims, writing has drawn alongside reading as a matter of educational concern and has perhaps overtaken it as a target of educational and psychological research.

Writing can contribute to every aspect of our lives. It can be an extension and reflection of all our efforts to develop and express ourselves in a world around us, to make sense of that world, and to impose order upon it. Not many people write very much, yet writing is something that everyone ought to be able to do and enjoy, as naturally as "singing, dancing,

or play". Writing is full of inhibitions for most of us. Instead of asking why so few people learn to write well and enjoy writing, we might ask why so many come not to enjoy it, and therefore lose the desire to engage in it (Smith, 1982).

According to a study conducted by Sivasubramaniam (2004), writing could be regarded as an instrument of experience and social change. Students have to realise that writing like reading can serve as an extension and reflection of all our efforts towards self-development and empowerment. The aim is to get students to enjoy writing. Students have to realise that literature educates human emotions, whereby we channel our emotional energies and provide an emotional release and that an engagement with literature exercises our senses more actively than we can otherwise achieve. The educational value of any engagement with language studies is mainly derived from a stance that views language to be "an essential element of a human being's thought processes, perceptions, and self-expressions; and as such it is considered to be at the core of translingual and transcultural competence" (MLA, 2007: 235 as cited in Garcia, 2014). Hence, the needed curricular reform should therefore place "language study in cultural, historical, geographic, and cross-cultural frames within the context of humanistic learning" (MLA, 2007: 238 as cited in Garcia, 2014).

The philosophical and educational foundations of expressive writing and its development as a pedagogical tool are examined in this study through the technique of expressive thinking. The use of autobiographical writing, journal entries and personal response, could possibly assist with expressive thinking.

b. How does the cognitive process influence the participating students' ability to write?

According to Hayes (2012), there is a distinction between the writer, the writer's task environment, and the writer's long-term memory; the attempt to identify separate interacting

writing sub-processes; and the importance of the text produced so far all are still regarded as useful ideas. In my study I wish to address how to combine motivation with cognitive processes and I wish to show how motivation is important to writing and through that how it influences students' willingness to engage in writing. Observations suggest that whether people write, how long they write, and how much they attend to the quality of what they write will depend on their motivation.

Many researchers argue that learning English as a second language is decontextualized even if it is used in a communicative setting or is based on the authentic use of language (Hanauer, 2012; Kramsch, 2006, 2009; Widdowson, 1998).   Alosaimi (2014) believes that this perception is based on the idea that by focusing on the cognitive, structural, linguistic, and communicative aspects of language learning, ESL pedagogy has lost the vision of "the flesh and blood individuals who are doing the learning" (Kramsch, 2006: 98). Which means that, emphasizing language learning as an intellectual act have marginalized learners' sense of individuality to the extent that learners' experiences, emotions, and personal expression are avoided in the language classroom (Alosaimi, 2014). Hence, in my study I also wish to address the difficulty that language learners go through in order to express themselves meaningfully in the second language or even have a sense of authorship and ownership.

It should be noted that any learning, particularly humanistic learning in an educational context is, first and foremost, language-based learning (Halliday, 1993, 1999a). This means that the centrality of language can be conveyed only if all educational practice, acknowledges that "the development of desired mental skills is entirely dependent on the mastery of the linguistic pattern in which these skills are realized" and "that 'knowledge' itself is constructed in varying patterns of discourse" (Christie, 1989: 153).

Essentially, my research not only draws considerably less attention and obtains its foci from developments in reading but mainly treats writing primarily as a way to display evolving

knowledge of language forms. As Bernhardt (1991: 235) states: "second language learners …
essentially have to 'read to learn' and 'write to demonstrate learning'.

c.   Which type of writing exercises will help the participating students to improve their writing?

Haklau (2002: 329) notes: "While it is important for classroom-based studies to investigate
how students learn how to write in a second language, it is equally important to learn how
students learn a second language through writing".

Students have to realise that writing is an activity designed to create a text for some audience
and that within this broad definition, it is useful to identify certain specialized writing
activities (Hayes, 2012). What we most commonly think of as writing, is the activity of
producing text to be read by other people—for example, writing articles or school essays.
This can be seen as formal writing where the author meets the standards for spelling,
grammar, and other rules of good communication. Besides formal writing there is also
journal or autobiographical writing where the writer is the sole audience and here the formal
rules may be relaxed.

Language learning should be perceived as a human activity for facilitating personal
expression and reflection. Hence, Hirano, Kaveh and Lapidus, (2013) and Park (2013a,
2013b) explored autobiographical writing as a method for constructing L2 identity. In my
study I propose to use autobiographical writing, journal writing, literature of an evolutionary
nature, which I believe can contribute to expressive writing. In a setting where writing was
the focus, the engagement with texts of an evolutionary nature did not involve textual
modelling at a level of specificity that might subsequently enhance writing. I approached my
study in a more general treatment of the structure of texts that might work well for university
students, in which I assumed that the students have gained appreciable language knowledge

and have been exposed to various literacy events that give them a feel for the texts I plan to use. My aim was to develop my students' writing where I create situationally appropriate texts that recognize their current meaning-making capacities and simultaneously, push them to continue to develop their meaning-making resources and, by extension, their writing abilities over an extended curricular progression.

1.7 Organization of the Chapters of the Study

My study consists of six chapters.

Chapter one serves as an introduction. It discusses a set of educational and social

concerns which act as an awareness-building exercise and a point of departure for my study. It discusses the aims, scope, rationale, context, definitions, significance of my study and my stance underlying the epistemology of my study.
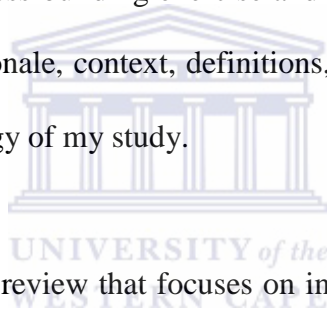
Chapter two presents a literature review that focuses on insights and issues in L2 writing. It examines various models of reading and writing and assigns centrality to expressive models of writing in my study. It also discusses crucial theoretical constructs that relate to the deployment of literacy in L2 classrooms. It attempts critical engagements with methods and materials that articulate the use of literature of an evolutionary nature as a resource for language teaching and their implications for classroom research. It also discusses the importance of a constructivist approach to knowledge in my study with reference to some theories of education.

Chapter three addresses the methodology of my research. It revisits the context and describes the setting of my study. It explains and expands the research questions of my study with reference to my stance and approach to knowledge. I look at the reasons for using an

appropriate methodology and discuss the procedures for my data collection. I also focus on the scope the procedures provide for triangulation, that is, recourse to multiple perspectives of evaluation and interpretation.

Chapter four presents a rationale for presentation and analysis of data and attempts a description and analysis of the data gathered with reference to the research questions raised by my study.

Chapter five presents a discussion of findings. It interprets the findings with reference to the research questions along with the underlying epistemology of my study.

Chapter six presents the conclusions of my study with reference to the research questions and the findings. It discusses the limitations of my study. It revisits some of the ideas presented in the literature review; it revisits the significance of my study and lists implications of the findings for future research.
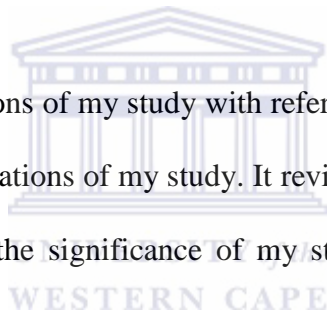
CHAPTER TWO

LITERATURE REVIEW

"Freeing yourself was one thing; claiming ownership of that freed self was another."
Toni Morrison (1987)

This study aims to demonstrate that writing is an essential skill needed for academic success in all curricular areas, and for this reason, the course grades of weak writers may be negatively affected specifically due to their inability to express themselves in writing as stated by researchers. It is believed that writing is not only a symbolic system which articulates what we know, but it is also a tool whereby be come to these understandings; in other words, writing is product and process, noun and verb (Colyar, 2008). I believe that the following questions that have been posed by Spandel and Stiggins (1997: 3) are pertinent questions that we should ask ourselves as educators: What are we teaching, when we teach writing? Is it form and function? Is it the thinking behind the writing? Or should it be some of each? I find that if it is some of each, then we must make room in the curriculum not only for informational and technical writing, research writing, journalist reporting, business writing, persuasion writing, and literary analysis but for creative and reflective writing as well.

McGinley (1992) argues that a key tenet of recent theories in the area of writing is the belief that writing actually engenders understanding by virtue of the exploration and re-examination of ideas that it affords, which I will elaborate more on later.

When it comes to academic writing, it is all about what happens during the actual writing and the strategies the writer adopts before engaging in the actual writing process. Colyar (2008) views Tierney's (2002) understanding of the "how" of writing, where Tierney (2002: 385) argues that "our texts are built more in relation to fiction and storytelling, rather than in response to the norms of science and logical empiricism". It is believed that this effort is not merely experimental, but personal, political, and intellectual, reflecting the qualitative effort

toward more engaging, more useful texts that 'change minds and hearts' as well as the norms of academic writing" (Foley: 2002: 383).

2.1. Defining Expressive Writing

I will now discuss the terminology linked with expressive writing and the connection between expressive writing and creative writing. I will also look at how reading and writing are interlinked in expressive writing.

The philosophical and educational foundations of expressive writing and its development as a pedagogical tool are examined in this study through the technique of expressive thinking.
 Students have to understand that expressive writing is NOT so-called 'creative writing' in which the writer essentially 'plays' without purpose or structure (Foulk & Hoover, 1996). I believe that expressive writing is the act of thinking on paper something one probably does every day in the course of one's research, composition, and planning processes, it also deals with observations, analyses, and insights designed for a writer's personal use (Foulk & Hoover, 1996). I surmise that expressive writing is a manner of making connections between the 'known' and the 'new' on paper and it can also be defined as writing for the purpose of displaying knowledge or supporting self-expression (Graham & Harris, 1989; Russell, Baker & Edwards, 1999). The reason for this above mentioned analysis was aimed at students' with learning disabilities, but I believe it applies to students' without learning disabilities as well.

Foulk and Hoover (1996) define expressive writing as follows: expressive writing is writing in which the writer is her/his own audience. It needs to be evaluated by no one other than the writer. Transactional writing, in comparison, is the communication of previous learning performed for others. They also claim that expressive writing is not creative writing; it is the thought process made visible. They also state that when one commits thought to visible,

written form, the learning process is enhanced. I tend to disagree with Foulk and Hoover (1996) above mentioned statement and say that on the contrary I believe that expressive writing is creative writing. Without being creative we will not be able to expressive ourselves in writing. In my studies I will discuss the above mentioned position in greater detail when discussing the findings of my study.

The expressive writing paradigm as understood by psychologists asks participants to write generally about their thoughts and emotions regarding traumatic life experiences, but researchers have used a variety of writing prompts, such as writing about life goals, one's best possible self, or an imagined traumatic event (Henry et al, 2010). In this sense, expressive writing is not used to improve their writing, but rather their emotions. I believe that when using expressive writing your emotions are involved.

In a study conducted in 2014, Alosaimi discusses the movement towards making writing a meaningful act, which is supported by Ivanič's (1998) discussion of one's identity in the writing process. Ivanič (1998) identified three different but correlated selves that are socially constructed: autobiographical self, discoursal self and self as author. The "autobiographical self" "emphasizes writer's sense of roots" and "is itself socially constructed and constantly changing as a consequence of their [writers'] developing life-history" (Ivanič, 1998: 24). "Discoursal self" is identified as "the impression – often multiple, sometimes contradictory-which they [writers] consciously or unconsciously convey of themselves in a particular text" (Ivanič, 1998: 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: 26). Allowing learners the opportunity to explore their autobiographical self in writing, can make writing a meaningful and an empowering experience. In this sense, writing helps language learners to connect their identities,

understand their discoursal self, and thus develop their sense of authority in L2 writing (Park, 2013b).

According to Spigelman (1996) an expressive essay is a form of writing that is easier to recognize than to classify. She discovered that the term "expressive" has been applied over the centuries to a variety of textual forms including poetry, plays, and novels, as well as to instructional methods, like free writing or writing journals, which in fact does not represent a specific discourse category. Spigelman (1996: 120) claims that according to Peterson (1991), the term autobiographical essay was part of a subgroup of the personal expressive essay, "to indicate that specific form of personal writing which focuses on the presentation, analysis, and interpretation of an important event in the writer's life". What this implies is that personal expressive writing encourages students to want to write because they want to use writing for their own pleasure, as well as a way of solving problems or gaining new insights rather than to see writing as a 'chore or punishment'. When language conveys to others a sense of their experience or mirrors back to them a sense of their own experience, it becomes part of the great human accomplishment of the written language equal to one of the outstanding gifts of human kind. I believe that this method could be seen as a personal expressive voice in helping the students to understand and clarify their academic material. Spigelman's (1996) concern was that personal expressive writing suggests that language is a transparent vehicle for exposing the thought processes of a unified and consistent mind at work, a mind that, if adequately investigated, will reveal the truths about itself and about life. Expressive writing pedagogy located meaning (understood as individual truths) inside the mind of the student.

2.1.1 Students with Writing Disabilities

According to Graham and Perin (2007) weak writing performance can affect students' access to post-secondary educational opportunities because admission into these instructions is often more difficult for students who have writing disabilities due to the weight placed on writing tasks in the admissions process. What this could imply is that students are not accepted into the university because they have a 'writing disability'. Research has shown that everybody learns to speak at least one language fluently, but many are unable to write with confidence and thus one has to learn that writing normally requires some form of instruction, which is not a skill that is readily picked up by exposure; it is like reading, although its social role is very different.

I believe that writing skills must be practised and learned through experience. According to Omaggio (1993) writing involves composing, conducting research, developing ideas, analysing ideas, writing the first draft, editing and writing the final draft. I do believe that writing embodies all of the above mentioned, which eventually, at the end of the day, does lead to good writing.
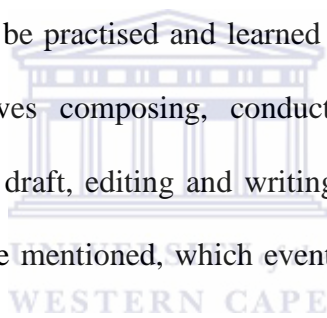
2.1.2. The Assessment of Creative Writing

It appears that the identification of central features of effective creative writing can be traced to the ancients. Ramey (2007: 47) quoted Longinus (1st century AD) whose text *On the Sublime* described the five sources of sublimity:

> *The power to conceive great thoughts.*
> *Strong and inspired emotion.*
> *Figures of thought and figures of speech.*
> *Noble diction which includes choice of words and the use of metaphorical language.*
> *Dignified and elevated word arrangement.*
> (Ramey, 2007)

While Longinus' thoughts indicate that the search for the qualities of powerful writing has a long tradition, what would today's students understand by 'great' , 'noble', 'dignified' and

'elevated'? Indeed what teachers value in students' creative writing appears to change over time. Protherough (1983: 191) discussed how a study of students' writing by Boyd in 1924 privileged, "the detached, elevated, fluent and rhetorically varied' over qualities that found favour in the 1980s, for example, 'what is personal, imaginative, emotionally-felt, lively, vividly realized". I believe that this example suggests that any statement of criteria for the assessment of creative writing will be historically and culturally bound.

Peters (1990: 70) wrote idealistically, that creative writing:

> *Should move the audience in some deeply personal way, contain some element of surprise, and fulfil the spirit...of the assignment... students who choose to write creative papers generally work harder and longer than others because of a commitment to self, the heart's passion or pain, the mind's light or dark humour...If that magic does not happen, it can generally be explained to the student, in ways that will not crush or blight the imagination.*

I believe that students require a clear understanding of what constitutes good creative writing and of the criteria by which their writing will be assessed; however, it might be difficult to define, 'move the audience' or 'magic' (Morris & Sharplin, 2013).

Researchers today have indicated the value of creative writing in developing L2 literacy. In Alosaimi's (2014) study it is believed that creative writing can enhance L2 learners' linguistics knowledge (Chamcharatsri, 2013; Hanauer, 2001, 2003, 2004, 2010; Iida, 2008, 2010, 2011, 2012), critical thinking skills (Tarnopolsky, 2005; Wilson, 2011), cultural awareness (Chamcharatsri, 2013; Garvin, 2013; Hall, 2005; Hanauer, 2001,2003, 2004, 2012), emotional expression (Chamcharatsri, 2013; Hanauer, 2003, 2004, 2010), self-discovery (Bilton & Sivasubramaniam, 2009; Hanauer, 2004, 2010; Iida, 2010, 2011) and create more engaged and personalized learning experiences (Bilton & Sivasubramaniam, 2009; Hanauer, 2012).

Alosaimi (2014) mentions that advocates of creative writing genres such as story writing (Dai, 2010; KirkgÖz, 2012), poetry writing (Garvin, 2013; Hanauer, 2004, 2010, 2011; Iida, 2008, 2010, 2011), autobiography writing (Chamcharastri, 2013; Lapidus et al., 2013; Park,

2013a; Park, 2013b) and responsive/expressive writing (Bilton and Sivasubramaniam, 2009) indicated the value of such literary genres in unveiling L2 writers' experiences and developing personal expressive ability in the target language. Bilton and Sivasubramaniam (2009: 303) state, creative writing is 'an act of creative expression', and thus it shares some concepts with expressive pedagogy.

2.1.3. Relationship between Reading and Writing

Issa's (2010) study, drawing on Barton and Hamilton in Barten et al (2000: 10) points out,

> "Literacy is best understood as a set of social practices; these can be inferred from events which are mediated by written texts', therefore '… literacies are coherent configurations of literacy practices; often these sets of practices are identifiable and named; for example, academic literacy or work-place and there are associated with particular aspects of cultural life".

As part of the students' literacy growth, academic writing can only be part of it. Literacy in academic writing also presupposes ability to read critically to assess 'English Second Language (ESL) Available Design'(Kern, 2000: 177), which students can draw upon in the ESL writing in the genres of academic discourse, using methods of inquiry required in the discipline students are writing in. Alosaimi (2014) argues that currently in L2 education, scholars are encouraging a genre-based approach accompanied by the process for teaching writing in order to promote L2 academic literacy (Badger and White, 2000; Cheng, 2008; Hyland, 2007).

I believe that reading together with writing plays a major role in the writing process.

Austen (2005: 38) advocated creative writing in English Literature courses arguing that, "creative writing (1) dispels the awe of literature and creates active learners; (2) develops critical readers; [and] (3) furthers student understanding of literary criticism". Wolf and Gearhart (1997) argue that what they called "Writing What You Read" is more effective in

producing good creative writing than "Writing What You Know"; that is, students should be encouraged to learn from their reading of literary texts rather than writing solely from personal experience. I believe that students should be encouraged to learn from both reading of literary texts and personal experience. In my study I expect to demonstrate the above mentioned issues and insights.

In Issa's (2010) study, an illustration of the semiotic relationship between reading and writing, challenges the perception that reading and writing entails opposite processes. He demonstrates the underlying theory of this assumption (i.e. reading and writing as opposites) which I present in Table 1 below.

Reading	Writing
• Decoding	• Encoding
• Passive interaction with texts	• Active interaction with texts
• Less use of cognitive resources	• More use of the cognitive resources
• Meaning abstracting	• Meaning generating
• Building background knowledge	• Expressing background knowledge
• Context independent	• Context dependent

Table 1: Reading and writing as opposite processes
Sources: Adopted from Kucer (2005: 191) as cited in Issa (2010: 44)

Issa (2010: 44) further points in his study that 'the relationship between reading and writing is that of parallel or complementary process', and that in both processes meaning is 'continually a state of becoming'. My view is that the relationship between reading and writing development is inseparable because encounters with the learnings from reading are used for the advancement of the writing process, and encounters with and learnings from writing are used in the advancement of the writing process. My understanding here, is that the relationship between reading and writing development is intrinsic because if you are able to

read properly then the writing process will be given the opportunity to advance and vice versa.

I believe that reading is an important source of inspiration for writing. According to Heinonen (2001) the relationship between reading and writing can be referred to as a kind of transfer of common structural components. She claims that there are strategies applicable to both reading and writing, in that reading can be effective in improving writing, but only when it focuses on common elements such as sentence and paragraph analysis, story schemata, and summaries.

Stotsky (2010) performed a survey in which she investigated the relationship between reading and writing and found the following:

- *There are correlations between reading achievement and writing ability. Better writers tend to be better readers.*
- *There are correlations between writing quality and reading experience as reported through questionnaires. Better writers read more than poorer writers.*
- *There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poor readers.*

(Kroll et al, 1988: 13).

I believe that by reading more your writing will improve. In my study I expect to demonstrate the impact of "reading more" on the student's writing whereby students read their autobiographical writing.

Light (2002) claims that the writer accepts that he/she is writing for a reader but does so primarily at the level of their material. He states that the writer wants to capture an experience, a scene, an idea and transcribe or document it in the way he or she sees it or feels it. How the reader will read it is incidental, hopeful, a situation detached and in a way could show how the reader feel if they have little control. I surmise that the writer's concern is mainly with surface conventions – spelling, punctuation, grammar – and 'works' if the material (experiences/ideas etc.) is interesting, communicated and/or meets the course requirements: i.e. primarily at the level of their material.

Below in Figure 1, Hughes (2007) demonstrates a writing process diagram which could assist students.

The Writing Process
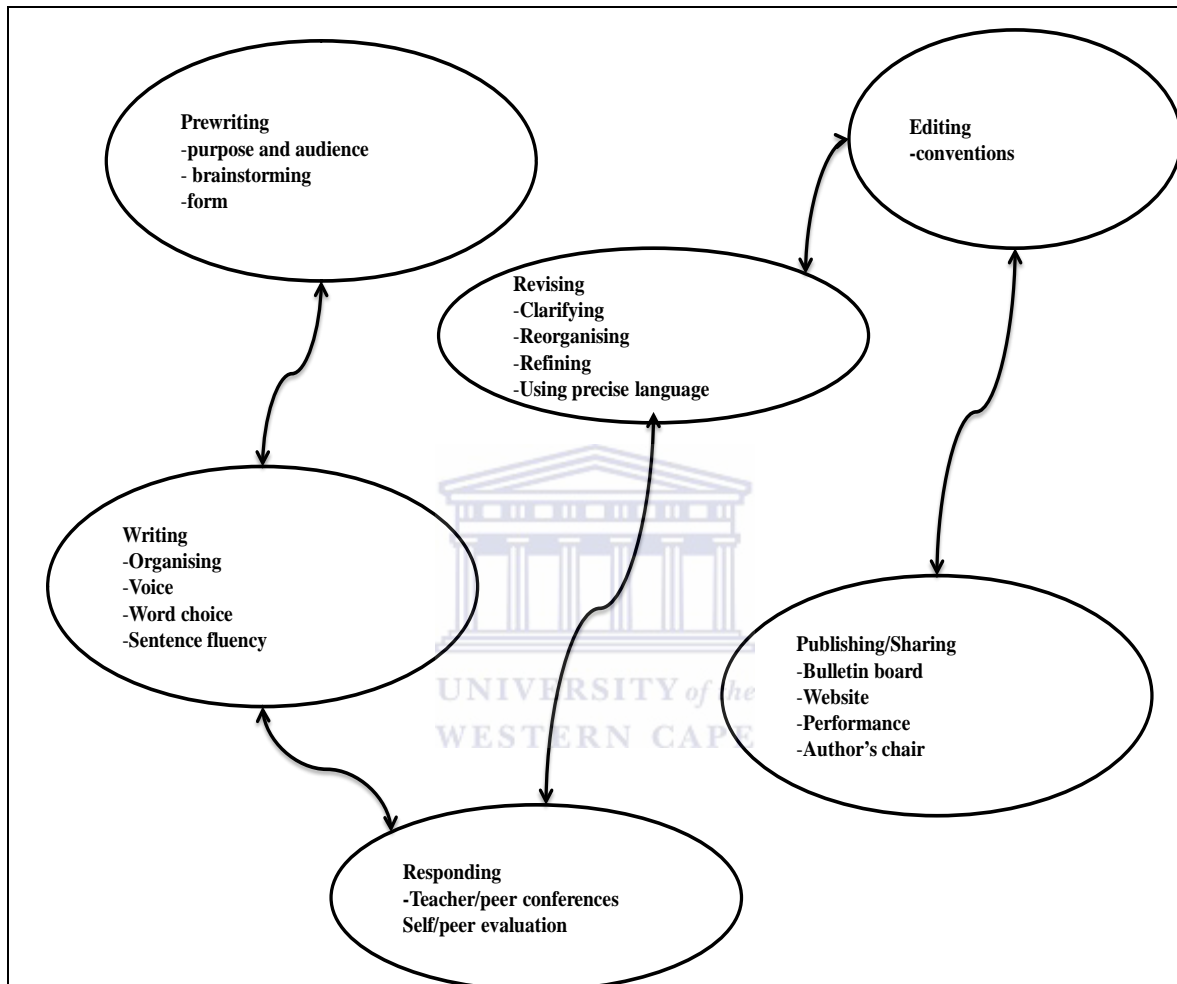
Source: Hughes (2007)

Fig. 1: Writing Process

Molloy (1996) describes the writing process: "To write is a way of thinking. While we write, we see thoughts take form. While we think, we create language." The result of this study is directed at helping students to realise that writing is a way of thinking.

2.1.4 Expressive Writing in Reading Comprehension

According to Collins (1985: 48) expressive writing is being credited with improvement in another cognitive activity once thought unrelated, reading comprehension.

> Part of learning who you are, part of being able to hear your inner voices, is discovering what it is that you want to do with your life. Finding one's identity is almost synonymous with finding one's career … The schools should be helping the students to look within themselves, and from this self-knowledge derive a set of values.
>
> (Maslow, 1970)

It appears that Maslow's statement was intended as a rationale for the use of expressive writing in the classroom. Nevertheless, it is applicable, for it is through writing, particularly through expressive, reflexive, or personal writing, that students begin to hear their inner voices, begin to discover and develop their own writing voices, begin to evolve their personal prose styles, begin to give order, sense, and meaning to their lives, and begin to learn (Emig, 1977; Hawkes, 1967; Macrorie, 1970). Collins (1979) performed an experimental study by having developmental students in a reading course write expressively for ten minutes a day. The results of the study revealed that the simple act of expressive writing could significantly improve students' reading comprehension, enhance their attitudes toward instruction, and make them feel better about themselves as readers, writers, and learners. The effect that these ten minutes of expressive writing was meant to have, was that it affected the nature of expressive writing itself; it also supported the notion that reading and writing are intimately related. Collins discusses the power that expressive writing had on reading comprehension. Based on Britton et al's (1975) studies, expressive writing is language close to the "self", loosely structured because it follows the contours of the speaker's preoccupations. It is the language in which we first draft most of our important ideas. Collins (1985: 50) indicates Kinneavy (1971) lists, as

> "samples of the classroom are giving them an implicit message, the message that they
>
> have something worth discourse, journals, much ordinary conversation, … cathartic

interviews in psychoanalysis, cursing, a good deal of prayer, grip sessions, suicide notes, some book reviews, some utopias, confessions, apologies, autobiographies… religious credos, manifestoes of minority groups, declarations of independence, constitutions of clubs or countries, and contracts."

Collins (1985) claims that any type of discourse will have something of expressive factor in it and, conversely, discourse that is for the most part expressive will also contain informative, persuasive, literary, or scientific aspects. It appears that it is the expressive component that 'gives all discourse personal significance to the speaker or listener'.

According to Collins (1985: 51), Britton (1972) limits somewhat his discussions of expressive discourse to student writing, yet explains that "The prototype for linguists is the exclamation."

> You know the noise you make when you drop the hammer on your toe. And if you are by yourself it's purely expressive. In other words, merely vents your feelings. If somebody else is there, then it is also a communication. It won't have any meaning unless a person can see the plight you're in and knows you … Well that's also true, in general, of the expressive. You need to know the speaker and the context.
>
> (Britton, 1972)

Collins (1985) defines expressive language as best used for exploration and discovery; it has a feeling-thinking aspect to it which may or may not be present in expository prose; it is psychologically prior to other forms of writing and its function is to develop understanding and enhance personal growth. My view is that the need for an expressive relationship with a teacher will probably be the fundamental need of students to engage with a more complex audience. Teachers who encourage students to write expressively in while to say (Graves, 1978). This study expects to demonstrate that the experience of expressive writing is a freeing one for most students. They are freed from the fear of writing, freed from the lack of confidence in their writing, freed from a lack of fluency with written language (Southwell, 1977).

2.1.5. Possible Abilities to Write Well

I believe that the ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in a formal instructional setting or other environments (Myles, 2002). Researchers argue that writing must be practised and learned through experience and that writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing (Myles, 2002; Omaggio, 1993). Perhaps writing should be best viewed as a continuum of activities that range from the more mechanical or formal aspects of "writing down" on the one end, to the more complex act of composing on the other end (Myles, 2002; Omaggio, 1993). Scholars noticed that the act of composing, which can create problems for students, especially for those writing in a second language (L2) in academic contexts and that formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. My view is that by putting together concepts and solving problems, the writer engages in "a two-way interaction between continuously developing knowledge and continuously developing texts" (Bereiter & Scardamalia, 1987: 12). By performing the above mentioned, I surmise that academic writing requires conscious effort and practice in composing, developing, and analysing ideas as compared to students writing in their native language (L1). However, students writing in their L2 have to also acquire proficiency in the use of the language as well as writing strategies, techniques and skills (Myles, 2002). Although a consciousness-raising awareness may be a necessary part of the readers, students aim to write close to error-free texts and therefore enter language courses with the expectations of becoming more proficient writers in the L2. I believe that the nature of academic literacy often confuses and disorients students, "particularly those who bring with them a set of conventions that are at odds with those of the academic world they

are entering" (Groben, Kuts & Zamel, 1993: 30). Knowing how to write a "summary" or "analysis" in their native language, does not necessarily mean that students will be able to do these things in English as stated by Kern (2000). On much of the research conducted by Myles, I found that L2 writing has been closely dependent on L1 research and that although L2 writing is strategically, rhetorically, and linguistically different in many ways from L1 writing, L1 models have had a significant influence on L2 writing instruction and the development of a theory of L2 writing. There are two popular L1 models, which I feel can give us some insight into the problem of developing a distinct construct of L2 writing. The Flower and Hayes (1980, 1981) model, which focuses on what writers do when they compose, known as the 'problem-solving activity' that can be divided into two major components: the rhetorical situation (audience, topic, assignment), and the writer's own goals (involving the reader, the writer's persona, the construction of meaning, and the production of the formal text) (Myles, 2002). I believe that if we compare skilled and less-skilled writers, the emphasis here is placed on 'students' strategic knowledge and the ability of students to transform information … to meet rhetorically constrained purposes' (Grabe & Kaplan, 1996: 116).

My understanding is that writing should not be viewed solely as an individually-oriented, inner-directed cognitive process, but as a much acquired response to the discourse conventions … 'within particular communities' (Swales, 1990: 4). "A lack of competence in writing in English results more from the lack of composing competence than from the lack of linguistic competence" (e.g. Jones, 1982; Raimes, 1985a; Zamel, 1982; as cited in Issa, 2010).

I believe that the personal nature of writing differs among individuals because for some people writing comes easily, although others find it a continual struggle. In light of the research done on writing, Smith (1982) argues, writing has drawn alongside reading as a

matter of educational concern and has perhaps overtaken it as a target of educational and psychological research. Writing can contribute to every aspect of our lives. It can be an extension and reflection of all our efforts to develop and express ourselves in a world around us, to make sense of that world, and to impose order upon it. Not many people write very much, yet writing is something that everyone ought to be able to do and enjoy, as naturally as "singing, dancing, or play". Writing is full of inhibitions for most of us. Instead of asking why so few people learn to write well and enjoy writing, we might ask why so many come not to enjoy it, and therefore lose the desire to engage in it (Smith, 1982).

In Sivasubramaniam's (2004) study, writing is regarded as an instrument of experience and social change. He argues that students have to realise that "writing like reading can serve as an extension and reflection of all our efforts towards self-development and empowerment". My view is that students merely read and write to meet college requirements which means that students are "illiterate" even if they can read and write, allowing this kind of illiteracy to not only threaten the economic status of a society but also to constitute an injustice by preventing the illiterates from making decisions for themselves or from participating in the process of educational and social change (Sivasubramaniam, 2004). The intention is to get students to enjoy writing and make them realise that literature educates human emotions, whereby we channel our emotional energies and provide an emotional release, so that our engagement with literature exercises our senses more actively than we can otherwise achieve (Sivasubramaniam, 2006).

2.1.6. Expressive Writing versus Creative Writing

Researchers argue that expressive writing pedagogy resulted from the good faith efforts of many writing teachers to encourage students to find and express their individual "voices". What this meant to Stewart as stated by Spigelman (1996: 121) was that in the 1960s and

1970s, it was the escape from the pasteurized and pedestrian prose … [students] had been conditioned to produce in traditional, [that is, current-traditional] writing classrooms.

Morris and Sharplin, (2013) found that English educators generally accept that 'analytical' writing can be considered creative because the assembly of any words in a purposeful way is arguably an act of creativity. They argue that there are degrees of analysis involved in creative writing, including analysis of one's experiences; of the historical and cultural context in which one writes; and analysis of the reader or audience.

Light (2002) argues that expressive writing is very similar to creative writing in that creative writing is associated with the 'personal', particularly personal and private experience. My view is that in creative writing like expressive writing a consistency of 'feeling' appears, a consistency which assumes what Berlin (1987 as cited in Light 2002) describes as a subjectivist or expressionist rhetoric, one where "that which the writer is trying to express … is the product of a private and personal vision" and that such a rhetoric "considers writing to be an art, the original expression of a unique vision". My understanding is that the general assumption of writing, with contrast to essay writing, creative writing provides a writing opportunity which permits students to tap into a much more private, personal and emotional reality for their ideas and material. It is characterised by freedom from the non-personal, external demands of facts and other people's ideas, comments and forms. For the most part I believe it is concerned with original, creative, personal experiences and feelings that can be discovered by the "self" and which provide the basis for their material. Even in those accounts where it is not clear as to the distinction between creative and discursive writing, the emphasis is still subjectivist.

It appears that "creative writing" has come to describe the practice of writing in particular genres – mainly poetry, fiction and drama – it has not come to describe the practice of writing "creatively" (Light, 2002).

My perspective is that creative like expressive writing focuses almost exclusively on the material and is often regarded as being therapeutic for the writer. I believe it 'works' if it is released and provides a kind of personal 'therapy' and or 'self-knowledge'. A reader appreciating writing is entirely incidental and that awareness and concern for the reader is 'detached' from the writer's expression of their material in the activity of writing (Light, 2002: 268). I believe that if a writer wants to capture an experience, a scene, an idea, and transcribe or document it the way he or she sees it or feels it, then the writer's concern is mainly with surface conventions – spelling, punctuation, grammar – and 'works' if the material (experiences/ideas etc.) is interesting, communicated and/or meets the course requirements: i.e. primarily at the level of their material (Light, 2002: 269). I surmise that the above mentioned points lead to the one gap between academic staff expectations and student interpretations of what is involved in student writing. I will discuss this in more detail with reference to my findings of my study.

Swander, Leahy and Cantrell (2007: 15) suggest:

> *The premises of the approach to creativity include that talent is inherent and essential, that creative writing is largely or even solely an individual pursuit and that inspiration, not education, drives creativity...if creative writing cannot be taught, then it might also follow that student work cannot be evaluated.*

What this implies is that the driving force behind the students' writing is not theirs alone, but rather inspiration from the educator. Earnshaw (2007: 67) presents a very interesting mediated position to creative writing in that he sees the modernist aesthetic as 'determined to make the work of art stand-alone… a law unto itself, each piece unique and with its own set of rules, completely independent of the writer and its audience, self-directed, "autotelic"'. He

claims that the modernist assumes that texts can be produced (and read) without reference to the cultural contexts in which they are produced and read. The reasoning behind this could be that the writer might have a degree of independence in the sense that writers are often not keen to explain the meaning of their texts, that readings of the text will be created by the readers and that creative writing cannot be assumed to have an autobiographical/autoideological basis, but it is hard to assume that the ideologies of the writer are never involved in the creation of the text.

2.1.7. Creative and Analytical Writing

Researchers have placed creative and analytical writing as complementary rather than oppositional. Mission (2004: 33) argues that while we usually associate "critical capacity…with reception' and 'imagination…with production" we should, "acknowledge that imagination is involved in reception and a critical capacity in production". This implies that creative writing and analysing literature are intimately related (Morris & Sharplin, 2013). Misson and Morgan (2006) argue that some of the criteria by which analytical writing is judged (for example, coherence, expression and structure) might apply also to the assessment of creative writing. Wilkins (2009) found that the criteria for the assessment of creative writing can be similar to the criteria for the assessment of scholarly or analytical writing. Wilkins keeps reminding her students "before a literary text became an artefact for study it was first a piece of writing that was drafted, revised, redrafted and so on"(Wilkins, 2009: 7). In this study I expect to demonstrate the link between creative and analytical writing.

2.1.8. Modes of Writing

According to Colyar (2008), Emig (1977: 124) locates writing's uniqueness in the fact that writers use three learning modes simultaneously—enactive learning (learning by doing), visual learning (learning by depiction), and symbolic learning (learning by representation in

words). It is believed that each of these modes is active; each locates learning in different place: The hand, the eye, and the brain (Colyar, 2008). Fulwiler (1982: 21) reiterates and reinforces this emphasis on action and points out that "one cannot be passive and as the same time generate words, sentences and paragraphs".

According to Light (2002) there are differentiations between three mature modes or otherwise known to him as (functions) of writing. He argues that the middle is flanked by "transactional" (communicative) writing at one end and "poetic" writing at the other end.

Light's (2002) view is that the central importance is the differing nature of the expressive self in the two roles. Transactional writing moves out to meet the demands of audience, it increasingly "excludes the personal, self-revealing features". Moving out towards 'audience' in the poetic writing, leads to a focus on precisely these personal features: "the embodiment by the writer of feelings and beliefs becomes paramount, and what is included in the utterance that may be highly personal" (Light, 2002: 259). Researchers have made a similar distinction in their work, agreeing, all student writing emanates from an expressive impulse, which they bifurcate into two major modes, which they call 'extensive' and 'reflexive' (Light, 2002). Extensive writing is active, focusing on the writer's interaction with his/her situation while reflexive writing is contemplative, focusing on what the experience means for the "self".

Another mode of writing is the genre-based approach where writing development happens when knowledge about language, the context, the purpose for the writing, and the skills in using the language are integrated in the classroom. Genre based pedagogy allows ESL writing teachers to "ground their courses in the texts that students will have to write in their target contexts, thereby supporting learners to participate effectively in the world outside the ESL classroom" (Hyland, 2007: 148). It is believed that genre is crucial in enhancing better understanding of how language is used in certain contexts as it links the social and cognitive

understanding of L2 literacy. However, writing within a genre-based approach seems to be a socially situated act (Hyland, 2007; Iida, 2011). For the purpose of this study, I intend to use some reminiscent genres to raise participants' awareness of a connection between the personal and societal factors, which enable them to find power and rationality in the second language.

2.1.9. Defining Good Writing

There have been various forms of meaningful writing methods investigated and the different areas are story writing (Dai, 2010; KirkgÖz, 2012), poetry writing (Hanauer, 2004, 2010, 2011; Iida, 2008, 2010, 2011), autobiography writing (Chamcharastri, 2009, 2013; Lapidus et al., 2013; Park, 2013a; Park, 2013b) and responsive/expressive writing (Bilton & Sivasubramaniam, 2009 as cited in Alosaimi, 2014).

Scholars described good writing as being talked about in formalist, expressivist, mimeticist, and rhetorical terms. Formalist perspectives, value correct and well-organized writing. Mimeticism, values factual correctness in content. Expressivism, values sincerity, heartfeltness, honesty, authenticity or originality of voice. The rhetorical perspective, characterizes good writing as that which persuades, engages, or interests its audience. I surmise that the variety of composition terms Fulkerson (1996) uses to talk about "good writing" can help us clarify the assumptions with which creative writing teachers assess growth and development in their students – a clarification sorely needed, as the torturous discussions at professional conferences about grading creative writing amply show (Larcher, 1999).

According to Crossley et al (2011: 284) a good deal of research has focused directly on assessing writing quality, generally through the use of human raters. They attest that there are three main approaches used to assess writing quality: primary trait, analytic and holistic.

Primary trait assessment uses the rhetorical situations (e.g., the purpose, audience, and writing assignment) as the criteria for evaluation. Analytic scoring, focuses on individual qualities of a text that correlate to good writing (i.e., content or organization). Lastly, holistic scoring uses a rater's general impression of a text as an assessment of quality. Researchers noticed that a common approach to assessing writing quality is through the analysis of linguistic features that characterize proficient writing (Crossley et al, 2011). They argue that an investigative link between linguistic features and writing skills have been less interested in the development of writing skills and more interested in distinguishing which features of writing lead to a higher quality writing sample.

2.2 Influences of the Cognitive Process on Students' Ability to Write

I wish to now look at the cognitive process that influences the participating student's ability to write. I will focus on a few models that researchers have designed; helped and guided the writing process. I will also demonstrate possible outside factors which could affect the student's cognitive process in writing. This study expects to demonstrate that it is imperative to be able to place creative writing performance on a developmental continuum; to be able to explain why one student's creative writing is better than another's; to observe the qualities exhibited; and to identify the criteria by which teachers make their judgements (Morris and Sharplin, 2013).

2.2.1. Requirements of Academic Writing

Writing proficiency is a term that can be hard to conceptualize and even harder to define because it is a "slippery term" that hides "an even more slippery concept" (White, 1994: 150). It appears that academic writing requires conscious effort and practice with composing, developing, and analysing ideas that students writing in their L2 have to acquire proficiency

in the use of the language as well as writing strategies, techniques, and skills, compared to students writing in their native language (L1). Tshotsho's (2006) study argues that the nature of academic literacy often confuses and disorients students, "particularly those who bring with them a set of conventions that are at odds with those of the academic world they are entering" (Kutz, Groden & Zamel, 1993: 30). Individuals with poor writing performance encounter negative consequences far beyond the classroom as employment opportunities may be limited for those with weak writing skills (College Board, 2003). My view is that such consequences are the result of workplace expectations that require workers to use writing skills in salaried positions to write reports, develop presentations, and communicate ideas. Researchers argue that on a personal level, the ability to express oneself in writing is important because writing about one's emotions can positively affect overall health (Gortner, Rude, & Pennebaker, 2006). It appears that despite the evidence that sufficient writing skills are growing ever more important for success, it does not appear that educational policies are placing enough emphasis on the development of writing skills (Viel-Ruma et al, 2010).

Roca De Larios, Murphy and Marin (2002) attest that second language writing research has shifted its focus concern among the three basic elements that comprise the writing activity: (1) the socio-cultural context where the writer writes and learns to write, (2) the text the writer produces, and (3) the acts of thinking the writer engages in order to produce such text. These three theoretical orientations are usually referred to as writing as socializing, writing as product, and writing as process.

According to the National Literacy Strategy (NLS) it has been claimed that teachers may have become more competent in teaching sentence and word level work, but still find supporting children's compositional development more challenging. Morris and Sharplin (2013) argue that over the last forty years there have been continuous tensions between the functional critical and the creative component of English.

2.2.2 The Word Process

In light of Faigley's (1986) argument, the word process may be understood in two different ways that correspond to two different trends within the process movement: (i) the expressivist and (ii) the cognitivist. For the former, writing was seen as the process that allowed an expression of the self, provided the student was encouraged to write freely on those topics that matter to him/her (Roca De Larios, Murphy & Marin, 2002). They found that it was basically a paradigm of L1 writing that had little effect upon L2 writing research. For the cognitivist, the word "process" referred to the mental operations writers made use of when they are trying to generate, express and refine ideas in order to produce a text: this is the conception of process that I intend to use to guide the review of the literature that follows. From this perspective, I believe that L2 writing research seems to have evolved into a research domain addressing a homogenous set of problems which can be seen as an attempt to answer certain questions like: (1) Do the reported findings on L1 writing process apply equally to L2 composing processes? (2) If writing in a non-native language imposes extra constraints on learners, do these constraints create additional competing demands for attention? Do they also influence the type of problems attending to the strategies used to solve them? (Manchon, 1997). My understanding is that from an applied perspective, answering these questions may be regarded as an essential step for teaching methods to be based on a sound theory that may help practitioners avoid the risks of blindly transposing recommendations for the teaching of L1 writing to the L2 situation (Silva, 1993; Zamel, 1983).

2.2.3. The Effect of Spelling on the Cognitive

Researchers found that difficulties with spelling can affect writing in several ways in that one misspelled word can blur the message that an author is trying to convey. It is argued that poor spelling may also influence perceptions about a child's competence as a writer and that

having to process spelling while composing may tax the writer's processing memory interfering with other writing processes, such as generating content and planning (Graham, Harris and Chorzempa, 2002).

2.2.4. Learning to Write

The command of writing gives access to certain cognitive, conceptual, social and political arenas (Tribble, 1996), whereby the person who commands both forms of writing and of speech is therefore constructed in a fundamentally different way from the person who commands the forms of speech alone. Aristotle (1965-1979: 115 as cited in Colyar, 2008) links writing speech: "Written words," he asserts, "are the signs of words spoken". Thus, this type of linear theory which traces spoken to written words is certainly logical: In each individual's development as well as in the development of social systems, speech has preceded formal writing systems. In light of what Tribble (1996) states, learning to write is not just a question of developing a set of mechanical 'orthographic' skills; it also involves learning a new set of cognitive and social relations. It is believed that writing alone is typically grounded in the cognitive processes of writing, such as planning, translating, and reviewing/revising, rather than on the levels of language involved in translating ideas into written product (Abbott, Berninger & Fayol, 2012).

Writing skills may be highly constrained by topic knowledge, knowledge about how to write or prompt (i.e., the amount of prompt-based information) a writer needs or can process. Researchers found that writing skills may also be compelled by working memory under the assumption that writing skills are strongly related to working memory mechanisms such as storage and processing units for word forms, syntactic processing, phonology, and orthography and that accordingly greater expert writers have greater working memory capacity to devote to the writing process. Some theories attribute this capacity to expert writers possessing greater skill and knowledge about language and writing. It appears that

these working memory mechanisms operate alongside a set of executive functions that allow for the self-government of language (Crossley et al, 2011).

In a study conducted by Issa (2010), the cognitive factors, which are specified in the studies on English Second Language (ESL) writing, is elaborated in the Anderson's model of language production. This model comprises three stages: "(1) construction, in which the writer plans what he/she is going to write by brainstorming, using a mind-map or outline; (2) transformation, in which language rules are applied to transform intended meanings into the form of the message when the writer is composing or revising; and (3) execution, which corresponds to the physical process of producing the text. I believe that students texts need to be approached not only as stretches of sentences, which comply to grammatical rules of language usage, but also as discourse i.e. "text plus the social and cognitive processes involved in its realization as an expressive and communicative act" (see Kern, 2000: 19).

2.2.5. Literacy Affecting the Social and Cognitive Practices in Writing

Literacy has been defined as the ability of the individual performing some reading tasks imposed on them and it has also been defined as literacy embedding a continuum of skills that are acquired both in and outside of formal schooling; that relates directly to the ability to function within society (Sticht, 1975; Vanesky, Kaestle & Sum, 1987).

According to Monroe and Troia (2006) the deficits of students with learning disabilities are evident on most common measures of writing performance including standardized assessments, length of text, and holistic quality, and they are manifested across a variety of skills ranging from composition development to more elementary usage skills or basic grammatical concepts. Researchers argue that literature on writing studies utilizing group and "quasi-experimental" designs performed by researchers, found that basic grammar or usage instruction did not improve the writing performance of students; it is important to note that the bulk of these studies focused on students whose writing skills were typically developing.

It was observed that literacy as configured in dominant official discourses is autonomous, which means that it will have an effect in other social and cognitive practices (Street, 2003: 1). It appears that the autonomous model of literacy; stresses "skills in use of literacy in decontextualized or isolated ways, and at the expense of values and ideologies" (Christie, 2005a: 233). However, in the academic writing pedagogy, this model problematizes literacy teaching and learning as, "a matter of master in certain importance but essentially basic technical skills" (Christie, 2005a: 233) such as spelling, and writing systems. Based on the above mentioned point, I find that perspective writing may be viewed as "a technology for encoding meanings"(Lillis, 2001: 28) and that priority is attached to "accuracy in control of the basic resources of literacy and beyond by allowing persons to be free to use literacy in ways that fit their purposes" (Christie, 2005a: 233).

My view is that instructional reforms recommended in improving writing instruction as a means to improve the thinking ability of students in academic subjects may be subjected to the belief that these reforms often referred to as "writing across the curriculum," originate with the belief that the kind of writing students do in school has a direct influence on the quality of thinking in which they are required to engage (McGinley, 1992). I will now discuss McGinley's (1992) two areas of focus (a) research on the relationship between writing and reasoning and (b) research on composing from sources.

(a) **Writing and reasoning**

McGinley (1992) looks at Newell's (1984) finding, dealing with the different writing activities that influenced students' learning. Three specific tasks were looked at: note-taking, study-guide questions, and essay writing. There were two major findings which came out of this study. The first being that students involved in essay writing, especially those who had limited knowledge of a topic, acquired more knowledge of key concepts than equivalent students who had either taken notes or responded to study-guide questions. Secondly, based

on an analysis of students' think-aloud protocols , students engaged in a greater number of overall reasoning operations (i.e., planning, generating, organizing, goal setting, translating, and reviewing) when involved in essay writing tend to write better than students' who just begin writing without thinking about the process of writing.

McGinley (1992) views Marshall's (1987) examination of the influence of particular reading-to-write activities, students who read short stories with no teacher-sponsored discussion and then directed to examine the story from one of three possible perspectives as determined by the type of writing in which they were instructed to engage:

    (i)   restricted writing, through which students responded to eight short-answer questions concerning aspects of each story;

    (ii)   personal writing, through which students explained and elaborated upon their individual responses to the story, drawing on their own values and previous experience; and

    (iii)   formal writing, which engaged students in interpreting the story in extended fashion, drawing inferences mainly from the text alone. What this implies is that if students use this form of writing their writing technique might improve. Later on in my study I will discuss these techniques in detail, especially with regard to personal writing and formal writing, as these are the two methods, I plan to use in my study.

(b) Composing from multiple sources

In my study I propose to demonstrate the impact that reading articles of an evolutionary nature concerned with daily living activities, have on the students writing. Researchers argue that students' who wrote extensively after reading, performed better on a post-test designed to measure several levels of literary understanding. They also found that, students engaged in

personal writing, approached the stories from a more diverse literary perspective compared to when they are engaged in restricted writing. In personal writing the students are left with a range of descriptive, personal, interpretative, and evaluative statements appearing in their writing. It appears that in examining the reasoning operations that students engaged in before and during different types of writing, Marshall (1987) came to the conclusion that extended reading-to-write activities induced students to engage in significantly more examination, interpretation and deliberation of the stories.

Researchers attest that better readers included more important information in their synthesis with greater overall coherence and organization. In addition, results revealed that students who devoted more time to the task and engaged in more elaborate written planning composed a better quality report. It is believed that the fluent readers coordinated a large repertoire of reading and writing study strategies and activities through which to study and synthesize information. An example that McGinley (1992) provides, more able readers tend to read and write with intention and purpose – retrieving information, writing notes, reading and revising their notes, and copying important quotations in order to integrate the source material with their own thoughts and ideas. Additionally, as the less able readers composed their essays, they made little use of the potential collection of support activities available to them, for instance they relied heavily on the source articles, re-read the article, and simply inserted either a huge chunk of text into their essays.

There are various models of the writing process which Zimmerman (2000) mentions below: (i) Hayes and Flower's (1980) model which has three components, namely planning, translating and reviewing, of which planning is the most elaborate, and translating the most poorly developed. This model will be discussed in more detail later on in my literature review.

(ii) Keseling (1993), looks at the production of what he calls a "formulation unit" in L1 German, for which he identifies three phases:

1. Reflections in pauses

2. (Free) association of a formulation unit of about three words

3. Evaluation of the formulation unit.

(iii) Borner's (1987) model, which focuses on linguistic problems L2 writers have to master: expression, grammatical synthesis, orthographic aspects.

(iv) Krings's model of the L2 writing process contains as its core a typical formulating sequence with just two sub-processes, namely "expressing local plans in L1/L2", and for additional sub-processes for the solution of L2 problems: identifying L2 problems, activating L2 strategies, evaluating L2 problem solutions, deciding on problem solution (Zimmerman, 2000). The above mentioned points are meant to illustrate the various models of writing that was studied by researchers. I hope to return to some of the above mentioned models at a later stage in my study.

Bereiter and Scardamalia (1987) proposed a model that suggests reasons for differences in writing ability between skilled and less-skilled writers. Myles (2002) argues that there are basic differences which is revealed in their two models of writing: the knowledge-telling model, whose basic structure depends on the process of retrieving content from memory with regards to topic and genre cues, and the knowledge-transforming model, which involves more reflective problem-solving analysis and goal-setting. The latter model is important because it opens up the idea of multiple processing, which is revealed through writing tasks that diverge in processing complexity. The knowledge-transforming or intentional writing model is different from knowledge telling in that it involves setting of goals that are to be achieved through the composing process, and the purposeful achievement of those goals. It is believed

that the composing process does not depend on memories and emotions and on external (teacher) assistance for its direction (Myles, 2002).

Both Flower and Hayes together with Bereiter and Scardamalia came to the realisation that the writing process models could serve as the theoretical basis for using the process approach in both L1 and L2 writing instruction. By incorporating pre-writing activities such as collaborative brainstorming, choice of personally meaningful topics, strategy instruction in the stages of composing, drafting, revising, and editing, multiple drafts and peer-group editing, the instructor has to take into consideration what writers do as they write (Myles, 2002).
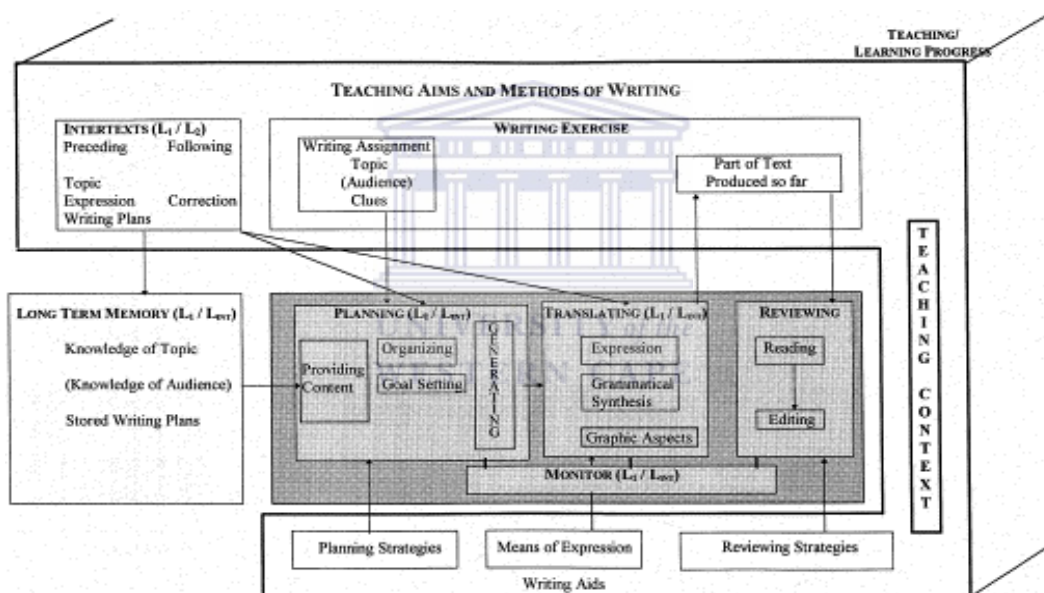
Fig. 2 Börner's model: L2 Writing (1987; translated from German).

This model is mainly an adaptation of Hayes and Flower (1980) to additional outer conditions of the L2 context: He integrates aspects such as the L2 teaching agenda, the learners' textual histories in L1 and L2 and their L2 or interlanguage competence. Börner (1987) however, looks at linguistic problems L2 writers have to master: expression grammatical synthesis, orthographic aspects (Zimmerman, 2000). I believe that Hayes and Flower's model of L1 has had a strong influence on the writing process with its emphasis on planning and a certain

disregard towards the formulating component ("translating"). Hayes and Flower's structure has been largely maintained in Börner's model of L2 writing, despite some necessary additions as demonstrated in the figure 2 above.

2.2.6. Socio-Cognitive Theories of Writing

Scholars believe that socio-cognitive theories of writing should demonstrate how social contexts for writing operate together with the cognitive efforts of the writer, just as they do when a person is acquiring a new language. L2 writing involves the cognitively demanding task of generating meaningful text in a second language. As a result, L2 students generally want more teacher involvement and guidance, especially at the revision stage. Myles (2002) argues that L2 writing instructors need to understand the social and cognitive factors involved in the process of second language acquisition and error writing because these factors have a salient effect on L2 writing development.

He believes that academic writing is believed to be cognitively complex in that acquiring of academic vocabulary and discourse style is particularly difficult. In light of Myles' (2002) cognitive theory, we are led to believe that communicating orally or in writing is an active process of skill development and gradual elimination of errors as the learner internalizes the language. The above mentioned implies that acquisition is a product of the complex interaction of the linguistic environment and the learner's internal mechanisms, meaning that with practice, there is continual restructuring as learners shift these internal representations in order to achieve increasing degrees of mastery in L2 (McLaughlin, 1988; Myles, 2002).

2.2.7. Speaking and Writing

According to Pennebaker and Chung (2007) one of the basic functions of language and conversation is to communicate coherently and understandably. They mentioned that writing about an emotional experience in an organized way is healthier than in a chaotic way. They

were relating writing to the emotional impact it has on the writer. In my study I hope to show how writing has affected my students' emotionally. There has been growing evidence from several labs which suggest that people are most likely to benefit if they can write a coherent story and that any technique that disrupts the telling of the story or the organisation of the story is undoubtedly detrimental. A writing exercise was conducted where they gathered people to write diary entries in first person, then write about the same event in the second person perspective and finally the people had to write that same event from a third person perspective. They noticed that these changes in writing perspectives were more of an emergent property of successful writing. It is believed that expressive writing brings about changes in people's social lives and writing has shown to increase working memory (Pennebaker & Chung, 2007). It is argued that expressive writing is relevant to work in autobiographical memory where you are forced to stop and look back at your life and evaluate issues and events that have shaped who you are, what you are doing and why. This study expects to demonstrate the above mentioned position as I will be conducting an autobiographical exercise with my students.

Myles (2002) looks at a model that applies to both speaking and writing in a second language as seen in Anderson's (1985) model of language production, which can be divided into three stages: (1) construction, in which the writer plans what he/she is going to write by brainstorming, using a mind-map or outline; (2) transformation, in which language rules are applied to transform intended meanings into the form of the message when the writer is composing or revising; and (3) execution, which corresponds to the physical process of producing the text. The first two stages have been described as "setting goals and searching memory for information, then using production systems to generate language in phrases or constituents" (O'Malley & Chamot, 1990: 42). Snow (2001) argues that writers become indecisive between these processes as they develop the meaning they wish to express in

52

writing. It is believed that Anderson's (1985) learning theory supports teaching approaches which combine the development of language and content knowledge, practice it in using this knowledge, and strategy training to encourage independent learning. Scholars have looked at various methods at teaching ways to write expressively. Below I have found two examples where the above mentioned common principles are used.

> Numerous methods for teaching written expression incorporate these three common principles. Two examples are Self-Regulated Strategy Development (SRSD) (Graham & Harris, 1989b) and Cognitive Strategy Instruction in Writing (Englert et al., 1995; Englert & Mariage, 1991). The SRSD technique involves self-directed prompts that require the students to (a) consider their audience and reasons for writing, (b) develop a plan for what they intend to say using frames to generate or organize writing notes; (c) evaluate possible content by considering its impact on the reader; and (d) continue the process of content generation and planning during the act of writing. Cognitive Strategy Instruction in Writing includes brainstorming strategies for preparing to write, organizing strategies to relate and categorize the ideas, comprehension strategies as students read and gather information for their writing, and monitoring strategies as they clarify their thoughts and the relationships among their items of information. All of these strategies are applied prior to the actual writing.
>
> (Russell, Baker & Edwards, 1999: 4).
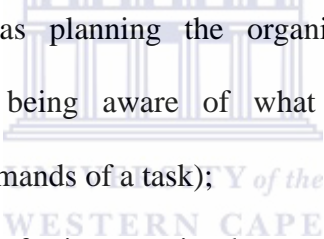
There has been curiosity about the various types of knowledge writers used, including discourse knowledge, understanding of audience, and sociolinguistic rules in structuring information (O'Malley & Chamot, 1990). In this study, I hope to be able to demonstrate the various types of knowledge the student might need to write for his/her audience. Organization at both the sentence and text level is also important for effective communication of meaning, and ultimately, for the quality of the written product. I believe that revision is also part of this stage, which is cognitively demanding for L2 learners because it not only involves task definition, evaluation, strategy selection, and modification of text in the writing plan (Grabe & Kaplan, 1996), but also the ability of students to analyse and evaluate the feedback they receive on their writing (Myles, 2002).

Pea and Kurland (1987) argue that cognitive studies of writing begin with the observation that writing is a complex task in which many cognitive demands impinge on the writer at the same time. They also believe that writing is viewed as "a process of generating and editing text within a variety of constraints" such as structure, content, and goals (Collins & Gentner,

1980: 52). Pea and Kurland (1987) surmise that the reasoning for this could imply that on the one hand (perhaps the left), the writer has ideas to communicate and experiences to embody in written text and on the other hand (perhaps the right), the writer is creating a text structure governed by many constraints and conventions. I thought this was an interesting observation made by Pea and Kurland and worth mentioning.

Myles (2002) reasons, due to the complex process of writing in a second language, learners often find it difficult to develop all aspects of the stage simultaneously. As a result, scholars selectively use only those aspects that are automatic or have already been strategized. In order to enhance or facilitate language production, students can develop particular learning strategies that isolate component mental processes. O'Malley and Chamot (1990) as cited in Myles (2002) have differentiated strategies into three categories:

(i)   metacognitive, such as planning the organization of written discourse or monitoring (that is, being aware of what one is doing and responding appropriately to the demands of a task);

(ii)   cognitive, such as transferring or using known linguistic information to facilitate a new learning task or using imagery for recalling and using new vocabulary, and finally;

(iii)   the social/affective strategies, which involve cooperating with peers, for example, in peer revision classes.

Myles (2002) addresses the language transfer which is another important cognitive factor related to writing error. This transfer is defined as the influence resulting from similarities and differences between the target language and any other language that has been previously acquired (Odlin, 1989). The study of transfer involves the study of errors (negative transfer), facilitation (positive transfer), avoidance of target language forms, and their over-use (Ellis, 1994). Behaviourist accounts claim that transfer is the cause of errors, whereas from a

54

cognitive perspective, transfer is seen as a resource that the learner actively draws upon in interlanguage development (Selinker, 1972). In other words, "the L1 can have a direct effect on interlanguage development by influencing the hypotheses that learners construct" (Ellis, 1994: 342). In light of what Myles (2002: 8) states, transfer errors can occur because:

[L]earners lack the necessary information in the second language or the attentional capacity to activate the appropriate second-language routine. But such an account says little about why certain linguistic forms transfer and others do not.

2.2.8. L2 Writing

This study expects to demonstrate that writing in a second language is a complex process involving the ability to communicate in L2 (learner output) and the ability to construct a text in order to express one's ideas effectively in writing. It therefore appears that social and cognitive factors and learner strategies help us in assessing the underlying reasons why L2 learners display particular writing errors.

It is believed that students writing in second language generally produce texts that contain varying degrees of grammatical and rhetorical errors, depending on proficiency level, the rich content and creativity in the text, the greater the possibility there is for errors at the morphosyntactic level. It is further believed that these kinds of errors are especially common among L2 writers who have a lot of ideas, but not enough language to express what they want to say in a comprehensible way.

I believe that although instructors may think of errors as part of a language process related to linguistic, situational, and psycholinguistic contexts (Carson, 2001), and writing as a skill developed over time, most L2 learners' writing is judged according to criteria that are static and product-based. Variability in writing, which is typical of a learner's interlanguage, is a concern when addressing proficiency issues. The definition of proficiency has consequences for L2 students; it affects their ability to complete writing tasks across the disciplines, coping

with the demands of academic English, and receiving recognition as well-informed, critical thinkers (Myles, 2002).

It appears that for L2 writers of English, the process of writing in an academic environment is challenging. Even though the process of approach to instruction, characterized by practice, collaboration, and the opportunity for revision, may be suitable for most English L1 writers, it is apparent that many L2 writers do not have the necessary linguistic ability to reap the benefits of the approach. According to Yau (1991: 268):

> [A]lthough we should not cripple our students' interest in writing through undue stress or grammatical correctness, the influence of second language factors on writing performance is something we have to reckon with and not pretend that concentrating on the process would automatically resolve the difficulty caused by these factors.

I agree with the above mentioned statement which infers, L2 students' should never feel 'crippled' by the stress of grammatical correctness, but also find some enjoyment out of writing, which leads them to becoming better writers, which I hope to discuss this in more detail later in my research.
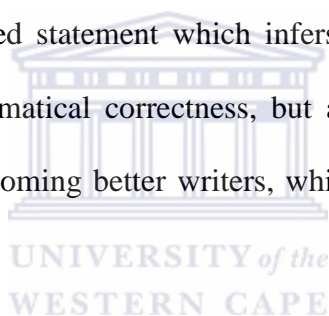
2.2.9. The Effect of L2 Reading on Writing

In addressing the topic of second language (L2) reading which affects the writing process, it appears that this may have a cognitive burden on the working memories of L2 readers who are required to comprehend the text and it is believed to have an even greater cognitive burden on the working memories of L1 readers (Suzuki, Sato & Awazu, 2008). Suzuki, Sato and Awazu (2008) conducted a research where they had a closer look at previous studies and found that there were many differences between reading in L1 and L2 with respect to the cognitive burden of the two modes. In their research they established some examples of these differences between L1 and L2 as well as the problems of lexical access, the knowledge of grammar, the orthographic depth hypothesis, the language threshold and the difficulty L2 readers have in constructing a situation model. L1 readers and L2 readers use different

strategies to pay attention to texts and inefficient use of the working memories pertaining to L2 reading which is suggested by using the reading span test as a measure. It appears that the general consensus is that reading texts in L2 places considerable strain on readers, which can prevent them from achieving a completely effective understanding of the texts. I surmise that consideration should be made to L2 learners' limited working memory capacity, which is important and necessary to determine a way to reduce the cognitive burden on L2 learners when they read L2 texts or to create an instructional design to use their limited working memory capacity optimally as mentioned by Suzuki, Sato and Awazu (2008). The relationship between reading and writing could be seen as the process used by a reader to comprehend a text and may be the same process used by a writer to create meaning, which in turn implies that the act of reading may affect the act of writing to some extent.

More recent researchers found a distinction between the writer, the writer's task environment, and the writer's long-term memory; the attempt to identify separate interacting writing sub-processes; and the importance of the text produced so far that all are still regarded as useful ideas (Hayes, 2012). My view is that we have to learn how to combine motivation with cognitive processes and that the most obvious way in which motivation is important to writing is through its influence on people's willingness to be engaged in writing. During a research conducted by Hayes et al (1990), they noticed that students who had been admitted to college as 'basic' writers engaged much less in an activity designed to improve their writing skills than average and honours students. Hayes et al (1990) and Hayes (2012) argue that writers who are strongly motivated to produce high-quality texts will be more likely to edit proposed language than are writers who are less motivated. I believe that these observations suggest that whether people write, how long they write, and how much they attend to the quality of what they write, will depend on their motivation.

2.2.10. Social Experience Influencing Students' Writing

It is believed that social experience plays a role in influencing students writing. In a study conducted by Tshotsho (2006) the autonomous model of literacy viewed literacy teaching and learning as the mastering of the basic technical skills that control spelling, writing and how to write simple sentences. In this model it is suggested that literacy is learned in the early years then used and re-used to serve whatever purpose people may have. Literacy in this context does not take into consideration the social context and meaning associated with it.

Street (2001) challenged the view of the autonomous model of literacy by arguing that literacy is implicated in social experience and behaviour and continues to mention that literacy is used in different literacy events which are the occasions on which literacy is used in social contexts. He wanted to demonstrate that literacy has its beliefs, values and ideologies that determine the meaning associated with literacy practices and that it also serves an important social purpose and that language is used to shape these beliefs, values and ideologies. Street (2001) proposes the ideological model of literacy which suggests that there are many literacies and suggests that students had to learn to recognize a range of literacy practices which are to be understood within other social practices and are learned in order to satisfy the needs of particular literacy events. I believe that students learn literacy best and in the most productive way when their interest in meaning and purpose in language are actively engaged.

Heath (1983) argues that literacy events refer to occasions in which literacy is used in social contexts. It appears that literacy events involve concepts and social models regarding the nature of the event that make it work and give it meaning. I believe that language is used to shape these values, beliefs and ideologies. This study expects to demonstrate that when we teach language, we teach meaning, values and knowledge. When we teach the linguistic structures like grammar the literacy events involving concepts and social models regarding

the nature of events, is realized in it. The foregoing discussion implies that language, or the knowledge of how language is used in different contexts, is fundamental to the study of literacy events. Through learning literacy during the schooling period, students learn to handle aspects of written language in different ways creating subject-specific literacies (Christie, 2005).

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 situated, individual human being" (Hanauer, 2012: 1). This refers to a researcher highlighting writing as a tool for divulging an individual's lived experience and history, as well as reflecting on the continuous change identity shapes by social, cultural, linguistic, and political contextualization. Writing in this sense may/can be described as meaningful because it includes the participants' perspectives (Hanauer 2012; Maxwell, 1996).

The lack of literacy may affect students' writing skills inauspiciously because if they do not understand what they are reading they have difficulty knowing what they should write. Further in my study I intend to discuss this in more detail.

During a cognitively-oriented study, examinations have been conducted on learners' on-going thinking episodes or decision-making while composing behaviours among skilled second-language learners to be frequent or fluent searches for appropriate words or phrases and attention to ideas and to language forms concurrently while making decisions. Cummings (2001) claims that more skilled second-language writers tend to do more effective and extensive planning, revising and or editing of their texts than do their less skilled counterparts. It has been proposed that unskilled writers who do not write well in the second language are often unable to (or unsure of how to) plan, manipulate, monitor, or revise their ideas or texts effectively. It has also been discovered second language learners devote much

attention while they write to decisions about the form of the second language or to finding resources such as appropriate words, which may constrain their attention to formulating complex ideas, which in turn affects their capacity to function in situations of high knowledge demands, and the extent of their planning of their writing (Cummings, 2001; Myles, 2002).

2.2.11. Cognitive Competence and Linguistic Competence in Literacy

In Issa's (2010) study a comparison has been made in regard to literacy from the cognitive competence and linguistic competence, which can be seen in the table below. My view is that there is a difference between cognitive competence and linguistic competence; therefore, I have decided to include this comparison, so that we can understand literacy from a cognitive perspective and from a linguistic perspective. I believe that this table below should provide some clarity to differentiate between cognitive competence and linguistic competence in writing.

Literacy	Literacy
Cognitive competence: • Disciplinary knowledge • Models of analysis/ investigation	Linguistic competence: • Literacy of context (correctness, coherence, appropriateness of style, voice and other formal features). • Control of disciplinary dialect (those meaning, items and forms of language pertaining to the discipline).

Source: Issa, 2010

Table 2: Literacy table

This representation entails the notion that literacy is a constitutive of cognitive competence and linguistic competence. It appears that the while cognitive competence deals with

knowledge of the discipline and methods of analysis or inquiry, the linguistic competence deals with knowledge of the language of the discipline, over and above, the knowledge of the general conventional features.

The concept of literacy escalates on the idea that (and views) student writing in academia is primarily a genre-based product- this is conjured up in the aspect of demand for distinctive methods of inquiry while students write in different disciplines (Issa, 2010). One may add that genres as part of discourse are socially constructed.

In Issa's (2010) study, it is mentioned that there are two other structures in academic writing: voice and identity. Voice refers to "the configurations of life experiences any one student writer brings with her/him to higher education" (Bakhtin as cited in Lillis, 2001: 46). Voice also refers to the mediational means e.g. "specific wording- words, phrases-drawn from the student-writers' habits of meaning construction … and which they bring into academia" (Wertsch as cited in Lillis, 2001: 46).

Identity signals the manner in which individuals assert and describe 'a sense of who they are' (Issa, 2010). "Student-writers sense of personal/social identity is a significant dimension to their experience of meaning making, influencing, as it does what students

(do) and (do not) wish to write in academia" (Lillis, 2001: 50).

Singleton and Lumsden (2012) have identified writing as a painful and an anxiety producing task for many individuals and while the final goal of any writing is the same – communication – this goal is not always reached. They argue that according to Mullen (2006) graduate students need to demonstrate high-level skills in reading comprehension, thinking and reading critically (also in knowing how to identify various rhetorical structures and to distinguish between what should be said explicitly and implicitly), and communicating with particular audiences for specific purposes. They also should know how to collaborate on

writing; how to use technology; and how to write for specific genres, both professional and academic (Mullen, 2006 as cited in Singleton and Lumsden, 2012).

It is believed that students who are less cognitively engaged employ fewer learning strategies and self-regulatory practices which in turn affect their achievement (Covington, 2000 as cited in Galbreat, 2004).

Abbott, Berninger and Fayol (2010) focused on the most influential model of the cognitive processes in writing which includes planning, translating, and reviewing/revising (Hayes and Flower, 1980). This model, which is based on think-aloud protocols of adults, has been applied to research on life span writing development. They found that developing writers show intra-individual differences across levels of language (word, sentence, and text) in the translation process.

According to Crossley et al (2011) linguistic and cognitive constraints are assumed to influence the writing processes at most stages of writing development whereas neural developmental constraints fade by the end of childhood. It appears that linguistically, research demonstrates that development generally occurs first as the word level, then at levels of cohesion, and finally at the syntactic level. It is believed that such linguistic changes potentially mirror changes in rhetorical styles as writers move from more chronological and descriptive writing at a young age toward more interpretive and analytical forms of writing in high school and toward more abstract writing in college (Crossley et al, 2011). Very often the more advanced writers are higher knowledge readers and therefore write in a manner that matches what they claim to know.

2.2.12. Motivation behind Writing

Researchers found that when they asked people who were exposed to stress to write about their stress, they discovered that writing about traumatic events reduced stress, as indicated by reduced visits to medical facilities and enhanced immune function (Hayes, 2012). I

believe that writing is not simply a matter of translating preconceived ideas into text, but also involves creating content and tailoring the way this is presented to the needs of the reader. Writing is as much a matter of discovering or inventing the thought to be expressed in the text as it is a matter of expressing it in an appropriate and convincing way (Flower & Hayes, 1980 as cited in Galbraith, 2009). Writing places extremely high demands on the limited capacity of working memory and in order to avoid cognitive overload, writers have to develop effective strategies for managing the writing process (Galbraith, 2009). Thus planning, translating and revising can, in principle, occur at any moment during writing – they refer to cognitive processes rather than stages in the writing process as stated by Galbraith (2009).

Researchers believe that teachers should be the motivation behind the writing of the students. Motivation involves the attitudes and affective states that influence the degree of effort that learners make in order to learn (Ellis, 1997).

Ellis (1997) has identified four types of motivation: instrumental, integration, resultative and intrinsic.

(i) Instrumental motivation means that the learner needs the language to achieve certain goals such as passing an exam, maybe applying for a certain university, getting a better job or just learning the language as a means of communication. It is believed that instrumental motivation seems to be a major force in determining success.

(ii) Integrative motivation involves the willingness to identify with the people whose language one is learning.

(iii) Resultative motivation implies that the learners who achieve certain success in learning may want to learn more. In this regard the students who learn more may be motivated to learn more. I believe that if you show the students the importance

of communication and let them experience this in writing in English, the student would be motivated to work more at the subject. I intend to demonstrate the above mentioned with reference to my study.

(iv)   Intrinsic motivation involves the prompting and maintenance of curiosity and can influence the ebb and flow as a result of what they are feeling personally as an involvement in the learning activities.

Ellis (1997) argues that students' writing should be based on their own interests and experience such as their "family" or "football". I believe that this kind of motivation is not the only motivation for students to write well, which I expect to demonstrate further in my study. I do believe that all these points of motivation depend on the teacher's ability to make the student feel confident in what they are doing. By encouraging the production of writing, we can take advantage of these different aspects of motivation.

2.2.13. Knowledge-Telling Model and Knowledge-Transforming Model of Writing

 Scholars found that that during the process of writing development of ideas occur. Galbraith (2009) looks at a knowledge-telling model of writing and a knowledge-transforming model of writing. On the basis of this model, the development of ideas during writing depends on the extent to which the retrieval of content is strategically controlled in order to satisfy rhetorical goals. Galbraith (2009) identified novice writers, who are assumed to employ a knowledge-telling strategy in which text production is guided by the direct retrieval of content from long-term memory and is organised solely by the associative relationships between content as it is stored in long-term memory. By contrast, in his identification of more expert writers, who employ a knowledge-transforming strategy, which involves elaborating a representation of the rhetorical or communicative problem to be solved and using the goals derived from this representation to guide the generation and evaluation of content during writing. It appears

that more expert writers show much more evidence of reflective thought during writing: they develop more elaborate plans before writing, modify and elaborate these more radically during writing, and revise their initial drafts of texts more extensively. The end result is that more expert writers' texts are tailored to the needs of the reader, and that in adapting their thought to their communicative goals, such writers also develop their understanding of what they are writing about. Galbraith (2009) also addresses two features of the writing process, first, it reflects the fact that ideas are represented, not just as a reflection of the writer's knowledge (content space), but also in terms of their rhetorical function within the text (rhetorical space) and second, writing is not simply a matter of adapting content to the rhetorical context, but is an emergent process in which content is formulated as the text develops.

2.2.14. Text Production Processes

The main focus of my study on L2 writing should be on text production processes and that one might assume that the goal-directed thought involved in effective writing is common to both L1 and L2 contexts, and that the essential difference between the two is in how the output of these central processes is formulated in language. According to Galbraith (2009) the key feature of the knowledge-transforming model in particular is that it emphasizes the origin of the writer's goals in their discourse knowledge and that the extent that L2 involves not just using a different language but also adopting different discourse conventions may also involve learning different ways of thinking that a skilled L2 writer may find difficult to adapt their writing process to an unfamiliar genre even when, and perhaps because, they are skilled and fluent writers in an L1 genre.

It appears that the main factor emphasized in early models of writing was cognitive overload, arising from the fact that a complex set of processes has to be carried out in a limited capacity working memory and that the demands of translating ideas into a well formed text may

consume resources required for higher level planning. My study premises that being able to write or type fluently and have well-developed language skills should reduce cognitive overload and facilitate more fluent retrieval of content from long term memory. L2 language proficiency would be expected to affect not just how well-formed the written product is from a linguistic point of view, but also the writer's capacity to engage in the higher level problem-solving activities characteristics of expert writing. Galbraith (2009) argues that when L2 production is linguistically accurate, the extent that L2 language production in L2 remains more effortful than in L1 where one might expect writers to be less able to engage in goal directed creation of content and the quality of the text to suffer accordingly. It would be interesting to test, for example, whether writers in L2 showed similar decreases in their ability to retrieve content compared to retrieval in L1 as young writers do in retrieving content when writing compared to speaking (Galbraith, 2009). Researchers noticed that if the effort involved in L2 language processes could impair the ability of writers to engage in higher level planning process then one would expect corresponding improvements in the quality of the text produced under outlining conditions compared to single draft conditions, and that this would be a consequence of a reduction in the need to generate content at the same time as producing text. In such an instance, very often dyslexic writers' have difficulties formulating text which means that, even when they are allowed to outline before they write, they still need to reconstruct content during text production.

2.2.15. Flower and Hayes's Cognitive Process Model of Writing

Although different investigators offer different cognitive models of writing, Flower and Hayes (1981a) present a comprehensible account of their cognitive process model that suits our purposes. Three major elements of the task of writing are distinguished: the task environment (including "everything outside the writer's skin": what the rhetorical problem is, the text as it evolves, writing tools, and sources of information to be used in writing); the

writer's long-term memory (including knowledge of topic, audience, and writing strategies); and writing processes (including planning, translating, and reviewing-controlled by an executive monitor) (Pea & Kurland, 1987). It appears that the purpose of such a model is to help sharpen thinking about writing by describing the parts of the cognitive writing system and how they work together to create a written text. A process model pivots around the analysis on units called basic mental "processes," such as generating ideas. We can call any execution of a basic mental process a mental "act". According to this model, any of the mental acts described may be carried out at any time during the writing activity, and one basic mental process "monitors" the use of the others (Pea & Kurland, 1987).

Below I have included a cognitive model in the writing task as adapted by Flower and Hayes (1981a).

TASK ENVIRONMENT

THE RHETORICAL PROBLEM
TOPIC
AUDIENCE
EXIGENCY

TEXT PRODUCED SO FAR

WRITING PROCESS

THE WRITER'S LONG-TERM MEMORY

KNOWLEDGE OF TOPIC
KNOWLEDGE OF AUDIENCE
STORED WRITING PLANS

PLANNING

GENERATING

ORGANIZING

GOAL SETTING

TRANSLATING

REVIEWING

REVISING

EVALUATING

MONITORING
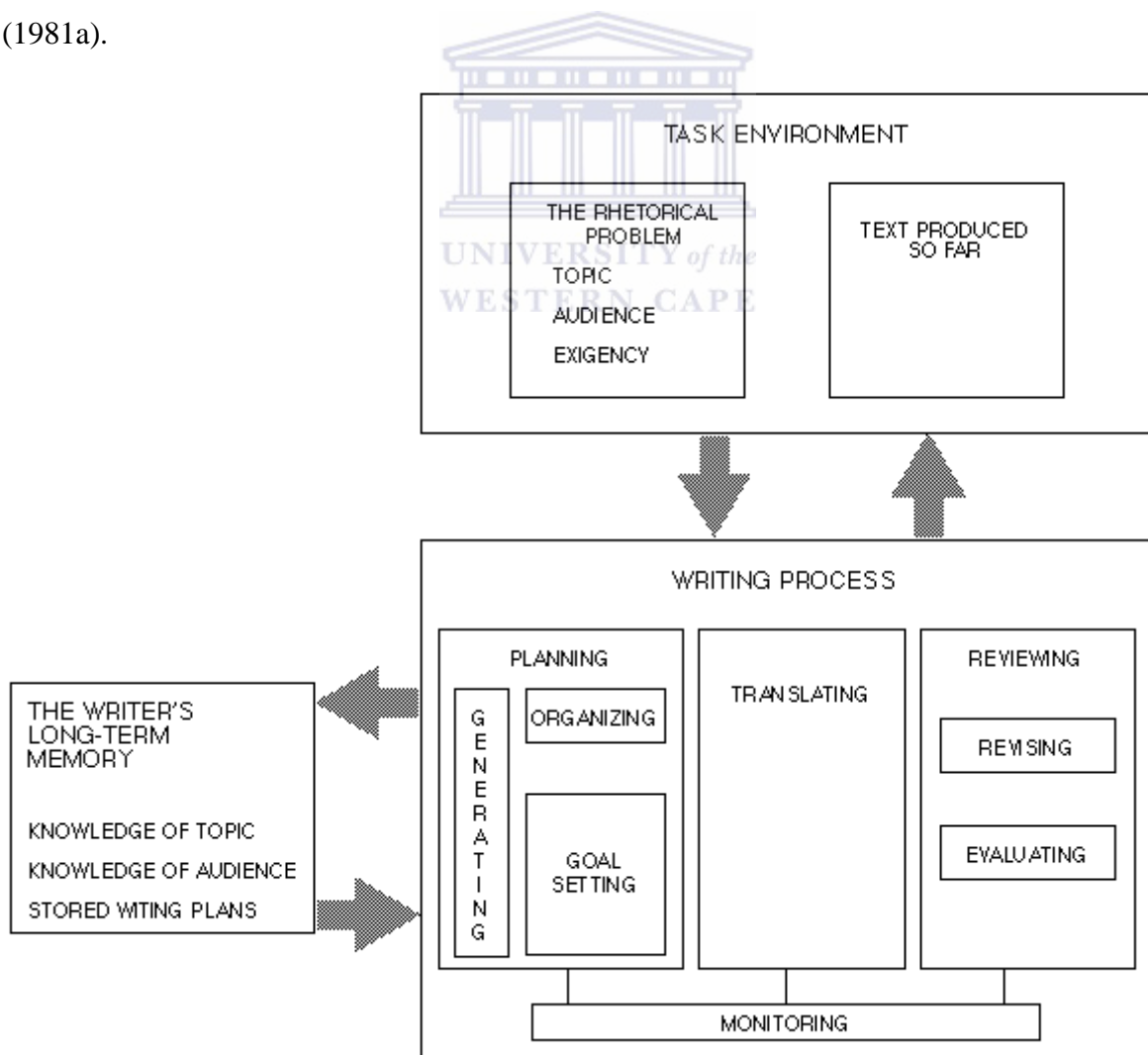
Figure 3: Cognitive processes of the writing model

This study expects to highlight findings on writing development with significant implications for the kinds of cognitive writing tools needed to foster writing development. I plan to illustrate the main weaknesses or "stress points" in the cognitive system for writing in underdeveloped writers.

2.2.16. Cognitive Models of Writing

It appears that early cognitive models of writing focused on the goal-directed nature of the thinking behind the text, and then treating the translation of thought into text as a relatively passive component of the process, of interest primarily because of lack of frequency in translation which assumed to have interfered with writers' ability to engage in higher-level thinking (Galbraith, 2009). Hayes'(1996) revision of the Hayes and Flower model, makes it a much less clear cut distinction between the different components of the writing process, where planning has become one component of a more general 'reflection' module; translation has been renamed as text production, reflecting, perhaps, a less passive view of its role in content generation; and revision is treated, not as a separate process in its own right, but as a combination of the more basic processes of text interpretation, reflection and text production. In the same volume as Hayes' revised model, Kellogg (1996) presented a model of working memory in writing, subsequently elaborated in more detail later on. In Baddeley's model (1986), working memory has three main components. The (i) central executive which is responsible for retrieval from long-term memory, control of attention, supervision of the system as a whole, and for coordinating the activity of the other two subsidiary systems. This central component is supported by, and controls the operation of, two 'slave' systems: the phonological loop, which stores and maintains verbal material in active memory, and the visuospatial sketchpad (VSSP), which stores and maintains visual and spatial material in

active memory. According to Kellogg (2001) the planning component requires both the VSSP and the central executive but, since it is concerned with pre-linguistic ideas and not the verbal component of working memory. The (ii) translation component requires the central executive to plan sentences and the phonological loop to store and maintain verbal material while sentences are being constructed. (iii) Transcribing language, which involves programming and executing motor routines, requires central executive resources, though this may be a minimal demand for practiced writers, and such resources have minimal involvement in the executing as opposed to programming component of transcription.

2.2.17. Conditions under Which Writers Develop

Alosaimi (2014) argues that, writing is about making sense of our world, however, the decontextualized context for teaching writing is regarded as another hindrance of L2 writing. Galbraith (2009) claims that after going through a series of studies, Hayes (1996) must have developed a more detailed model of the processes involved in text production and made comparisons of writers writing in L1 and L2. The model has four components; (1) the prosper, which is responsible for creating conceptual content – an idea package – which is sent to the translator; (2) the translator which produces a language string that is evaluated by the evaluator/reviser. If (3) the string is acceptable it is passed to the transcriber to be turned into text. If the string is not acceptable, then (4) the reviser can call on the other processes to produce a revised version of the language or idea package, and this can in principle operate over a number of cycles before the text is output.

It appears that there are series of experiments investigating the conditions under which writers develop new ideas through writing. Galbraith (2009) and his colleagues have suggested that, although writers do develop their ideas more when they plan in note-form than when they try to produce full text at the same time as planning, the knowledge-

transforming model would predict and produce new ideas when they write spontaneous drafts of full text, and these ideas are associated with the development of the writer's personal understanding of the topic. This has led to the development of a dual process-model in which effective writing is assumed to be the joint product of two conflicting processes. The first – knowledge retrieval – process involves retrieving already – formed "ideas" from an explicit store of knowledge in long term memory, and either to translate these directly into text or the goal-directed evaluation and manipulation of ideas prior to translating them into text (Galbraith, 2009).

This study proposes that the knowledge-retrieval process organises content in terms of the relationships between pre-existing ideas in explicit memory and the writer's rhetorical goals, whereas the knowledge-constituting process is guided by the implicit organisation of the writer's semantic memory. Galbraith (2009) suggests that it is not simply a cognitive conflict, but that it is timely related to the writer's conception of the "self" as mentioned earlier. I believe that the priority of the writer gives in to the two processes depending on the extent to which they are motivated to present a coherent self-image to the reader or to actualize the potential self-latent in their implicit disposition towards the topic. I think writing in L2 may affect the balance between these two processes in a number of ways. On the one hand, to the extent that it is a more self-conscious process than writing in L1, which may lead the writer to prioritise explicit planning processes more than they would in L1. On the other hand, the writer finds it harder to articulate their personal understanding in L2, their motivation to write may be reduced. I believe that if one of the factors that motivated writers is the sense that they are developing their understanding, than any reduction in their capacity to this may reduce their motivation to write.

Crossley, Weston, Sullivan and McNamara (2011) argue that linguistic development occurs in the later stages of writing development and that this development is primarily related to

producing texts that are less cohesive and more elaborate. I am hoping to elaborate more on this point later in my study.

According to Bereiter and Scardamalia (1987) formulating new ideas can be difficult because it involves reworking information and that by putting together concepts, the writer engages in a two way interaction between developing knowledge and developing text. In Tshotsho's (2006) study, it is mentioned that students writing in L2 have to acquire proficiency in the use of language as well as writing strategies, techniques and skills. Certain social and cognitive factors relating to second language acquisition display that strategies involved in the language learning process also affects L2 writing. According to Cummings (2001) learning to write involves three fundamental dimensions of second-language writing: (a) features of the texts that people produce; (b) the composing processes that people use while they write; and (c) the sociocultural contexts in which people write. Cummings (2001) also identifies each dimension has a micro- and a macro-perspective, viewing second-language writing either from a relatively local, episodic, or individual basis or from a more global, sequential, or holistic viewpoint.

According to Styati (2010: 24) macro skills are parts of academic writing that focus on working at the section and whole text level (e.g. structure/organization). English Language Centre (2008: 1) presents macro skill as follows: (1) Selecting and order information; (2) Writing explanation; (3) Summarizing academic texts; (4) Writing in an impersonal style; (5) Understanding the difference between an abstract and a summary; (6) Learning how to approach exam questions; (7) Analyzing assignment titles; (8) Using cohesive devices to link paragraphs/ideas throughout a piece of writing; (9) Producing a discursive/argumentative essay; (10) Using appropriate tense; and (11) Others are identified the students or teachers. I believe that writing is a productive skill in the writing mode and it is even the hardest skill

even for native speakers of the language, since it involves not just a graphic presentation of speech, but the development and presentation of thoughts in a structured way.

Below are Styati's (2010: 27) list of micro-skills involved in writing:

a.) Use the orthography correctly, including the script, and spelling and punctuation conventions.

b.) Use the correct forms of words. This may mean using forms that express the right tense, or case or gender.

c.) Put words together in correct word order.

d.) Use vocabulary correctly.

e.) Use the style appropriate to the genre and audience.

f.) Make the main sentence constituents, such as subject, verb, and object, clear to the reader.

g.) Make the main ideas distinct from supporting ideas or information.

h.) Make the text coherent, so that other people can follow the development of the ideas.

i.) Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.

The challenge in my study is to implement these above mentioned strategies with my students as part of the programme.

Cumming (2001: 2) looks at the investigation of some of the relevant research and focuses on three fundamental dimensions of second-language writing: (a) features of the texts that people produce; (b) the composing processes that people use while they write, and (c) the sociocultural contexts in which people write. He argues that each dimension has a micro- and a macro- perspective, viewing second-language writing either from a relatively local, episodic, or individual basis or from a more global, sequential, or holistic viewpoint.

Below the above mentioned can be seen in table 3 on micro and macro level learning from Cumming (2001: 3) I found this table quite useful and interesting in trying to understand what a person learns when writing in a second language and therefore I have included it.

	Micro	Macro
Text	▪ Syntax and morphology ▪ Lexis	▪ Cohesive devices ▪ Text structure
Composing	▪ Searches for words and syntax ▪ Attention to ideas and language concurrently	▪ Planning ▪ Revising
Context	▪ Individual development ▪ Self-image or identity	▪ Participate in a discourse community ▪ Social change

Table 3: Micro and Macro Level Learning

2.2.18. Novice and Expert Writers

There are novice and expert writers and I believe that my students are novice writers. The clarification of the term novice and expert writers is essential. The term "novice writer" as used in the literature on the developmental psychology of writing refers to those who do write – whether in school, for business purposes, or for other functional activities in their lives – but whose writing is problematical. It does refer to non-writing individuals, be they illiterate or functionally illiterate (i.e., those who rarely use what writing skills they have) Pea & Kurland (1987). Based on this definition, I base my assumption that students are novice writers.

The technical meaning of the term "expert writer" is more elusive, since it does not necessarily refer to professional writers, such as novelists or journalists, although such people are often experts in their field of study. It appears that the popular definition of expert writers (i.e., those who write for a living) excludes a large group, such as academicians or business people who write all the time and are often "expert writers" in cognitive studies of writing (Pea & Kurland, 1987). Pea and Kurland (1987) argue that perhaps the best working definition is that expert writers are those who are recognized as such by their peers in the genre(s) they have mastered.

According to Pea and Kurland (1987) the chief distinction between novice and expert writers is that the novice reaches the plateau of writer-based prose and may never progress to the reader-based prose of the expert (Flower, 1979). What the above mentioned refers to is that in writer-based prose, which gets most writers through school and many through business-related writing, the focus is on the text in isolation, produced in linear, non-reflective fashion (Larson, 1971), rather than on the text in relation to its intended audience (Maimon, 1979). Bereiter and Scardamalia (1983) call this overused procedure the "knowledge-telling strategy". Kroll (1978) describes this general problem of novice writing as one of the "cognitive egocentricism". In Flower's (1979: 63) words: "In its language and structure, Reader-Based prose reflects the purpose of the writer's thought; Writer- Based prose tends to reflect its process". What Flower describes as writer-based prose would appear to be, in part, a literal translation of oral speech conventions into written language (Shaughnessy, 1977). Pea and Kurland (1987: 293) argue that there are many other problems of novice writers emerging as symptoms of this "memory-dump", mainly linear, approach to writing. This study expects to demonstrate how the students as "novice writers" are able to get to the plateau of writer-based. I think it is quite challenging to get writers to begin writing, and to

provide them with the cognitive momentum to keep on writing, to evaluate and revise, or to desire more highly developed writing skills.

2.3 Various Writing Exercises Which Could Help Improve Students' Writing

There are various writing exercises which I will be addressing now. Earlier in my literature review I have discussed the difference between reading and writing and the effect it has on students' writing process. Now I will look at reading and writing and how it might help improve the students' writing. It is believed that writing classes are to be considered as a place where students study English rhetoric rather than develop their voice in writing, where producing an accurate piece of writing is more emphasized than the writer's expression of his/her innermost thoughts.

2.3.1 Reading and Writing as Part of the Literacy Practice

I believe that literacy stresses the relationship between reading and writing and that reading and writing are part of the literacy practices within the community. In a study conducted by Tshotsho (2006) communities use literacy to produce, consume, maintain and control knowledge from their own culture. It appears that literacy is important for a person to translate correctly from L1 to L2 when writing academic texts. In light of Tshotsho's (2006) study, I am inclined to believe that students use translation as a coping strategy in their academic writing, but they do not have the skill to translate from the L1 to the L2. She also mentions that students sometimes are aware that translating from one language to another is risky and problematic and moreover their teachers are not trained to help them to translate well. I think students find it difficult to translate from one language to the other since they lack experience and academic conversation with regard to concept formulation and logical thinking in their L1 and ESL. The problem that we are facing in South Africa currently, is

that because there are students from different races and backgrounds and they do not all have the same mother tongue, the teacher is then left with this daunting task of not being able to translate the work given in class to that students' in their native language. Our classes are overcrowded, thus the teacher is not always able to provide individual attention. In order for students to be able to translate from L1 to L2 they need to be taught the basic language skills of transferring knowledge between languages to enable them to translate cognitive knowledge. They also need to develop their L1 and L2 competences as well. I believe that the problem is that some students just swap labels between L1 and L2 and that without transferring knowledge itself in swapping labels, concepts are confused as dictionary definitions are not always adequate to explain socio-linguistics and applied linguistic concepts (Banda, 2003 in Tshotsho, 2006). Tshotsho (2006) argues that translating by mere swapping of labels should not be encouraged as it gives the student false impression that they understand the ideas and concepts involved, whereas this is not the case.

Swales (1990); Grabe and Kaplan (1996) argue that social dimensions are important in writing because writing should not be viewed as an individually-oriented, inner-directed cognitive process, but as an acquired response to the discourse and that instruction should afford students the opportunity to participate in transactions with their own texts and the texts of others. I believe that by guiding students towards a conscious awareness of how the audience will interpret their work, allows students to learn to write with a readerly sensitivity. It is believed that literacy emphasizes a close relationship of reading and writing as mentioned earlier on. I surmise that to learn to read and write is to engage with using and interpreting the written code. Good educational programmes stress the relationship between reading and writing and encourage students to move between the two, using the experience gained in another activity to inform and enrich the other and that the two cannot be separated and they are viewed as two aspects of the same phenomenon, using written language

(Christie, 2005). In Tshotsho's (2006) study, it is argued that reading is an important aspect which can improve literacy and be able to function within society; one has to master the four language skills, which include listening, speaking, reading and writing. She also states that in order to be able to write language correctly, one has to be proficient in reading. I believe that students learn how to read by mastering discrete elements of language (Dudgeon, 1989). Therefore, I feel that in written language, there is no visual contact with the intended audience, thus language is used to reflect on some topic. It is a given that a written text has the beginning, middle and end. Students who are competent in academic writing follow a pattern of thesis, evidence and summary.

2.3.2 The Correlation between Autonomous and Ideological Models of Literacy

In Issa's (2010) study a correlation between autonomous and ideological models of literacy in the context of academic writing pedagogy has been made, which is represented in Table 4 below:
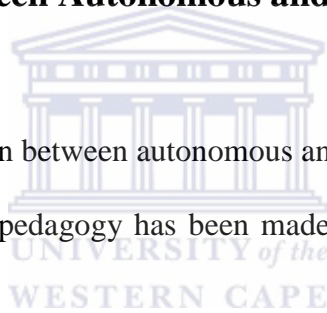
A skills approach embedded in the autonomous model emphasises	A practice approach embedded in the ideological model emphasises
• Student writing as primarily an individual act • The individual as an autonomous, socially neutral, subject • Language as a transparent medium of communication • Literacy as autonomous and universal • The 'appropriateness' of essayist literacy	• Student writing as a social act • Language as constructing meanings/ identities • Literacies as numerous, varied and socially/institutionally situated • The socio-historically situated nature of essayist literacy • The privileged status of essayist literacy

| in Higher Education. | within academia |
| | • The contested nature of dominant academic conventions |

Table 4: Comparing skills with a practice approach to student writing
Source: Issa, 2010: 56

My understanding of this table is that it compares these two models, in that as an educator one might have a better understanding of the students writing, which could assist their writing skills. In the preceding table Issa (2010) intended to show us that there are models which are important in the academic writing pedagogy. However, often one identifies with one model or the other, depending on where one puts more emphasis. Issa (2010) argues that in academic writing pedagogy, the skills approach embraced in the autonomous literacy model can be of use for students at their pre-university education level, that being, secondary schools and below. The previously mentioned realization is due to the importance of the practice approach even at these levels.

In the skills approach with reference to the preceding table, emphasises on the basic language skills and the importance thereof, should be given to students during their early years of language learning. At the lower level- i.e. pre-university- students are not yet able to handle literacy in an advanced, and sometimes in an abstract manner as it is configured in the practice approach. In my study, I intend to address the above mentioned issue at pre-university level wherein the students mainly focus on poetry, novels etc. and not on writing related to their future career. I surmise that at a tertiary level students have to learn how to select the information which is relevant to their studies, whereas at school the students are given set work to study. I believe that students should be able to acquire these skills through the process of reading and writing texts as literacy events, notwithstanding the hybridisation

process, which must take place during the encounters of local literacies (from the home, the community, or earlier schooling) students bring into the university and the dominant university literacies students are supposed to conform with (Issa, 2010). In Issa's (2010) study, emphasis has been made, that such hybridisation is essential to avoid privileging the more valued university dominant literacies and ignore students' own background knowledge, and experiences they bring into the university.

2.3.3 Unpacking of Literacy

Johns (1997: 5) defines literacy as encompassing,

> … ways of knowing particular content, languages, and practices and it has the strategies for understanding, discussing, organising, and producing texts. In addition literacy relates to the social context in which a discourse is produced and reproduced and the roles and communities of text readers and writers.

Based on the concept of meaningful literacy proposed by Hanauer (2012 as cited in Alosaimi's study 2014), which mainly rests upon the importance of producing a human learning experience through making literacy practice, writing in particular becomes meaningful on the personal and social levels. It is believed that meaningful writing instruction should "position the individual learner and his/her personal experience, history, and social contextualization at the centre of the learning experience" (Hanauer, 2012: 108).

Issa (2010) argues, that for a literate person the unpacking of literacy practices in the construction as mentioned above and with production of texts, might appeal to have more sophisticated mode of processing of texts, than would otherwise be the case if the person was not literate. My understanding of the above mentioned view is that for a literate person writing with sophistication would be more appealing than for someone who is not literate. Johns (1997: 5) proposes the integration of literacy views, from a pedagogical point of view, and argues that, students need not conceptualise "a social construct as a rigid set of rules, but as guidelines to be negotiated within specific contexts", which means that in reading and

79

writing of every text as a literacy practice there is always a space for "individual interpretations; purposes, voices", and that students ought to be encouraged to "experiment within and outside, textual boundaries and conventions".

According to Hayes (2012) a number of researchers observed that when freshmen students were asked to revise, they attended primarily to local text problems, such as spelling and grammar, and ignored global text problems, such as organization. He also mentions that in contrast, experienced revisers attended to problems both global and local. It appears that what Hayes is stating here is that the reviser would look at the bigger picture. I intend to discuss this is in greater detail in my study.

The trouble with young writers when it comes to revision is that they lack the necessary executive skills, which is to coordinate problem detection and problem repair (Hayes, 2012). My understanding here is that students' sometimes have the problem of noticing when their written work is written incorrectly and when they do notice errors in their work, they are not sure how to repair the mistake. In my study I will attempt to address the above mentioned issue.

2.3.4 Problems That L2 Writers Confronts Regularly

I will now discuss the problems that L2 writers face, so that we will have a better understanding of what leads to L2 writers becoming struggling writers.

In light of Alosaimi's (2014) study, the mainstream approaches to ESL/EFL writing—the pattern-product approach and the process approach—appear to focus on structural, grammatical, and practical skills of writing (Badger & White, 2000; Bilton & Sivasubramaniam, 2009). Alosaimi argues that, L2 writers struggle to maintain the lexical and structural constraints aiming at producing what sounds like an English text while writers' imagination, self-expression, and creativity are avoided (Gravin, 2013). It appears that L2

writers do less planning, at the global local levels, since they devote more attention to generating material, this generation is more difficult and less successful in that more time is spent on figuring out the topic, less useful material is generated, and more generated ideas never find their way into the written text. Researchers argue that L2 writers engage in less goal setting, global and local, hence, they have more difficulty achieving these goals. It has been reported that organizing generated material for the L2 is more difficult, thus L2 writers spent more time referring back to outline or prompts than consulting a dictionary and therefore, exhibits more concern and difficulty with vocabulary. My view is that L2 writing pauses are more frequent, longer and spend more time writing, which means that L2 writers write at a slower rate and produce fewer words of the written text.

Silva (1993) argues that L2 writing is a less fluent process and L2 writers make more errors overall, which means that more morphosyntactic errors, more lexiconsemantic errors and more errors with verbs, prepositions, articles and nouns. It appears that L2 writing is distinct from the simpler and less effective than L1 writing, however, the general composing process patterns are similar in L1 and L2. Silva (1993) is of the view that L2 composing is more constrained, more difficult, and less effective, which meant that L2 writers did less planning and had more difficulty with setting goals, generating and organizing material. She also noticed that L2 writer's transcription was more laborious, less fluent, and less productive— perhaps reflecting a lack of lexical resources. This research expects to demonstrate that L2 writers review, reread, and reflect on their written texts less, revise more— but with more difficulty and are less able to revise intuitively. In the above mentioned observation Silva (1993) found that L2 writers' texts were less fluent (fewer words), less accurate (more errors), and less effective (lower holistic scores). It appears that at the discourse level, their texts often exhibited distinct patterns of exposition, argumentation, and narration; their

responses to two particular types of academic writing tasks- answering essay exam questions and using background reading texts- were different and less effective (Silva, 1993).

In terms of the lower level linguistic concerns, "L2 writers' texts were stylistically distinct and simpler in structure" (Silva, 1993: 668). I believe that in academic writing the communication needs to be written in the appropriate style. The style of a particular piece must not only be consistent but must also be appropriate both for the message being conveyed and for the audience (Molle & Prior, 2008).

2.3.5. Writing Exercises to Assist L2 Writers

Students have to realise that writing is an activity designed to create a text for some audience and that within this broad definition, it is useful to identify certain specialized writing activities. What we most commonly think of as writing, is the activity of producing text to be read by other people—for example, writing articles or school essays. As mentioned earlier we have the formal writing where the author meets the standards with spelling, grammar, and other rules of good communication. Besides formal writing there is journal or autobiographic writing where the writer is the sole audience and formal rules may be relaxed. Creating a writing plan may be helpful as it would be considered a specialized writing activity. A writing plan which involves setting goals, generating ideas, and evaluation, may be necessary for the involvement of translation and transcription to produce a written product: a plan. Revising written text is also thought of as a specialized writing activity, which is initiated by the detection of a problem in an existing text and therefore planning a solution to the problem, translating that solution into language, and transcribing that language into new text to replace the old text (Hayes, 2012). It is believed that writers who produce different kinds of texts, have different writing strategies available to them, which means that they may respond best to different instructional procedures offered to them. I hope to discuss the above mentioned later on in my study.

When addressing the topic of grammar; according to a study performed by Nunn and Sivasubramaniam (2012), students expressed their view that the passive voice was preferable and that they tended to use it in their texts. My understanding of the above mentioned view was that students therefore avoided the first person, without them knowing that the first person was used spontaneously but not consciously. From the quantitative analysis as stated by Nunn and Sivasubramaniam (2012) the first person use is always more prominent when the authors are explaining their own design. According to Nunn and Sivasubramaniam (2012), competent writers need to be aware of the choices available in the whole transitivity system, where you have your first-person voice or your active and passive voice clauses.

 Nunn and Sivasubramaniam (2012), mention that according to Krishnan et al (2003: 18), the first person is best avoided in academic discourse: The use of "I" or "we" and their respective cases (e.g. me, us) is generally avoided and that ideas are expressed not with a first – but with a third-person subject. Nunn and Sivasubramaniam (2012: 7) uphold, Vygotsky's view that literacy is not the 'personal, idiosyncratic property of an individual, but rather a phenomenon created by society and shared and changed by the members of that society'.

When activities are designed that encourages creativity within reasonable subject-related constraints, students' are lead to empowerment and ownership of their own learning (Nunn & Sivasubramaniam, 2012). In an expressive writing exercise which was performed on breast cancer patients by Henry et al (2010), I viewed as being useful to be performed on students at a tertiary setting. In this exercise students had to write without stopping for 20 minutes. They had to write about positive thoughts, experiences, and feelings that they experienced in their childhood, people they love, who you are, or who you want to be. If they ran out of things to say, they just repeated what they have already written until the 20 minutes are up. They should not worry about grammar, spelling, or sentence structure. They shouldn't worry about erasing things or crossing things out, just write freely. I surmise that such an exercise may be

83

helpful to students with expressive writing where they get to use their five senses; hear, see, taste, feel and touch.

Foulk and Hoover (1996: 4) provide examples of expressive writing exercises which are:

1) Observations on recent weather conditions and how they might be affecting an experiment in your research plot.
2) Notes taken during a seminar, including lists of facts, complicated descriptions, or even brief marginal points of disagreement or confusion you intend to bring up or look into.
3) Notes taken while reading a journal article, perhaps even just jotted in the margins.
4) A list of ideas generated from a discussion you had with a colleague.
5) A list of questions you would like to ask the student with whom you are meeting in an hour.
6) A diagram or sketch designed to clarify a difficult or complex concept in your own mind.
7) A quick first draft of an article in which you allow yourself to write freely.

It appears that the goal of expressive writing instruction was originally to free students from the shallow "performance" (Spigelman, 1996) that was current-traditional exposition, where they just wrote enough to be accepted at university, but now they had to require, instead of performance, "true and honest narratives" (Spigelman, 1996; Sivasubramaniam, 2004). Spigelman (1996) argues that expressive writing pedagogy sustains the notion of the autobiographical pact, leaving students no choice but to sabotage or resist expectations for verisimilitude in their essays in order to move beyond confession or solipsism. My view is that one cannot really see through someone else's eyes, but through writing and reading you may be able to get close enough to appreciate the richness of another's vision. When students' are asked to be truthful in their essays, clarification of this expectation needs to be made and as educators we must understand that it is both unfair and unrealistic to expect honesty from our students, if honesty means that they must expose the 'naked truths' of their lives. Truthful writing should be understood as an honest exploration of the roles and voices that students can construct for them, through the fictional potential of expressive writing.

As educators we are left with the daunting task of teaching students' to write, by showing them how to develop and organize what they want to say and guide them in the process of getting it down on paper. Planning results in a better first draft. Using a 'planning think sheet', which specifies a topic and asks the questions, 'Who (am I writing for)?', 'Why am I writing?,' 'What do I know?,' 'How can I group my ideas?' and 'How will I organise my ideas?' (Englert, Raphael & Anderson, 1992). According to Russell, Baker and Edwards (1999), using a plan of action helps students create first drafts, thus the plan serves as a concrete map for engaging in the writing process and provides students with suggestions for what to do when they feel "stuck". They used a revising and editing method, where pairs of students alternate their roles as student-writer and student-critic, may be seen helpful. In this process the student-critic would identify ambiguities in the essay and thus be given the opportunity to ask the writer for clarification. The teacher also provides the student-writer with feedback on clarity and on the plausibility of the supportive arguments. Once the clarity and plausibility of the essay meets the teacher's standard, the pair move on to correct capitalization, spelling and punctuation.

Mironko (2004) like many other researchers, also believes that the writer needs to plan the whole process before writing occurs and that after reading a topic or the subject matter, the learner needs to organize the writing in a certain way, that is drafting, reorganizing, second drafting or even third drafting, proof reading, and then writing the final draft. Writing is process-focused in that the teacher creates an effective environment of learning in which learners feel comfortable about writing, explore the nature of writing, and discover their own strengths and weaknesses as writers. In a study conducted in (2014) Garcia found this meaningful statement by Paige (2010: 303) in corroboration with the Instructor's role to detach it from teacher-directed:

> We constantly face the temptation to tell students what they should do, should
> know, should think! In order to help student become self-directed in their learning

> habits as adults, we must once again begin showing students how to identify and
> then engage all types of potential learning situations .

As mentioned earlier, learning a second language should not be centred on grammar but rather on content or subject matter from outside the domain of language and that people learn a second language more successfully when they use the language as a means of acquiring information rather than as an end in itself, and this approach therefore better reflects learners' needs for learning a second language. The focus is on language use rather than on language usage, as skills are also integrated (Richards & Rodgers, 2001: 204-205, as cited in Mironko, 2004).

Graham, Harris and MacArthur (2006) mention that report writing was taught using the Self-Regulated Strategy Development (SRSD; Harris & Graham, 1996, 1999) model. They claim that with this model students learn how to apply the report writing strategy effectively, independently, and thoughtfully with the teacher's explicit instruction about the overall strategy, as well as how they can use their knowledge and organizational skills to apply the strategy. The points mentioned above are indicated in table 5 below.

Stage	Description
Develop background knowledge	Students are taught any background knowledge needed to use the strategy successfully.
Discuss it	The strategy as well as its purpose and benefits are described and discussed.
Model it	The teacher models how to use the strategy and introduces the concept of self-instruction.
Memorize it	The student memorizes the steps of the strategy.

Support it	The teacher supports or scaffolds student mastery of the strategy.
Independent use	Students use the strategy with little or no supports.

Table 5: Stages of Instruction in the Self-Regulated Strategy Development Model

Source: Graham, Harris and MacArthur, 2006

Hayes et al (1987) recognized that the outputs of the reading process had to change in response to the writer's goals, eg. When the goal was to understand a text to use it as a source material, the writer typically attempted to extract the gist and paid little attention to problems of spelling, grammar, and ambiguity. In contrast, when the goal was to edit, such problems must be detected and fixed and that setting a particular goal for reading to be carried out, a specified writing task should be considered part of the task definition or task schema for that task (Hayes, 2012).
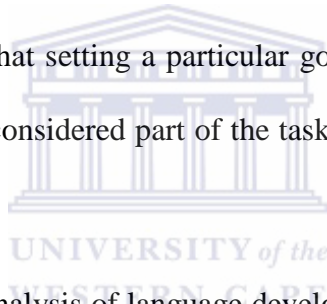
Researchers discovered in their analysis of language development in L2 writing, fluency as a temporal phenomenon, defining it as the number of words and structures became accessed in a given span of time. Simply stated, more fluent writers access a greater number of words and structures more efficiently; less fluent writers access fewer words and structures less efficiently.

2.3.6. How Beginning Second-Language Writers can Produce More Fluent Language

Fluency has been described as an "automatic procedural skill" that it is relatively free from conscious attention (Chenoweth & Hayes, 2001). It is believed that beginning second-language learners can 'bootstrap' their way into more fluent language production by using routines and automatized chunks of language that allow them to more easily produce longer

strings of language within a shorter period of time. Researchers argue that beginning second-language learners whose second language has not been proceduralized, where writing can be a very effortful process; may require conscious attention to retrieve words and spelling, leaving little working memory free to attend to higher-level concerns such as generating detailed content and organizing the discourse. A series of studies conducted by Chenoweth and Hayes (2001) provide both empirical observations of students writing in their first language (L1) and a model of written language production that supply a valuable context for thinking about the processes involved in generating written sentences. These authors believe that in the context of a think-aloud protocol study, L1 writers typically, 'construct sentences by proposing and evaluating sentence parts' (Chenoweth & Hayes, 2001: 85).

Spandel and Stiggins (1997: 45) performed a study where they asked teachers across the country in America to identify and define what they valued in good writing, below they have repeatedly cited six key traits as critical:

1. Ideas. Clarity, detail, original thinking, and textual interest.

2. Organization. Internal structure, logical sequencing, a captivating lead, and a sense of resolution.

3. Voice. Liveliness, passion, energy, awareness of audience, involvement in the topic, and a capacity to elicit a strong response from the reader.

4. Word choice. Accuracy, precision, phrasing, originality, a love of words, and sensitivity to the reader's understanding.

5. Sentence fluency. Rhythm, grace, smooth sentence structure, readability, variety, and logical sentence construction.

6. Conventions. Overall correctness, attention to detail, and an editorial touch.

2.3.7 The Incorporation of the Writing Process

A writing process incorporates pre-writing activities such as brainstorming, drafting, revising and editing, multiple drafts, and peer group editing (Bereiter & Scardamalia, 1987; Flowers & Hayes, 1981). L2 writers are in the process of acquiring these conventions and so often they need more instruction about language itself and that limited knowledge of vocabulary, language structure and content can inhibit L2 writers' performance (Myles, 2002). Myles (2002) argues that in order for students to improve their writing skills they should read academic texts, attend academic lectures and, if possible, work with students who are native speakers in order to be more acquainted with the discourse.

According to O'Mally and Chamot, (1990) in order to facilitate the writing process, students can develop the writing strategies which are metacognitive, such as, planning the organization of written discourse, and cognitive, which is using known linguistic information to facilitate a new learning task, as well as, using new vocabulary and social effective strategies which involve peer revision. I believe that students may be able to write well if they are exposed to a variety of genres of writing, which include flyers, magazines, article and books (Raimes, 1991, 1998; Swales, 1990). By examining a variety of written texts, students' awareness can be raised with regard to the way words, structures and genre contribute to purposeful writing and that they can also be aware of different types of textural organization, which can affect L2 students' composing process. By using a genre-based approach for teaching writing, it is believed that there is an increasing tendency to incorporate meaningful writing instruction that maximizes ESL learners' authorship of English, as well as allows opportunities for self-expression and identity negotiation through writing (Chamcharatsri, 2013; Garvin, 2013; Hanauer, 2003, 2010, 2012; Iida, 2012; Lapidus et al., 2013; Loureiro-Rodriguez, 2013; Park, 2012a, 2012b as cited in Alosaimi, 2014).

In a study conducted by Byrnes, Maxim and Norris (2010), they refer to a quotation by Cope and Kalantizis (1993: 7) with regards to a genre approach to literacy teaching. This, "involves being explicit about the way language works to make meaning," and it places "emphasis on content, on structure and on sequence in the steps that learner goes through to become literate in a formal educational setting."

In Tshotsho's (2006) study, models of text analysis which could help L2 writers see how grammatical features are used in authentic discourse contexts, as may be seen below.

	Modelled Writing	Shared Writing	Interactive Writing	Guided Writing	Independent Writing
What is it?	Teacher writes in front of students, creating text, doing the writing and thinking aloud about strategies and skills.	Teacher and students create the text together; then the teacher does the actual writing. Students may assist by spelling the words or generating content.	Teacher and students create the text and share the pen to do the writing. Teacher and students talk about writing conventions.	Teacher presents a structured lesson and supervises as students write. Teacher also teaches a writing procedure, strategy or skill.	Students use the writing process to write stories, informational books, and other compositions. Teacher monitors student's progress.
Who writes?	Teacher	Teacher	Teacher and students	Students	Students
What size groups?	Whole class Small groups	Whole Class Small groups Buddies Individuals	Whole Class Small group Buddies Individuals	Small group Buddies Individuals	Buddies Individuals
Which activities?	Demonstrations	Language Experience Approach K-W-L Charts	Predictions Daily News Innovations Letters	Class Collaborations Class books Formula Poetry	Writing Centres Writing workshop Journals Letters

Table 6: Writing process which could assist teachers and students

Source: Hughes (2007)

2.3.8. Implications for the Classroom

Alosaimi's study (2014) believed that research in applied linguistics and language teaching ably described language learning classrooms as decontextualized contexts where learners are

inclined to be barely "an intellectual entity involved in an assessable cognitive process" (Hanauer, 2012: 105). It is argued that learners' subjectivities should be addressed within language classrooms (Elbow, 1994; Hanauer, 2003, 2012; Kramsch, 2006, 2009; Pennycook, 2004; Widdowson, 1998).

Researchers attest that some educators believe in limiting the focus of expressive discourse, students go beyond superficialities and move into reflection and knowledge. Beach (1977) adapted the "phrase" autobiography method as suggested by Moffett (1968), using the acronym AMP for his method of teaching personal writing: Autobiography, Memoir, and Portrait. Autobiography focuses on the writer, memoir is writing about someone else in the past, and portrait is defined as writing about someone in the present. It appears that another movement that utilizes the writing of autobiography for discovery as well as for self-improvement is Progoff's (1975) "Intensive Journal Workshop". In Voit's (2009) study, she argues, that teachers always tend to look for ways to reach their students, identify with them and of course improve their students' language skills. She believes that dialogue journals seem to address all of those issues together. Although it is somewhat more focused than free writing, it makes use of the expressive mode within its structured exercises (Collins, 1985). Progoff, a Jungian psychologist, bases his theory of journal writing, for bringing one's life into focus, upon his studies of creative people. The principle operating in the progressive exercises of the journal is that when a person is shown how to reconnect himself with the contents and the continuity of his life, the inner thread of movement by which his life has been unfolding reveals itself to him by "itself". I surmise that the idea that writing should bring order, understanding and meaning to one's thoughts and experiences is another way of saying that writing processes internal information, makes it external, and holds it in graphic relief for reflection and learning as stated by Collins (1985). My understanding is that students who write expressively are thinking on paper, which helps them in a way, where

91

they begin to see relationships, connections, and ideas which once were elusive and abstract. It appears that their convictions are strengthened and each begins to develop a stronger sense of self, increased confidence, and decreased sense of failure.

Garcia (2014) argues that the learners "self-concept" is defined by the learners need to develop self-direction to take charge of their own decisions and self-demand for tasks that will enhance their language development and ultimate success (Boone, 2013; Kreber et al., 2005).

Students who are able to organize their thinking on paper are in a better position to understand another writer's organization of ideas. It is believed that this is what reading comprehension is all about and this in turn makes expressive writing a powerful teaching tool for reading comprehension. I believe that when writing and reading are used together in this manner, students soon become conscious of themselves as writers working through a process, than as readers working through the product of another writer's process. Students as readers/writers grow in control of their thinking processes and they learn to think as the writer generating text; they learn to think as the reader making meaning from the text; and this is what makes expressive writing a meta-cognitive activity (Collins, 1985).

This study hopes to offer some verifiable explanation so as to demonstrate that when students actively use expressive writing for independent learning and for discovering interrelationships among their own reading-writing-thinking practices, then the assumption that the thinking processes of the writer compliment the reader's reception of the material, it then grows in power and effectiveness when reader and writer are one can be supported. To determine if journal writing will help my students' improve in their writing, is something that I will discuss further in my thesis.

2.3.9. The Effect of Feedback on Students

Researchers found that feedback helped students' in their writing process. They argue that some students appreciated feedback. I will now discuss the effect of feedback on the students. In light of Tshotsho's (2006) study, correcting students' errors should always provide a platform from which students can reassess and redraft their work and that correction should encourage students to think about what they have done and lead them to improve on it. It is believed that providing feedback on errors can tell the teacher something about the effectiveness of teaching techniques and show the teacher what parts of the syllabus have been inadequately learned or taught or need further attention. Spandel and Stiggins (1997: 41), state that students who know the traits of good writing feel less confused and bewildered by the feedback they receive.

According to Sheen (2007) corrective feedback (CF) may be a reasonable way to think that learners with high language analytic ability will be better able to engage in the kind of cognitive comparison that is required of CF and is to result in learning. It can be further argued that direct metalinguistic correction will benefit analytically strong language learners to a greater extent than analytically weak learners because the former will find it easier to use the metalinguistic information. Sheen (2007) is of the view that while it may be hypothesized that written direct feedback increases noticing, direct metalinguistic feedback increases not only noticing but also encourages awareness-as-understanding (i.e., a deeper level of cognitive processing).

Ferris (2004) argues that error feedback on uncorrected students will lead them to write better than the corrected ones— in which case, correction is apparently harmful. He compared the writing of students who have received grammar correction over a period of time with that of students who have not. It is believed that most teachers feel they have an ethical dilemma when it comes to correction/no correction in L2 student writing. They argue that unless they

are already sure that error feedback does not help students they also sense that it may in fact harm them. It appears that teachers consider it unethical to withhold feedback from their students simply for research purposes. What this implied for teachers was that they felt they were under the impression that students most likely will rebel and complain and lose confidence in them if they do not give them feedback on these types of research efforts. This study hopes to understand that the cognitive investment of editing one's text after receiving error feedback is likely necessary, or at least a helpful step on the road to long term improvement in accuracy.

Writing practice can prevent diagnostic feedback that helps learners improve their linguistic accuracy at every level of proficiency (Myles, 2002). I believe that instruction should provide students with ample amounts of language input and instruction, as well as writing experience and feedback to fulfil their goals. This implies that the effectiveness of feedback may depend on the level of the students' motivation, their current language level, their cognitive style, the clarity of the feedback given, the way the feedback is used, and the attitudes of students toward their teacher and the class (Myles, 2002). My view is that we should systematically encourage learners to reflect on what they want to write and then help them make an appropriate choice of language forms which has pedagogic value. Learners should be encouraged to analyse and evaluate feedback themselves in order for it to be truly effective.

According to Montoneri, Moslehpour and Chou (2012: 346), "teacher's feedback is most effective when it is delivered at intermediate stages of the writing process, when students can respond to feedback in subsequent revisions and may thus be more motivated to attend to teacher suggestions".

It is reported that students do tend to utilize teacher feedback, feedback on grammar problems in particular, in their revisions (Hedgcock & Lefkowitz, 1994). Russell, Baker and Edwards

(1999) mentions that feedback is combined with instruction in the writing process, the dialogue between student and teacher is strengthened and that the giving and receiving feedback also help students to develop "reader sensitivity" and their own writing style.

Banda (2003 as cited in Tshotsho, 2006) found that the ability to write a text that is error free is not a naturally acquired skill but is formally learned or culturally transmitted as an asset of practices in formal instructional settings and that students can only learn the skill in a school situation. Kahn and Holody (2012) are of the view that when students receive feedback, they perceive it as excessive, inconsistent, and arbitrary and they have no opportunity to incorporate the feedback, they are less likely to improve their writing. It appears that students who have problems with spelling and grammar should receive feedback, however, there is a difference between students who occasionally misspell a word or make similar grammatical errors and those whose work is littered with punctuation and capitalization mistakes, incomplete sentences, subject-verb disagreements, and other surface errors (Kahn & Holody, 2012). My understanding is that the latter part of the sentence is of vital importance for my study as I hope to discuss it in more detail later on in my study. I believe that students whose work is littered with "mistakes" definitely need the feedback the most.

A study conducted by Tshotsho (2006) believes that feedback is of utmost importance to the writing process and that without individual attention and sufficient feedback on errors, improvement in writing may not take place. I believe that students need feedback from teachers on the form and structure of writing. If this feedback is not part of the instructional process, then students will be disadvantaged in improving both writing and language skills.

2.4. Conclusion

Writing about different ideas encourages students to engage with those ideas. Just as one must really understand a concept to explain it to someone else convincingly, one must more actively think about a topic to write about it. Writing allows students to develop meaning or to think through new ideas for themselves. They bring their own experiences to their writing and do not merely rely on the instructors' perspectives as voiced by Kahn and Holody (2013).

By writing students are engaged in critical thinking and analysis that is not afforded when they are listening to a lecture. The focus on using writing to learn does not mean that the rules of written expression be ignored. Without the opportunity to write and experiment with language and vocabulary, students certainly will not improve their writing. As with the development of other skills, improvements in writing occur progressively through practice and useful feedback.

I am inclined to accept Issa's (2010) position when he states that a student can never be assumed to have acquired academic writing literacy by simply mastering grammatical features and other language skills and that the teaching of grammar and other language tools – though essential – cannot induct the student–writer into the literate-writer of the academic discourse. At university level, more efforts should be utilized in assisting students into successful literate-writers in their disciplines within which they write. I believe that students' unsuccessful writing revolves not so much around being unable to write in English (i.e. manipulation of grammatical skills), but rather being unable to write in the academic discourse as demanded by the different disciplinary requirements (Issa, 2010).

The cognitive processes in L2 writing cannot be studied separately from the social and motivational contexts in which they occur. Writing is thinking, and it is the effects of L2 on the writer's thoughts as they try to write that need to be researched (Galbraith, 2009).

It is believed that increased experience with a language be associated with increased fluency in writing that language.

I am inclined to accept Spandel and Stiggins' (1997: 204) position that most good writing begins with a strong sense of purpose and direction – a need to write, to share, to enlighten or entertain— that literally drives everything else. Ideas are the heart of the matter. Once students know this trait well, we can probably teach the others in almost any order that makes sense to us.

My understanding of students' inability to write well could be driven by the following facts: (1) their primary goal is to get through the exams based on a system of teaching and learning; (2) there is no real initiation of thinking, emotional engagement, reaction and response in the language classroom; (3) there is no real use of expressiveness and tentativeness in thinking; (4) the normative orientation to test and assess writing, which ignores the qualitative aspects of the writing process. I believe that all these above mentioned factors are driven by a way of thinking in our educational settings which views educational practices in terms of a rationalistic technological stance (Sivasubramaniam, 2009).

Very often teachers find the task daunting when they have to choose text for the students. Teachers have to understand that their choice of texts should support an understanding of the strong relationship between the teaching of language and the teaching of literature to students whose mother tongue is not English, thereby illustrating how recognition of the varied ways in which language and literature are related and integrated could offer benefits to the L2 classroom.

In a study conducted by Garcia (2014) it is believed that current research has suggested that higher education institutions are making a great effort to move toward student-centeredness and to develop awareness in the scholarly community through symposiums and other

educational forums (Kember, 2009; Rangachari, 2010; Finch, 2013). It is also believed that high schools are experimenting with student-centred approaches to put students in control of their own behaviour and discipline (Freiberg & Lamb, 2011).I think it is a good idea that higher education institutions and high schools move towards a student-centred approach in their teaching, but I believe that such a move cannot be that easy as there is limited time and the curriculum does not always permit such a move.

Students' progress along a continuum of responsiveness with growing pleasure in the opportunity for self-expression, leading to increased mastery of the language and more sophisticated thinking (Bilton & Sivasubramaniam, 2009: 301). I believe that by encouraging students to become engaged writers, their approach could set the groundwork for developing literacy.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

There is in any scholarly effort a certain amount of guesswork, a clarification of ideas
achieved only through the physical act of writing.

Arthur Phillips (2004: 320)

In this chapter I will present the key issues of the research methodology used in my study.

The various aspects/dimensions of my research methodology are discussed as follows:
Setting; Context of the problem; The literature-based language programme; Possible outcome
in general terms; Possible outcomes in terms of a social cognitive perspective; Students;
Research design and research questions; Accessibility; Difficulty; Revisiting the beliefs and
convictions underpinning this research; Choice of research design, approach and research
questions; Research components/instruments such as; Journal writing; Class assignments;
Course-based exam; Autobiographical writing; Interviews; Course exam; Quantity of data
collected; Overview of classroom methodology; Pedagogical framework for the study;
Writing practice; Conclusion.

This methodology will follow a qualitative design. It should be noted from the outset that this
is not an empirical design, and it is not my intention to compare and contrast statistically the
writing of noticeable and distinguished student writers. Rather the idea is to thematically and
qualitatively account for the strategies of the latter group, with an occasional 'glance' at the
distinguished group. My study does not venture to show the 'cause-effect' relationship of
academic writing and specific phenomena. It is designed to describe qualitatively as well as

impressionistically the kinds of writing processes and strategies, and the outcomes arising out of them in multilingual contexts.

3.2 Setting

Cape Peninsula University of Technology (CPUT) is a prestigious university in Cape Town. This university uses English as its medium of language, which means that all the courses offered at the university are offered in English. Consequently, the university has to cater for 28 000 students embarking on tertiary level education. Given this magnitude and the inevitable prioritization of English medium education, Cape Peninsula University of Technology is faced with an arduous mission of promoting the cause of education; CPUT has to achieve its goals with students, who, in many respects are not competent enough to enter at the university. This is reminiscent of Sivasubramaniam's (2004) study, where some students, who are deficient and demotivated find the shift from vernacular-medium schooling to English-medium tertiary education a daunting experience. This can have a bearing on their academic welfare and career goals which are contingent upon their ability to function in English.

3.3 The Context of the Problem

Researchers believe that to study in a college or university where English is the medium of instruction could pose problems for students whose mother tongue is not English, yet, who for one reason or another, come to study where English is the only language of instruction

(McWhorter, 1992; Smith & Smith, 1988; Sivasubramaniam, 2004). These students need a variety of study skills in English such as library skills, note-taking skills, reading skills, writing skills and examination skills to get ahead in their studies in a university. In all the other above mentioned skills the majority of the students had to be trained at the university. Due to the teacher spoon-feeding method used at high-schools, the students develop an 'over-

reliance' on the teacher, which in turn leaves them with a deficiency in the English language. It is natural for most of the students at the Cape Peninsula University of Technology to view their different areas of learning as a continuous process of rote memorization, which they got used to at school and with which they think they can pass their different courses and obtain a degree from the university. I believe that such an attitude handicaps the students in various ways; therefore, I have made the following observations which apply to my study:

1. Most of the students believe that in many study areas, writing in English in response to what they have read, is increasingly unmanageable because they are unable to express themselves in writing.

2. Very often students miss out on the joys and delights of higher learning, such as initiating discussions with the teacher in class; developing critical/analytical attitude to things around them; discovering the inter-connectedness of texts that is gained through reading them; and taking part in inter-collegiate symposiums, debates and various other organizations and clubs that promote learning and awareness because they have to follow a set curriculum, which has to be completed.

3. Having acquired an examination-oriented mentality, many students believe passing courses and exams is the ultimate goal of university education.

4. At a higher level, their ability to write in English is so marginal that they find it a stifling experience to grapple with the courses that demand an analytical ability from them.

The above mentioned points assumed particular relevance and significance in my investigation. It is probable that at school the students are:

1. Neither learner-oriented nor student-centred in terms of materials and methodology.

2. They regard the exams as the ultimate end to higher learning, which becomes detrimental to their education.

The above mentioned issues suggest the need for an alternative line of inquiry that would use a literature-based approach to L2 at the university and that it was hoped that my literature-based L2 programme would not only increase the students' knowledge of language usage and use, but would also bring about an overall increase in their writing proficiency which could contribute towards meeting their academic and occupational goals. Against the background of students not being able to express themselves properly in English, I have implemented exercises to assist students' in their writing.

3.4 The Literature-Based Programme

The constructivist response on pedagogy which I have discussed earlier on is in continuation from my Literature Review in Chapter Two. In light of this, the following discussion aims to further expand my ideas of a 'response' pedagogy, which underlies a problem-posing model of education. The literature-based programme which I have implemented in the under-graduate wing of the Faculty is the mainstay of my investigative study. It spreads over two semesters, one semester and the start of the second semester of 20 weeks duration. The study required 320 hours of classroom work and 105 hours of homework approximately.

My study identified one barrier, which has not been addressed so far and that is: neglect of expressive written English and a lack of confidence to write it.

The need to address this barrier prompted me to use literature of an evolutionary nature to L2 writing as an alternative line of inquiry, with a view to finding possible solutions to the existing language learning problems at the university. Given the strategic status of the students, the use of a literature-based approach to L2 was a choice reflecting the autonomy of the students. Thus, I decided on a literature-based approach to L2 as my approach of choice

and defined the specifics of the writing process with specific room for open-ended procedures and reformulations.

3.5 Possible Outcomes in General Terms

I would like to address some of the concerns which my programme regards as an order of language learning and teaching, namely:

1. Reduce the examination-oriented mentality and take writing beyond mere performance in an examination.

2. Emphasize writing as a leeway for the exercise of mental energy and creativity.

3. Initiate an understanding of the requirement of the text and students, and above all, of communication.

4. Instil a love for writing in students by which it is hoped, it will encourage them to write for themselves both for their enjoyment and for their longer term benefit, as their range of writing expands.

5. Encourage students to explore other texts, which address issues/matters of everyday living.

6. Use reading as a valuable input to develop writing as a 'response' to reading.

7. Help students discover the personal utility of writing and the life-long joys and delights associated with writing.

(Sivasubramaniam, 2004)

3.6 Possible Outcomes in Terms of a Social
Cognitive Perspective

When viewed from a social cognitive perspective, the process of learning a second language itself is confronted with a 'special' significance. In view of a study conducted by Sivasubramaniam (2004), it is believed that one would expect that, if the student is to be

successful in his/her attempts to learn another social group's language he/she must be both able and willing to adopt various aspects of behaviour, including verbal behaviour, which characterizes members of other linguistic-cultural group. Given that the Cape Peninsula University of Technology is an English medium university, English takes on a major role in the Faculty given that all the subjects are taught in English. The writing tasks done in class might promote receptivity to the experience of becoming a better writer of the English language. I chose texts of an evolutionary nature that were both attractive in design and helpful in promoting language-based activities, with the intention that my programme hopes to promote receptivity to course content.

My intention with the writing tasks given to the students was that, I wanted to bring about a positive reinforcement that would enhance the self-esteem of the learners (Clark, 1980, 1987). My study expects to demonstrate that by promoting expressive writing the students will not feel threatened when they have to write in a language that is not their mother tongue. Students have to realize that being able to write properly can be a gratifying experience. My research expects to demonstrate that such a realization would help the learners minimize their debilitating anxiety, a feeling of deprivation which gets in the way of learning, and optimize facilitating anxiety, a feeling that making a real effort might make all the difference between success and failure, and thus help them do better than they might otherwise (Kleinman, 1977; Scovel, 1978, as cited in Sivasubramaniam, 2004). It appears that when learners realize that their commitment to accomplish something is contingent on their further mastery of the language, instruction can be provided to meet those emergent language needs and that this kind of situation can create the sort of classroom ecology in which language-based instruction can be profitably received. This in turn can define the purpose of language teaching which would then be able to help the learners reach the stage where they can operate autonomously and to use their autonomy as a stimulus for further classroom exploration. The aim of the

writing tasks was to foster integrative motivation in the learners (Allwright & Bailey, 1991) by promoting a love of writing as mentioned earlier on. By enhancing the self-esteem of learners, my programme can attempt to deaccentuate instrumental motivation, which not only leads to the desire to learn English as an academic requirement in the context, and accentuate integrative motivation, but also leads to the desire to read the world (Freire & Macedo, 1987). I believe all that I have said so far will go a long way towards developing the academic performance of the students, which in practical terms means the students' grades will improve and will be able to graduate in their field of study and that in turn can contribute significantly to their occupational success in an increasingly competitive world.

3.7 Students

14 students participated in my study. I had a mixed group of students that came from South Africa, Congo and Ghana and all of them have been through vernacular medium schools. While some of these students had some exposure to English, some of them had little exposure to English. At this juncture it should be noted that none of the 14 students had been well exposed or adequately trained in expressive writing in the target language. I would like to mention that four of the students had problems with attendance, coming from wobbly family structures, dealing with broken homes, estranged parents, single-parents and parents not being there. The students' had no idea what expressive writing in English would entail. As some of the students had gone through a system of L2 learning focused on the grammar-translation method in their high schools, I assumed that some of them would have grasped the defects of the grammar-translation method (Kohonen et al, 2001). The following observations support the above mentioned assumption:

1. The students expressed willingness to learn grammar rules;

2.   The students expressed a willingness to do the writing tasks that was assigned to them and implement in them the grammar rules that they learned;

3.   Some of the students preferred to use bi-lingual dictionaries to look up the meanings of new words and memorize them.

I observed that some of the students looked upon language learning as a matter of problem solving. Thus, it was expected that some of the students would look upon learning, especially language learning, as a task of rote memorization. However, the students very quickly came to the realisation that this was not possible.

3.8 Research Design and Research Questions

My study has used the insights obtained so far to discuss its rationale for choosing a particular set of writing tasks to be used in this research. What I have stated in this section thus far should, therefore, be viewed as a continuation of the points raised in the Literature Review in Chapter 2.

Many qualitative researchers have puzzled over the question of 'how' to write more engaging, more expressive/responsive as well as more communicative texts. "Why" we write, however, is not often part of our scholarly conversations (Colyar, 2008). In order to understand the dynamics and fall-outs of the issue at hand my study has adopted a qualitative design involving analysis of students' written academic essays, semi-structured interviews and document analysis. Merriam (1998) argues that, qualitative researchers are interested in understanding the meanings people have constructed, how they make sense of their world and the experiences they have in the world. My study aims to seek greater understanding of students' use and conception of – or their experiences with the practice of expressive writing in the classroom. The process of investigative use of expressive writing and subsequent understanding thereof can perhaps be best accomplished as an interpretive task utilizing case study methodology and its related techniques as the mainstay of my research framework. This

demands that I direct my attention toward the rigor and trustworthiness of the research design, its implementation, and the processes thereof.

In the Literature Review Chapter, I have argued in favour of expressive writing thereby assigning a definite place for process orientation in my investigative study. This meant that my study was directed in a way to affirm its faith in a constructivist approach to language learning, which views language teaching as an 'educational process capable of fostering educational outcomes in terms of student learning'(Elliott, 1991: 50).

It was not possible to rate the students' academic writing before the actual investigation began. The writing outcomes of the writing tasks given to the students, their journal entries and interviews conducted provide a basis for making decisions as how to improve students' academic writing. The fundamental aim of my research was therefore meant to improve the educational practice of expressive writing rather than to produce unbeneficial knowledge about what goes on in a language classroom. As such, I have realized that the improvement of practice is contingent upon realizing those values which make up its ends, for example, education for teaching (Elliott, 1991). For example, if the teaching process is to bring about the intellectual development of the students in relation to the content of the curriculum, then it must manifest qualities such as openness to questions, ideas, and ways of thinking, respect for evidence, a concern for independent thinking and an interest in the subject matter (Elliott, 1991).

It appears that as the field of education continues to grow, it remains vital that critical scholars continually investigate the absences, blind spots, and invisibilities inherent in research designed to interrogate, disrupt, and ultimately upend educational inequities as stated by Carducci, et al (2013: 6). In light of this, I have decided to address these issues mentioned above in order to justify my research and its underlying rationale.

Given that language teaching is a form of education, it is believed that any research into it should be viewed as educational research as it poses fundamental questions about the nature of human experience (Brumfit & Mitchell, 1990). So, my research into the practice of language teaching is an attempt to work responsibly and professionally. As a teacher researcher, I recognize the natural ability which all human beings possess for passing on culturally-acquired characteristics and qualities to their descendants through the medium, of education (Brumfit & Mitchell, 1990). Thus, it is our capacity as educators to understand the educational processes that make us superior to all other creatures on earth. My view is that no educational process is free from the influence of language, and so the role of language is central to any educational process, in the light of this, the learning of new languages, dialects and discourses are processes that contribute to my understanding of language, of education and most importantly, the human condition (Sivasubramaniam, 2004).

In my study, I had to practice reflexivity where I had to reflect on personal biography within the process of reflexivitiy. Van Manen (1990) reminds us that, reflection is at once both an easy and difficult proposition. Therefore, theoretically, it is easy to rationalize the need for reflection in critical qualitative inquiry and understand how it informs my research. From a realistic point of view, reflection is a much more nuanced and a complex endeavour to practice and teach (Carducci, et al, 2013). I had observed that getting students to reflect on what they wrote and the errors they made was challenging, but a practice worth implementing. I believe that we all see, experience, and interpret the world through lenses and tools shaped by life in a gendered, radicalized, and classed society. Accordingly, a number of scholars argue that reflexivity strengthens research and is indeed a methodological imperative in qualitative inquiry (Jones, Torres, Arminio, 2006; Lather, 2003; Richardson, 2005; Rossman & Rallis, 2003; Salzman, 2002) as it challenges researchers to explicitly articulate the influence of their multiple social identities, assumptions, and behaviours on

research processes and relationships (Carducci et al, 2013). I believe that with the use of reflexivity I will be able to strengthen my research.

With the issues stated so far in this chapter, one major concern comes to mind: as a teacher, I should be involved in researching my own professional practices in my own classrooms in order to extend the concepts of both professional practice and professional development. I also needed to position and place them in such a way that they would facilitate a naturalistic inquiry of naturally occurring events (Bailey & Nunan, 1996). In doing so, this chapter examines 'the particular ways in which the language is used to capture and express experiences' (Kern, 2000: 1). It is hoped that through such an undertaking, 'we not only learn a great deal about the conventions of the language, but we can also begin to glimpse the beliefs and values that underlie the discourse' (Sivasubramaniam, 2004: 187).

I believe that the qualitative design that I have chosen to use in this study will enable me to capture and describe the central themes that cut across all the participants. Gathering samples from their work handed in with a common pattern can lead to a development of great variation in their work that would be of interest and value in capturing the central theme and shared aspects (Patton, 1990) for my research. In light of what Carducci et al (2013: 7) have observed it is imperative that instructors of qualitative inquiry cultivate pedagogical spaces and practices that provide emerging scholars with opportunities to disrupt the silence that typically frames critical methodologies perspectives within the space and setting of educational inquiry.

My attempts to respond to literature of daily living/an evolutionary nature through reading and writing, where assumptions are made through its centrality in my study, are consistent with the need to examine the dynamics and outcomes of an L2 phenomenon influenced by the use of every day literature. My decision to use a personal-response approach reinforces

the primacy of reading and writing as educational practices. I surmise that in an age characterized by a culture of ignorance and illiteracy (see introduction) the presence of course books is a threat to thinking communities and their aspirations for democratic change (McRae, 1991). My study intends to demonstrate that the selection of texts reflecting the choice of approach to literature of an evolutionary nature, as it demands an examination of the criteria for text selection and of some language-based teaching materials.

I believe that students' need to learn how to operate successfully in an academic conversation that implies knowledge of the textual conventions expectations, and formulaic expressions particular to the discourse (Myles, 2002). According to researchers, "conceptualizing this transition as a social/cognitive act of entering a discourse emphasizes both the problem-solving effort of a student learning to negotiate a new situation and the role the situation will play in what is learned" (Myles, 2002: 3). It appears that the view of writing is typically a socially situated, communicative act and is later incorporated into Flower's (1994) socio-cognitive theory of writing. In view of the social cognitive curriculum students are taught as apprentices in negotiating an academic community, and in the process develop strategic knowledge, where writing skills are acquired and used through negotiated interaction with real audience expectations, such as in peer group responses. It should be noted that this type of instruction should, then, afford students the opportunity to participate in transactions with their own texts and the texts of others (Grabe & Kaplan, 1996; Myles, 2002). I believe that by guiding students toward a conscious awareness of how an audience will interpret their work, they can then learn to write with a "readerly" sensitivity (Kern, 2000).

3.9 Accessibility

Based on research performed by Silva (1993), on how L2 writers revise their work it has been observed that learners revise at a superficial level, where they re-read and reflect less on their written text, revise less, and when they do, the revision is primarily focused on

grammatical correction. He believes that L1 writing ability may also transfer to L2. As a result, students who are skilled writers in their native languages and have surpassed a certain L2 proficiency level can adequately transfer those skills. Of course, those who have difficulty writing in their native language may not have a repertoire of strategies to help them in their L2 writing development (Sasaki & Hirose, 1996; Myles, 2002). According to Myles (2002) observations, consideration should be made for L2 instruction and course design, especially for those courses in English for Academic Purposes (EAP) writing that include less-skilled writers or those who have never had the opportunity to engage in more knowledge-transforming tasks in their native language. My research intends to show us how social-cognitive theories of writing can demonstrate how social contexts for writing operate together with the cognitive efforts of the writer, just as they do when a person is acquiring a new language. The problem with applying L1 theories and subsequent models of instruction (such as the process approach) to L2 instruction is that L2 writing also involves the cognitively demanding task of generating meaningful text in a second language, which leads to L2 students generally wanting a more teacher involvement and guidance, especially at the revision stage (Myles, 2002). I believe that in order to provide effective pedagogy, L2 writing instructors need to understand the social and cognitive factors involved in the process of second language acquisition and error writing because these factors have a salient effect on L2 writing development. I propose to return to the above mentioned issue later in my research.

3.10 Difficulty

As mentioned earlier, choosing the correct text is of vital importance for the students to comprehend. Sivasubramaniam's (2004) study argues that the difference in emphasis, which determines whether a text is easy or difficult and that texts, which emphasize factual information, become closed texts in that they are primarily concerned with extractions of

information through close-ended questions. What this means is that there is the possibility that these texts have the possibility to pose difficulties to students as the texts expect concealed comprehension from students. Texts, which emphasize the ideational content, has the tendency of becoming open texts in that they encourage open-ended dealings with their content and these open-ended procedures encouraged by the open-ended texts can help students overcome their reading difficulties (Sivasubramaniam, 2004). In light of this, the emphasis on open-ended comprehension rather than correct comprehension promotes inter-subjective discussions among students as they process the text, which in turn will assist with their writing. As a result, the ideational content of the text activated by an aesthetic reading of it provides a lived-through experience, which has far-reaching motivational benefits for students.

In light of the points discussed earlier, I believe that texts that are open in terms of their ideational content cannot pose the kind of difficulties that close texts do. Students may be able to communicate more effectively if they are exposed to models of not only standard paragraphs and essays, but also a variety of genres of writing, including flyers, magazine articles, letters, and so forth which are all replete with ideational content and function as open-ended texts. Given this, my study expects to demonstrate that by examining a variety of written texts, students' awareness can be raised with regard to the way words, structures, and genre contribute to purposeful writing. I believe that they can also be made aware of different types of textual organization, which can in turn affect L2 students' composing process (Swales, 1990; Raimes, 1991, 1998; Myles, 2002). Researchers found that models can also be used for text analysis, which can help L2 writers see how particular grammatical features are used in authentic discourse contexts (Myles, 2002). I suppose that depending on the learners' levels of proficiency and writing abilities, models can seem fairly formulaic, as in the knowledge-telling model of a five-paragraph essay. However, as the students' progress,

they need to be aware of a variety of forms that "serve, the writer's purpose instead of the other way around" (Atkinson & Ramanathan, 1995; Myles, 2002). Cazden (1992) and Myles (2002) advocate the practice of scripting and performing texts in order to sensitize students to the many voices in a reading and how they interact. I assume that in this way, models of the target language can be reinforced.

3.11 Revisiting the Beliefs and Convictions Underpinning this Research

My first point of concern is that, I wish to reflect on how students participating in my study understand expressive writing. Students must learn that what is expressed is paramount, that the how of their expression is crucial (their diction and syntax), and that conforming to conventions is important only after they have expressed something worth editing. In light of this, Thomas' (2000) research points that while, the sophisticated and more mature writer comes to see the content, form, and conventions as inseparable; the emerging writer must have a manageable focus. I believe that in all attempts learning to write, students are invited – compelled, really – to make sense of the world, to weigh ideas, to explore values, to find their own connections, to invent voices, styles, personae on a page – and then to test everything out by communicating with others, sharing writing and exchanging responses (Zemelmann & Daniels, 1988). Which can lead the focus to be entirely centred on bureaucratic efficiency aimed at a uniform curriculum for the majority of the students and a scheme of research and evaluation based on recalls, think-aloud, grammar worksheets, reading comprehension, journal entries and autobiographical writing. As observed by Colyar (2008) as writes, we often think about writing as a form of communication, a kind of expression that looks outward and locates meaning in the transaction with a reader. She argues that writing also provides a means of looking inward, a means of connecting with ourselves. Sartre (1974)

suggests that self-connection is the fundamental purpose of writing: "Everyone wants to write." Sartre notes:

> Because everyone has a need to be meaningful – to signify what they experience. Otherwise it all slips away … every single person feels, perhaps only unconsciously, the need to be witness of time, of his life – before the eyes of all, to a witness to himself.
> Sartre (1974: 30-32)

My second point of concern is whether creative writing may assist students in becoming better writers. I surmise that expressive writing is the kind of writing you do when your primary purpose is to explore and communicate your own personal experience, your own opinions about things, your own response to the world, including the world of reading. I find that the purpose of this kind of writing is to invite readers into your sphere of existence, into your field of vision, inside your mind, up close to your feelings and your experiences (Colyar, 2008). It appears that this form of writing may be an intimidating form of writing, but also a liberating one-it is always profoundly generous, demonstrating your willingness to share something of yourself. Other kinds of writing (eg. argumentative essays) may allow you (or require you) to stay hidden in the shadow of your subject, but expressive writing puts you right out in front.

My impression is that an expressive response to literature of an evolutionary nature is about seeing your reading as a creative act, a creative process. I think the text is not independent of you, the reader, but that it actually depends on you to be its interpreter. I believe there is always more than one way to interpret great literature (its "ambiguous", or "open to interpretation" Colyar, 2008), it is acceptable even if your interpretation is highly individual, idiosyncratic. The way of reading something makes it especially rich and meaningful, when one reflects on it (what you write about it) can become the site of self-exploration, self-discovery, and, like I mentioned before, an excellent basis for an expressive paper which shares that discovery with curious readers.

I believe that description is the strategy we use to create a vivid mental image by employing sensory language, connotative language, figurative language. I find that the more creative the language is getting, the more it is assisting us to see or hear or smell or taste or touch or understand something vividly, the better will it facilitate our capacity to interpret. Imagery is the heart of description. I surmise that in order to become a better writer, we have to make readers see what we see, imagine what we imagine. I believe that this is possible in that, the better the description, the more effective the expression.

However, I feel that writing is a complex activity, as mentioned in Chapter Two; it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides writing well, students are expected to be able to present their ideas in the written form as writing is a means of communication. As pointed out in Styati's (2010) study, some think that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself: thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome.

In light of what Colyar (2008: 422) argues, writing is a symbolic system which articulates what we know, but it is also a tool whereby we come to these understandings; in other words, writing is product and process, noun and verb and perhaps her favourite contradiction: "Complete papers are never written, only re-written".

As my third point of concern, I wish to discuss possible writing exercises that will help students to improve their writing. Most writing is revised, polished, not only product, but complete, as if sprung fully formed from the head of Zeus (Colyar, 2008). Colyar refers to writing as the personae, that put on trousers one leg at a time, but we rarely see it in stages of undress. Writing is often taught in the end stage of thinking and preparation. With this in mind we are often taught not to write anything until we know what it is we want to say. In

view of what Colyar (2008) argues, writing is a process and product, sometimes literally, sometimes both at the same time. Emig (1977) locates writing's uniqueness in the fact that writers use three learning modes simultaneously – enactive learning (learning by doing), visual learning (learning by depiction), and symbolic learning (learning by representation in words). I believe that each of these modes is active; each locates learning in different place: The hand, the eye and the brain. Fulwiler (1982: 123) echoes this emphasis on action and points out that "one cannot be passive and at the same time generate words, sentences and paragraphs". I suppose that what this amounts to is that in the writing process, our ideas are immediately available for review and re-evaluation, a process that assists as we refine our ideas (Colyar, 2008). Flower and Hayes (1981) define the writing process as one of constant motion, beginning with a goal, and then plan, translate, and revise, and repeat as necessary. Along the way, writers can revise because they have a text to work with. I am aware that there are many dimensions to writing and individuals can be found at different points on each dimension. So we should never assume, as Smith (1982: 5) observes 'that the way we ourselves write is the way everyone writes. Teachers must not assume that their own idiosyncrasies are the only or even the best way to write.' Scholars found that the problem with teaching to write is the fact that too often the writing classroom becomes a grammar class. Thomas (2000) identifies all writing instruction in terms of constructivist theory and he feels that it must be anticipated that the great majority of students learn globally, not analytically. He argues that this process in readdressing the writing process, traditionally portrayed as linear – prewriting, writing, and then final drafting. I believe that what we teach students about creating piece does not have to change, but we must not force that process in a linear model that restrains them (Thomas, 2000). I assume, students must construct writing awareness for themselves holistically, conceptually – not in a treadmill manner and that at the same time students need to develop a sense of beginning, middle, and end, of course, but their

understanding of the concepts of appropriateness and form is far more important than their elevating out a five-paragraph essay with introduction and thesis. Thomas (2000) argues the essay's form of the traditional classroom is far removed from real writing as point-by-numbers is from real art, therefore a short fiction piece has a palpably different form than a letter to the editor; the same is true when comparing poem to novel, argument to personal narrative. I believe that our students need a rich history of multiple experiences with hundreds of distinct works of literature over many years of school, enhanced throughout by hundreds of writing experiences that allow them to imitate numerous writing forms. However, the educator does not have time to give the students this kind of exposure of various writing experiences because they need to complete the syllabus.

I believe that writing, like all language, does contribute to every aspect of our lives and it can extend and reflect our efforts to develop and express ourselves in our world. Any puzzlement relating to writing may be seen as an esoteric skill left only for a few to master at the cost of great effort, which should be dismissed. This is to suggest that the benefit of writing extends to anyone who can speak and read. By the same token it is unbeneficial to view writing as a special kind of activity that requires exceptional talents of extensive training and one which can be used for specialized ends that might concern selected individuals (Sivasubramaniam: 2004). My understanding is that writing not only requires reading for its completion but also promotes the kind or reading it requires. My work proposes that both first and second language writing involve similar processes (Kern, 2000). On the basis of the new resources and norms that complexify L2 writing, a sympathetic/positive attitude should be adopted rather than a dismissive/punitive attitude to students' writing. I believe that accuracy in writing is not a cause of concern in the scheme of things proposed in my research, but rather, motivational factors and personal 'response' factors which have been tuned in to initiate students into writing. In order to inspire my students to write, my research exploits situated

practice, that is, the students' immersion in writing can serve as an act of designing meaning rather than fulfilling a mechanistic act of grammar, vocabulary and syntax (Kern, 2000; Smith, 1982). Through situated practice, my research facilitates immersion techniques which can foster free writing and journal writing, the same which should be seen as manifestations of students' attempts to write expressively.

3.12 Choice of Research Design, Approach and Research Questions

I discussed the attitude and beliefs underlying my stance, in the introduction to this chapter. However, there is need here to extend that discussion. My beliefs and convictions have prompted a focus on language learning. However, I found a need to include some classroom research, which originated as a movement to promote pedagogic concerns, namely, the best method to adopt and the best technique to use. It appears that over a course of time, classroom research shifted to other areas, for example, to the classroom research, which focused on what actually happens in the classroom and how it influences what happens outside, and not on testing other people's prescriptions for what should happen (Allwright & Bailey, 1991; van Lier, 1988 as cited in Sivasubramaniam, 2004). My curiosity to explore what is going on in the classroom encouraged the use of action research as the approach of choice in my investigation. I believe that my intention for including what happens in the classroom is meant to interrogate research in applied linguistics and language teaching which has described language learning classrooms as decontextualized contexts where learners are inclined to be barely "an intellectual entity involved in an assessable cognitive process" (Hanauer, 2012: 105), and thereby argued in favour of the significance of addressing learners' subjectivities within language classrooms (Elbow, 1994; Hanauer, 2003, 2012; Kramsch, 2006, 2009; Pennycook, 2004; Widdowson, 1998 as cited in Alomsaimi, 2014) As

part of a form of self-reflective inquiry carried out by participants in social situations, action research aims at improving the rationality and justice of social or educational practices and of situations in which these practices are actualized (Kemmis & Henry, 1989 in Sivasubramaniam, 2004).

Based on this choice, my investigation proceeded on the following sequence of actions which in some respects conform to Strickland's (1988) model of action research:
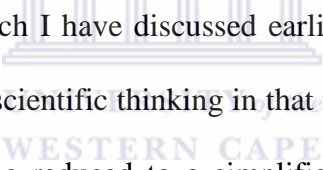
1. My investigation would recognize the varied ways in which language learning could be related and integrated in a manner that could offer benefits to L2 learners. My investigation would focus on the use of texts of an evolutionary nature and journals and various forms of written work, in order to understand the linguistic, methodological and motivational issues and the corresponding values that accrue from them (see Chapter 2).

   This required my study to explore the following research questions and use a set of design procedures to generate confirmatory support:

   a) How do students participating in this case study understand expressive writing?

   b) How does the (socio) cognitive process influence the participating student's ability to write?

   c) Which type of writing exercises will/can help the participating students to improve their writing?

2. The study conducted a literature search to identify key theoretical constructs of a language-based pedagogy of 'response' to initiate a longitudinal investigation at Cape Peninsula University of Technology.

3. The study devised a number of open-ended classroom procedures to implement my programme to a group of 14 students.

4. The study used a low degree of exerted control so as to lay the groundwork for self-reflective inquiry and student envisionment.

5. The study aimed to describe what went on in the classroom by collecting the findings and to reflect on the findings (to be done in the next chapter).

6. The study took the form of an on-going cycle or an action research spiral in which it would spell out implications for future research.

Having explained the sequence of action in my investigation, I wish to return to the research questions of my study. It is believed that the research questions and some of their constructs such as expressive writing, creative thinking and improvement in writing might be viewed as problematic. I wish to operationalize these constructs in an 'unconventional way', as I believe it is necessary to offer some explanation here.

My three research questions, which I have discussed earlier on, signal my challenge to the fundamental premise of standard scientific thinking in that my study does not believe that the phenomenon to investigate can be reduced to a simplified and selective construct for the purpose of analysis and interpretation. Therefore, my study proposes three research questions to understand the phenomenon in terms of its expansive and interrelated aspects. In this regard, my research questions are believed to support my stance and the educational and social issues encompassing my study.

As my study is opposed to a conventional response to the problems of language education, I intend to operationalize the constructs pointed out earlier with reference to L2 writing discussed in the Introduction. In light of this, the notion of writing fluency will be operationalized as expressions of appreciation, empathy and hypothetical thought. In other words, writing fluency will be understood with reference to the indexical, iconic and symbolic meanings that the students attempted to create with the help of their

autobiographical knowledge (Kramsch in Lantolf, 2000: 133-153). I intend to assess fluency in writing as non-linear, non-arbitrary and non-grammatical content. By the same token, the notion of learning by 'response' will be operationalized as a collective indicator of how the students use their self-descriptions to read their lives and will assist them by understanding the provisionality and discursivity of the meanings they construct (Breen, 1987; Kramsch in Lantolf, 2000: 133-153; Kohonen, et al, 2001; Rosenblatt, 1987, 1995). It was observed that the self-descriptions will also serve as explanations for their love of writing, and the use of literacy of an evolutionary nature, it promotes in them.

At this juncture, I would like to mention why a qualitative method of research was chosen instead of an experimental method. Looking back on the language processes articulated by Vygotsky (1962) and Britton (1972), a connection to research is easy to articulate, particularly to qualitative research. I believe that language is the symbolic tool of research and research products, whether in field notes or in a final article. According to Colyar (2008), the cognitive processes language uses requires – the organization of ideas and experiences, the establishment of relationships and connections, and deliberation and control over specific words –resonate with how researchers make sense of observations, interviews, documents, and all other qualitative data. Colyar (2008: 432), brings forth an exquisite example when she states: "as I code and recode an interview transcript, I look for thematic relationships, I think about connections across data sources and types, and I worry over the specific words I'm going to use to describe these experiences". As a researcher, I am faced with this daunting experience of using the appropriate words, while describing my study. My understanding is that qualitative researchers also points toward self-reflexivity, which I have mentioned earlier on, as strength of the method. I surmise that because the writing process generates a text, one that we can use to better understand our rhetorical selves, writing seems

an obvious means of pursuing self-reflexivity and therefore creating a more trustworthy approach to research findings. It is believed that few researchers articulate how they came to make connections in the analytic process or how they came to be reflexive, however, few point to writing as a means of self-understanding. I find that there is a silence around the writing process, which is understandable. Colyar (2008) views writing as complex, individual and ironically, hard to document. I believe that our focus should always be directed at product, the writing process seems always a hurdle to overcome rather than a developmental activity. In an essay focused on writing process, Laws (2004: 123) makes an eloquent appeal for the importance of writing in research: "Through writing" she admits, "I came to see the writing itself as an important aspect of methodology". While working on my methodology, I came to believe that writing is more than an "aspect" (Colyar, 2008: 435) of methodology. Writing is qualitative methodology. It appears that writing could be seen as the foundational, underlying and shaping the research approach and investigative tools, which raises this aspect that perhaps qualitative researchers should bring writing into their methodological discussions in explicit ways. Colyar (2008) proposes that when we write a description of methods for our dissertations or journal articles, we might include a paragraph that acknowledges our debt to the writing process. My view is that this is a good proposal set forwarded by Colyar and that we should acknowledge the writing process, since writing is a complex process that requires a lot of thought.

3.13 Research Components/Instruments

My design takes a constructivist view of knowledge, which views knowledge as an active construction or envisionment created by the individual acting in a social context that shapes and limits that knowledge, but does not project knowledge in an absolute sense (Applebee in Langer, 1992: 12-17 as cited in Sivasubramaniam, 2004). My constructivist position in my research signals a shift in what I regard as knowledge, and by implication what I believe

should be taught in the classrooms. I view this as the notion of objectivity and factuality losing their time-honoured position and supplanted by notions of the central role of the individual learner in the construction of reality (Berger & Luckmann, 1987).

In such a case, as observed by Applebee (in Langer, 1992: 3):

> Instruction becomes less a matter of transmittal of an objective and culturally sanctioned body of knowledge, and more a matter of helping individual learners learn to construct and interpret for themselves. There is a shift in emphasis from content knowledge to processes of understanding that are themselves shaped by and help students to become part of the cultural communities in which they participate.

I wish to note that the above quotation serves as a challenge for educators to implant this new emphasis on getting learners to construct and interpret for themselves into the curricula, they develop and implement. I intend to further discuss this related topic later in my study.

What has been mentioned above is in coherence with what my study as stated in Chapter 2, the referral to the constructivist approach to second language literacy. My research needs to be creative, through interaction, 'the realities that constitute the places where the investigative materials are collected and analysed' (Sivasubramaniam, 2004: 229). It is believed that in such sites, the interpretive practices of qualitative research are implemented. My intention is to include practices which are methods and techniques of producing empirical materials as well as theoretical interpretations of the world (Denzin & Lincoln, 1998: 35). My research design allowed for triangulation through multiple sources data collection: personal response, journals, class assignments, course-based exams, and interview. The procedures I used in my study were deliberately kept open-ended as my intention was to create free writing style and develop expressive writing in my students. I believe that such a variety of instruments indicates that there is no single standard of evaluation of writing quality for writing studies.

3.14 Journal Writing

When writing about themselves students wrote with more and with greater fluency and satisfaction when their writing involved them personally, while they wrote with less facility when the writing was more objectified (Britton, 1980a: 30-31). I believe that because students are writing in a non-threatening environment, they often feel low anxiety and become comfortable writing extensively in their L2 (Kresovich, 1988). This form of free writing, however, does not require much organization because students can write whatever comes to their mind without worrying about form (e.g., grammar, spelling) or bothering to organize their thoughts (Leki, 1985). My observation of my student's writing was in accordance with what has been stated above, I will discuss this in further detail in my Discussion Chapter.

According to Cisero (2006: 231), journal writing is defined more broadly as meaningfully interacting with the reading material by applying information, synthesizing information, or creating a product based on information. I believe that journal writing has many potential benefits for learning in all types of disciplines, for example, one immediate advantage is that writing allows students to contextualize the new information they are acquiring (Elbow, 1993), allowing them to makes sense of what they are learning rather than merely memorizing. Students are able to ask questions, admit confusion, make connections, and grow ideologically (Good & Whang, 1999 as cited in Cisero, 2006: 231). I viewed the journal as an introspective look, which might offer useful insights into the language learning experiences of the students. If writing is viewed as an act of meaning design (Kern, 2000), then it must trigger an act of immersion for the learner to write without any fear of evaluation or judgement. The entries of self-report (Bailey & Nunan, 1996) were to be a mixture of diary-like accounts of day-to-day experiences, in which students would reflect on themselves and what experiences they encountered during the day. My intention with the journal writing

endeavours were to provide a basis for free and expressive writing, which focused on developing fluency, the journals were however, never marked, but looked at regularly. I kept them periodically and without referring to individual names initiated little dialogues on what I enjoyed reading in them. By emphasizing immersion as the principal technique (Kern, 2000), the aim of the journal entries was to provide explanations for the emotional, intellectual reflective and critical dimensions of my students' language learning experiences (Sivasubramaniam, 2004).

The journals, could serve to attest to the process of 'response' emerging as a product of the continuing learning process of my students.

3.15 Class Assignments

My class assignments were mainly intended to provide additional venues for personal expression. My aim was to allow that most of the assignments done by the students focus on the development of fluency and automaticity in writing. My expectation was that the assignments provided opportunities for practising simulations, imaginative writing, reformulating text sequences and writing based on points of view as seen in the texts, as well as personal 'response'. It was never my intention to penalize the students of grammatical inconsistencies and other accuracy matters related to the productive side of writing.

I surmise that when writing is experienced as the mechanical act of transcribing one's ideas, the focus (Britton, 1978: 24), when production becomes more important than meaning (Barritt & Kroll, 1978: 52), when attention to form becomes the "dominant and absorbing activity"(Emig, 1978: 62), the act of writing as discover cannot be explored (Zamel, 1985: 199). Halsted (1975: 82) states, "The obsession with the final product … is what ultimately leads to serious writing block. More importantly, it is a sure way to close off avenues to discovering what it is you have to say."

3.16 Course-Based Exam (1)

The students were administered two exams in the stage of the programme. The first exam was mainly based on theoretical work related to Communication skills. In this exam the students had to write a summary and complete questions related mainly to the course work material which I had dealt with in class. Below I have included the exams, but a full copy of the exam can be found in the appendix.

Question 1

Show how environmental pollution has plagued earth from ancient to modern times by writing a summary not exceeding 120 words. Please provide a title to your summary.

I run Green Way International, a conservation group that campaigns against and conducts research into environmental pollution. The data that we receive from all corners of the globe give us no cause for optimism -- the results of our studies and the minimal success of our crusades testify to the fact that we are fighting a losing battle.

Of course, environmental pollution is not a modern phenomenon. It began ever since people 'began to **congregate** in towns and cities. The ancient Athenians removed refuse to dumps outside the main parts of their cities. The Romans dug trenches outside their cities where they could deposit their garbage, waste and even corpses. These unhygienic practices undoubtedly led to the outbreak of viral diseases.

Unfortunately, Man refuses to acknowledge or correct his past mistakes. As cities grew in the Middle Ages, pollution became even more evident. **Ordinances** had to be passed in medieval cities against indiscriminate dumping of waste into the streets and canals. In sixteenth century England, efforts were made to curb the use of coal to reduce the amount of smoke in the air. These, however, had little effect on the people's consciences.

I think that the Industrial Revolution of the nineteenth century was the point of no return. It heralded the mushrooming of industries and power driven machines. True, the standard of living increased, but it was achieved at a great environmental cost.

In Cubatao of Brazil, for instance, industrial plants **belch** thousands of tons of pollutants daily and the air contains high levels of benzene, a cancer causing substance. In one recent year alone, I discovered 13,000 cases of respiratory diseases and that a tenth of the workers risked contracting leukemia. Green Way International hoped to seek the assistance of Brazil's government officials but we were sorely disappointed. Unwilling to lose revenue from the factories, they blamed the high mortality rate on poor sanitation and malnutrition. We continue to provide medical assistance to the inhabitants of Brazil's "Valley of Death", but there is little else that we can do to alleviate the suffering.

Our planet has its own mechanisms to deal with natural pollutants. Decay, sea spray and

volcanic eruptions release more sulphur than all the power plants, smelters and industries in the world do. Lightning bolts create nitrogen oxides and trees emit hydrocarbons called trepenes. These substances are cycled through the ecosystem and change form, passing through plant and animal tissues, sink to the sea and return to earth to begin the cycle all over again.

However, can the earth assimilate the additional millions of tons of chemicals like sulphur, chlorofluorocarbons, carbon dioxide and methane that our industries release each year? If the dying forests in Germany, Eastern Europe, Sweden and Norway give any indication, then the answer must be a resounding "No!". Oxides of sulphur and nitrogen from the power plants and factories and motor vehicles have acidified the soil. This has destroyed the organisms necessary to the nutrient cycle as well as injured the trees' fine root systems. The weakened trees become more vulnerable to drought, frost, fungi and insects.

Many a time, my staff has returned from their research tours around the world, lamenting the slow but sure destruction of our cultural treasures. The carvings on the Parthenon, a magnificent building in Athens, have been eroded by acid deposition. The Roman Colosseum, England's Westminster Abbey and India's Taj Mahal have also fallen victim to insidious chemicals that float in the air. The stained glass windows of cathedrals from the twelfth and thirteenth centuries have been corroded to barely recognizable images as well.

Years earlier, I had studied a secluded island in the Pacific and found its undisturbed ecosystem in complete balance and stability. In despair, I once contemplated living the rest of my days on the island in solitude. Pollution, however, is no respecter of boundaries - when I reached the island, the beaches were awash with trash and dead marine life while the once-lush foliage were sparse and limp. It was then that I realized this dying planet needs allies and not fatalism and resignation. I returned to resume my crusade and I hope others will join me...

(20)

Question 2

2.1 Illustrate the oral presentation process by means of a diagram.

(8)

2.2 While delivering an oral presentation people make up their minds about you in the first minute, mention two non-verbal aspects the audience will notice during your presentation.

(2)

Question 3

3.1 Define the following terms

3.1.1 Sender **(2)**

3.1.2 Encoding **(2)**

3.1.3 Code **(2)**

3.1.4 Message **(2)**

3.1.5 Medium **(2)**

3.1.6 Audience **(2)**

3.1.7 Decoding **(2)**

3.1.8 Feedback **(2)**

3.1.9 Intrapersonal communication **(2)**

3.1.10 Interpersonal communication **(2)**
(20)

3.2 Choose the appropriate word from the list below to complete the definition of culture shock.

Acquiring

Anxiety

Completely

Considered

Direction

Discomfort

Feeling

Knowing

Redefining

Symptoms

The term, culture shock, was introduced for the first time in 1958 to describe the 3.2.1...........produced when a person moves to a 3.2.2............new environment. This term expresses the lack of 3.2.3..............., the feeling of not knowing what to do or how to do things in a new environment, and not knowing what is appropriate or inappropriate. The 3.2.4.............of culture shock generally sets in after the first few weeks of coming to a new place.

We can describe culture shock as the physical and emotional 3.2.5................one suffers when

coming to live in another country or a place different from the place of origin. Often, the way that we lived before is not accepted as or 3.2.6....................as normal in the new place. Everything is different, for example, not speaking the language, not 3.2.7................how to use banking machines, not knowing how to use the telephone and so forth.

The 3.2.8.................of cultural shock can appear at different times. Although, one can experience real pain from culture shock; it is also an opportunity for 3.2.9.................one's life objectives. It is a great opportunity for leaning and 3.2.10...................new perspectives. Culture shock can make one develop a better understanding of oneself and stimulate personal creativity.

(10)

The second exam was a research paper exam, where the students had to implement the methods I have taught them as to how to write a research paper, at the same time they could also demonstrate their understanding of the texts supplied to them in the exam, by writing in their own words. This exam paper I have included further on in this chapter.

3.17 Autobiographical Writing

This type of writing was intended to provoke personal response, critical appreciation and imaginative use of the language. The students were given samples of autobiographies, so that they had an idea as to the style of writing. This style of writing was appropriate to help the students to be competent and it was appropriate to my teaching goals:

a) Learning to be creative

b) A capacity for critical appreciation

c) Learning to express themselves in writing

3.18 Interviews

My design used for the interview was yet another source of data. An interview was done at the beginning of my data collection and at the end of my data collection. It was administered to selected students who were participating in my study. They were selected from four

different first year Communication classes which I taught. Students were from different backgrounds, some native speakers of English, but the majority were non-native speakers of the language. They were selected on the basis of their performance and were grouped in two: noticeable performers and distinguished performers. When I interviewed my students, I never labelled them by placing them in these categories, but placed them in these categories for myself so that I could monitor their performance during my study. My understanding of the noticeable performers was those students that were less-skilled in their writing and the distinguished students were those students who were more skilled in their writing. They thus, formed a representative sample of the entire student batch in this programme. I conducted my interviews in English as I thought this might produce the needed qualitative data with some attitudinal flavour in it. I chose a structured interview format for my undertaking but ascertained that there was adequate scope for using open-ended questions and open-ended responses. The interviews were hand written. I posed the following questions to my students:
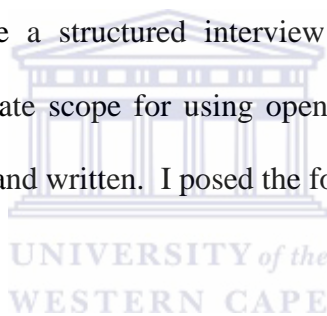
Pre-data collection interview questions

1. Define your understanding of the term expressive thinking.

2. What importance do you place on expressive thinking in English studies? Why?

3. Have you done expressive writing at High School?

4. How often did you do expressive writing exercises in class?

5. Can you remember the first time you wrote an autobiography or kept a journal at school?

6. Did you receive clear instruction as to how to write an autobiography or journal?

7. How do you feel about writing exercises, like composition or essays?

8. What abilities listed below are tested with expressive writing?

   - Reading comprehension

- Grammar skills

- Vocabulary skills

- All of the above

9. What did you do during/with your writing exercises?

- Discuss it with your teacher?

- Discuss it with your partner or group?

- Never received any feedback?

10. Did you receive feedback from your teacher in writing or verbally after your writing exercises?

11. Did you have any problems in your writing exercises? What are the problems?

Post-data collection of interview questions

1. How did you feel about the writing exercises?

2. What time of the day did you write in your journal?

3. Where did you write your work? Was it in a private place or public place?

4. Were you interrupted while writing?

5. How do you feel about writing in your journal?

6. Have your ideas about expressive writing changed during this course?

7. What was the main thing you learned about writing from this course?

8. Do you think your writing has improved over this course?

9. What kind of feedback were you expecting from the teacher?

10. Did you appreciate the feedback that was given to you?

3.19 Course-Based Exam (2)

I designed the exam based on the course work dealt with in class. I wanted to investigate the scale/depth of my subjects' engagement with their texts and their responses to them. The first exam was based on the subject material as mentioned before and the second exam was a research paper exam.

In this exam the students participating in the programme could truly demonstrate all that I have done with them over the two semesters of intense work. Later in my study I intend to explain this further. This exam gave them the opportunity to express their understanding of the texts given to them and write it in their own words. Below is the research exam paper which I had given them.

FACULTY OF ENGINEERING

DEPARTMENT OF CONSTRUCTION MANAGEMENT AND QUANTITY SURVEYING

COURSE	:	National Diploma Building
		National Diploma Building (Extended)
SUBJECT	:	Communication Skills 1
SUBJECT CODE	:	CMM100S/CMM110X
DURATION	:	2½ Hours
TIME	:	9:00 – 11:30
MARKS	:	60

INSTRUCTIONS
Write a research essay on **energy-efficient housing** based on three articles given in Appendix A.
Your essay should refer to the articles but not just summarising the information in them.
You have to select information for your essay that is important and discard irrelevant information.
You have to provide a title for your essay that reflects **energy-efficient housing.**
You will be heavily penalised for reproducing the wording of the original articles.
Your essay must have the following:
An abstract (see Appendix C for a guide).

Full sentences and paragraphs, not bullet points.

Supply a full and comprehensive in-text referencing, according to the Harvard system (see Appendix B for a guide).

A Harvard system bibliography, using today's date as the access date.

Minimum length: 2 pages and **Maximum length:** 3 pages

Appendix A

Source Information

This package of information is your source material for your report.

SOURCE A

news24 isizulu

South Africa's energy efficient future

04 March 2013, 12:06

In March 2011, Eskom launched its 49M initiative to encourage all South Africans to cut their energy consumption by 10%, aiming to inspire and rally the country behind a common goal to save electricity and create a better future. 49M, referencing the 49 million population, has signed over 8,600 of the nation's residents to date. Alongside these residents, over 70 partners have signed on including AngloGold Ashanti, Nedbank, Santam, MTN, Samsung, MassMart, Standard Bank, Food & Trees for Africa, Solidarity, the National Union of Mineworkers, and all eight South African State-owned companies, to name a few.

The most recent addition to the 49M initiative is business exhibitions company Terrapinn, who will be hosting 49M ambassadors at their upcoming Sustain & Build Africa event held 9th and 10th April at the Sandton Convention Centre. **Gina Bester** , MD of Terrapinn South Africa said the 49M pledge signing was a natural step for the company, as the initiative's objectives formed a large part of the company's overall corporate responsibility goals. "We are delighted to be joining the 49M initiative and to give back to our country through this energy saving drive," she said.

Sustain & Build Africa, collocated with Africa's largest power and energy show-Power & Electricity World Africa, will be highlighting the latest developments in the design, construction and built environment sectors. Bringing together regional and international property developers and owners, architects, project developers, facilities managers and retail, the exhibition will feature on-floor

seminars focusing on Intelligent Building and Lighting, Practical Architecture, and 49M Ambassadors.

Case studies from Nedbank, Samsung and Food & Trees for Africa will be presented on-site along with other 49M ambassadors to highlight the energy efficiency measures being taken by various companies in South Africa. Kim Frankental, project director for the show, stated "With energy efficiency strategies coming to the foreground and the rise of renewable energy here in South Africa, we are in a prime space for bringing together key leaders in the industry." Joined by Eskom as Diamond Partner and Samsung as Diamond Sponsor, this year is proving to be the most successful yet for the event.

Solar and wind projects taking off

South Africa is one of the fastest growing countries in Africa. However its aging energy infrastructure is unable to meet the rapid growth in demand for electricity. Currently Eskom generates about 95% of South Africa's electricity by means of coal-fired power stations; nevertheless there is a tremendous amount of pressure being placed on the grid. As such, the approval and construction of the renewable energy projects from the first window of the IPP procurement programme have been greatly welcomed. These projects translate into a smarter grid and a more reliable electricity supply.

Projects include a 138MW wind energy plant by Mainstream Renewable Power in Jeffreys Bay and SunEdison South Africa's 28MW solar plant in Limpopo. The R1.2bn Soutpan project in the Blouberg municipal area, is to be followed by a 30MW project in Witkop, near Polokwane (valued at R1.4bn).

The Jeffreys Bay Wind Farm alone is expected to supply enough electricity to power more than 200,000 homes in turn it will eliminate more than 300,000 tons of carbon emissions each year.

These are just a few of the projects that contribute to the 3,725 MW of mandated renewable energy projects by 2016; adding significantly to the improvement of South Africa's energy mix. According to the DoE's Integrated Resource Plan for electricity, renewable energy will account for 42% of new electricity capacity by 2030.

Leaders in the renewable energy sector will be gathering at the 16th annual Power & Electricity World Africa event to discuss the best strategies to tackle the projects and energy challenges facing the region.

Eskom's initiative for IPP's

According to Energy Minister Dipuo Peters, the Department of Energy (DoE) plans to procure 7,761 MW of baseload capacity from independent power producers (IPPs) between 2012 and 2025. There has since been an

overwhelmingly positive response from developers, investors and suppliers that hope to have a stake in these tenders.

After a lengthy first round bidding process, the agreements have since reach financial closure, marking the commencement of the first large scale renewable energy projects in South Africa. Some of these projects should begin development as soon as 2014. The first round bids alone represent an investment value of around R47- billion.

Eskom executive Kannan Lakmeeheran said the signing ceremony was "a significant milestone for South Africa," adding that the "state power utility could not meet the country's energy requirements on its own". Lakmeeheran went on to say that, "The electricity industry, as we increasingly see, will be one of a hybrid nature, with Eskom still retaining a significant position but a vibrant private sector developing too."

As keynote speaker at Power & Electricity World Africa, Energy Minister Dipuo Peters will be presenting an overview of South Africa's energy future by outlining the key drivers of the African energy agenda. Alongside the Minister, Eskom, Diamond Partner of the event, will be speaking at the conference, discussing how to tap into these opportunities.

Pre-registration is now open for the Sustain & Build Africa event. Register your attendance now to learn more about the latest developments in the design, construction and built environment sectors.

To learn more about renewable energy and the constant projects and developments in the sector, attend the Power & Electricity World Africa four day conference and come away with ideas to innovate your offering in the current market.

Edited by: System Author

News24

SOURCE B

http://www.engineeringnews.co.za/article/fnb-undertakes-an-energy-efficient-pilot-housing-project-in-the-affordable-housing-market-2011-07-01

FNB undertaking energy efficient housing pilot study

By: Dennis Ndaba
FNB Housing Finance CEO **Marius Marais** says the South African housing market needs a new energy efficient housing technology to provide between 600 000 and one-million units. Government has set a target of providing 600 000 houses for middle-income families by 2014.
A ten-house pilot project in Cosmo City, near Johannesburg, has delivered good results in energy cost savings and may add impetus to future housing development.

"If we want to deliver houses on a large scale, we need to be careful because of the capacity issues in terms of bulk infrastructure and quality issues. "We also need to look at alternative building systems that could work in an efficient way similar to or better than the current brick and mortar," warns Marais

He adds that, with the world going 'green' and pressure mounting on developing countries to reduce their carbon footprint, especially in the use of coal to create energy, FNB has undertaken an energy efficiency pilot housing project in the affordable- housing market.

FNB Housing Finance, in partnership with the Deutsche Gesellschaft für Internationale Zusammenarbeit, the German Development Agency and carbon credits facilitator Carbon Programmes, has piloted an energy efficiency housing project to test new ways of using less energy in this market space aimed at enabling customers to save on their electricity costs.

On the project, new forms of insulation were used in the walls, foundations and ceilings. The housing units were also fitted with solar water heaters allowing for both high and low pressures.

"Most people often do not associate affordable housing with energy efficiency and, when they do, assume there are massive costs involved. "This is because the general view has been that energy efficiency requires expensive solar geysers, solar panels for lights, high maintenance costs and other expensive interventions," explains Marais.

FNB realised that, with expected electricity increases, this could have a major impact on affordability. Existing customers will find it increasingly difficult to make ends meet and prospective homebuyers will find it difficult to qualify for home loans as a result of affordability pressures.

"We are quite excited as the preliminary results show that this innovation can save homeowners a substantial amount per month on their energy costs," notes Marais.

The units' energy use has been monitored since August 2010 and a comprehensive report is expected by the end of September 2011. The actual energy use and savings during winter and summer will be quantified to enable FNB and its partners to release more energy efficient units in the affordable-housing market in future. Should the study produce favourable results, FNB will consider rolling out the energy efficient units in its future housing developments.

"If we can deliver affordable, energy efficient units, we will be able to enhance our customers' lives and contribute in a positive way to the environment and our country's energy challenges."

He states that, at the moment, there are speculations that homeowners will save about R300, which will allow them to recover the setup costs of R3 600.

property24

Find your perfect home

Energy efficient homes in Cosmo City

By: System Author
15 May 2013

With winter almost upon us and electricity costs soaring year-on-year, energy efficiency is one of the most practical ways to save.

Electricity costs has become a large contributor of household spend, with the trend expected to continue as electricity prices are due to rise 8 percent every year for the next five years.

A project by FNB Housing Finance in **Cosmo City** aimed at bringing down the costs of electricity for affordable housing has shown the benefits of putting sustainable systems in place.

"While sustainability projects are often linked to the higher end housing market or businesses, it is in our market, the low end, where savings in electricity costs will make a real impact to customer affordability," says Marius **Marais**, chief executive officer of Housing Finance.

Ten Cosmo City households were fitted with solar water heaters and insulation fitted into the foundations, walls and ceilings keep the temperature self-controlled, which on a 40 square metre property equates to about 700kWh/a (i.e. 40 x 17.3kWh/a = 692kWh/a).

For instance, if we assume an average tariff of R1.34 per kWh, then this is an equivalent of R927.28 saving per year, he explains.

Marais explains that the units have already almost reached their return on investment, two years after completion and they hope to roll this pilot project out to all of our affordable housing units in the near future.

Electricity costs has become a large contributor of household spend, with the trend expected to continue as electricity prices are due to rise 8 percent every year for the next five years.

There is already legislation in place determining that all new housing developments are required to have an alternative energy plan on at least 50 percent of the housing units.

"Electricity makes a big dent in South African's disposable income and, in turn, their affordability, however, it can also be controlled and save you money through diligence," says Marais.

Geysers are the biggest contributor to electricity bills.

"If you haven't installed a solar geyser, there are a few ways in which to save on your geyser bill, by switching it off during the day, when you are at work, and by wrapping the geyser in a blanket or insulating it so that the warmth is not lost," says Marais.

Small changes, such as always turning off the house lights and switching plugs off at the walls, will also help bring down high electricity costs.

Electric heat is very expensive and will contribute to your high bill, rather dress warmly and remember to shut all doors to save on heat.

Prepaid meters are very useful in helping control electricity costs. They are simple to top-up as well, FNB has many different channels to pay for prepaid electricity, Online, through e-Wallet or Cell Phone Banking, so there is no hassle at all.

3.20 Quantity of Data Collected

My longitudinal study resulted in a plausible amount of data being generated. At the end of the study each student submitted 36 grammar and punctuation worksheets, 5 class assignments, and journals which each of them had been writing over an entire semester and the beginning of the second semester.

3.21 An Overview of Classroom Methodology

My methodology was both teacher-centred and student-centred and the aim underlying every decision, every methodological line, is that of engagement and participation, where the stress is on what the students are able to do in L2 (the skills and strategies they acquire as an awareness-raising process) rather than on the bulk of the information they can assimilate. In this regard, the methodology is an outcome on lesson reflection which I had. As Shaughnessy states (1977: 245): "Instruction in writing must begin with the more fundamental processes whereby writers get their thoughts in the first place and then get them underway". I thought this statement was appropriate for both the teacher and the student in relation to my above mentioned statement. I believe that it is important that the students' develop their thought process in order that they are able to express themselves on paper. As a teacher it is our duty to encourage that creativity in the students' mind. Further on in my thesis I wish to elaborate more on this discussion.
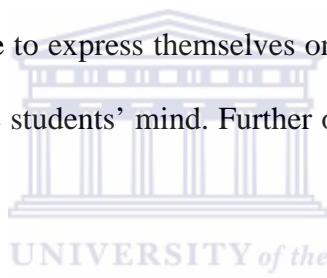
3.22 A Pedagogical Framework for my Study

Based on the constructivist approach which I discussed in the preceding chapter, the learning environment of the classroom is meant to be the core of my pedagogy of voice and 'response' (Freire, 1972). What this implies is that pedagogy proposed by my study is not an inventory of predetermined skills or behaviour blueprints, but rather that pedagogy is a dynamic and discursive realm where no one is a custodian of truth and everyone has the right to understand and be understood (Sivasubramaniam, 2004). The pedagogical frameworks of my study aimed to realize the language learning through writing tasks, summaries, autobiography, letters and journals. I believe that such realization allows for connection to the students to learn how to explore topics, develop ideas, and discover relationships by making use of the kinds of invention techniques (Zamel, 1982). It appears that it is of utmost importance, in a

pedagogy of experience/voice/response, the teachers and students are not excessively concerned about the pre-meditated tasks of learning as specified by their syllabus (Sivasubramaniam, 2004). My study expects to demonstrate that the data to be analysed in the next chapter with reference to the research instruments of my study could describe the dynamics and fall-outs of students' engagement with literature of an evolutionary nature and writing. However, the following framework of practices might explain how the programme implementation alternated between a beginning phase of my data collected and a final phase.

3.23 Writing Practice

My interpretation is that because students are not sure how writers behave and what the process involves, they "tend to think that the point of writing is to get everything right the first time and that the need to change things is the work of the amateur" (Shaughnessy, 1977: 79). My study viewed writing holistically and as an outcome of the interactive undertakings initiated by the students in class. Given that most of my students were drawn from a disadvantaged language learning background, my study decided to use confidence building in writing, promoting fluency in writing, imbibing a sense of organization in writing, linked to thinking and emotional involvement as its parameters. It was my intention here to allow the written work of the students to reflect only their textual understanding, personal response, along with a willingness to write.

My study intends to overlook accuracy because I thought it would detract from the merit of the students' output. The scope provided by the interactive undertakings, in class encouraged them to try out the following writing possibilities: a) personal-response – based on topics provided to them; b) autobiographical writing – based on expressive writing, and c) imaginative writing-based on the ideas found in the text of everyday living, but allowing full scope for the students' own ideas.

In terms of the pedagogical framework, writing was not intended to be a language practice activity, but rather to become a 'kind of self-making or forming' (van Manen, 1989: 238) endeavour. I believe that students' writing should relate to their autobiographical experiences, which could well serve as their own reading texts for further writing investments and developments. In this sense, my study intends to view the various kinds of writing such as autobiographical writing, personal-response writing, summary, journals and class assignments as social constructions of meaning. With this in mind my study intends to value the irrational, emotional, and unconscious more than the cognitivistic and rationalistic aspects of students' writing (Sivasubramaniam, 2004). Having said this, I wish to discuss how my study assessed students' writing in the Data Analysis chapter, where I believe the students' class assignments will/can provide a meaningful basis for examining some relevant issues of assessing writing to this study.
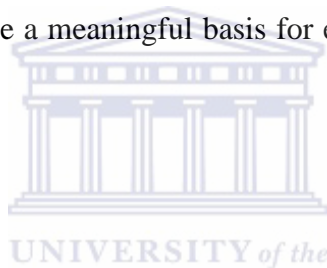
3.24 Conclusion

In this chapter I have made an attempt to identify the key elements of my research design and have offered a rationale for the choice of methodology and the use of research components that are crucial to my research investigation.

In keeping with the research paradigm of my choice, my study captures naturally occurring events, which means that it is concerned with investigations that are conducted without any intentional intervention. This means that the study taking place in this paradigm is impressionistic and interpretivist and not experimental.

My data collected so far were all collected in naturally occurring contexts rather than contrived classrooms that were set up to emphasise my control over variable (Bailey & Nunan, 1996).

Even though my data collected was in a natural occurring context, it could be subjected to controversies. Therefore, I find it necessary to explain the how and why my research views

my data as one that represents naturally occurring events. Given that my research was carried out in a formal educational setting, it had to comply with the institutional necessities and protocols. This study's interpretation of 'response' as an L2 phenomenon had to take cognizance of the administrative and academic constraints of the institutional setting. My research instruments used were meant to facilitate an interface between learning and assessment. Most importantly, the research instruments of my study were meant to reconcile the institutions established practices with the beliefs and value-systems.

Attending school or college is something that all students have to come to know through their experience. This means that being part of a school or college system becomes part of a 'familiar' culture, so all that the students do in this setting should be natural to them. Such an understanding is reminiscent of what (Kohonen et al, 2001: 161) has observed,

> Learning is the most natural process in man: being human is learning!' In the light of this observation all the learning experiences of students are 'naturally occurring events' and are very different from the events that take place in the artificially constructed environment of a science laboratory where everything, human beings inclusive, become objects fit for vivisection.

The classroom is a natural context and setting in as much as it supports students' attempts to share their hopes, dreams, ambitions, memories and meanings through the practice of reading and writing. Reading and writing should be viewed as naturally occurring events as they cannot be compared to the events that arise in a laboratory as a result of procedures, tasks and there manipulations. In the light of the issues discussed in chapter 2, the classroom should be conceptualized as a sociocultural setting in which reading and writing becomes a natural human enterprise. In short, the naturally occurring data in my study are from human beings who find it natural to learn through reading and writing (Moskowitz, 1978, 1994: 8-17; Breen in Candlin & Mercer, 2001: 122-138 as cited in Sivasubramaniam, 2004).

The qualitative data in my research dealt with the characteristics of an L2 phenomenon with the use of literature texts of an evolutionary nature, to be rather manipulated measurements,

frequencies and ratings, that can assume substance and prominence, thus the social meanings people attach to the world they live in, relate to three premises (Blumer, 1969):

1. The first is that people react towards other people and things based on the meanings these people and things have on them. Thus there action is prompted by a sense of meaning.

2. The second is that meanings cannot be inherent in objects but they are able to emerge as social products during social interactions.

Blumer (1969: 4) states: 'The meaning of a thing for a person grows out of the ways in which other persons act toward the person with regard to the thing.' This implies that we learn how to see the world from other people's perspective. Furthermore, as social actors, we develop shared meanings of objects and people in our lives.

3. The third premise is that social actors attach meanings to situations, others, things and themselves through continuous acts of interpretations. Blumer (1969: 5) further states:

> This process has two distinct steps. First, actor indicates to himself the things towards which he is acting: he has to point out to himself the things that have meaning. Second, by virtue of this process of communicating with himself, interpretation becomes a matter of handling meanings. The actor selects, checks, suspends, regroups and transforms the meanings in the light of the situation in which he is placed and the direction of his action.

This process on interpretation is to act as an intermediary between meanings and predisposition in this research. My students (as people) will be constantly interpreting and defining things as they negotiate meaning through different situations.

1. The process of interpretation is a dynamic one.

2. How a person interprets something will depend on the meaning available.

3. How a person interprets something will depend on how he/she sizes up a situation.

From a symbolic interaction perspective (Taylor & Bogdan, 1998), all cultures and institutions consist of actors (people) who are constantly engaged in processes of interpreting the world around them. Even when they are within the precincts of institution or culture, it is their interpretations and definitions of the situation that determine their actions/reactions. Thus, the symbolic interactionist perspective has far reaching implications for my research investigation.

Students have to be made aware that their prose is writer-based rather than reader-based (Flower, 1979) and that as we write "our needs as readers become paramount" (Emig, 1978: 66). Engaging students in the process of composing eliminates our obligation to upgrade their linguistic competencies and include some of the important features of writing like, syntax, vocabulary, and rhetorical, which should be taught not as ends in and of themselves, but as the means with which to better express one's meaning (Zamel, 1982). Students need to understand why these features are important:

> Cut off from the impulse to say something, or from the sense that anything he might say is important to anyone else, he is automatically cut off from the grammatical intuitions that would serve him in a truly communicative situation.
>
> (Shaughnessy, 1977: 86)

What this implies is that students need to learn that writing is a process through which they can explore and discover their thoughts and ideas, then 'product' is likely to improve as well.

I hope that the issues and insights that I discussed in this chapter will provide the synergy in the following chapter. I propose to find out how the issues covered in this chapter will play out.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

"Language is as it is because of what it does: which means, because of what we do with it, in every aspect of our lives"

(Halliday, 1999: 6)

4.1 Preamble: Working out a Rationale for Data Analysis

According to Archibald (2001: 154), writing is a multidimensional skill requiring knowledge and proficiency in a number of areas and the possible reason for its complexity is because of the interaction of the writer's knowledge, experience, skills, culture, and identity with the norms and cognitive demands of the task at hand. I believe that these multidimensional skills can be daunting to students. But they are aware that these above mentioned interactions are the hurdles, which they have to tackle to be accepted into the work force.

My study generated a large amount of data. Although my data appears to support the underlying beliefs and value systems of my study it will be impossible to present and analyse all of it in the limited space that this chapter would allow. Therefore, I have had to make a rigorous selection. In light of this, I have decided to include some of my data here and present the rest in the appendices of my thesis.

I have decided to use selected strands of data that relates to the various stages of my programme (i.e. Beginning stage, Interim Stage and Final Stage) in order to get a better and perhaps, a more definitive picture of my students' writing development over time. For the purpose of my analysis and interpretations, I propose to use the word 'expressive' as one that is synonymous with 'meaningful' and 'telling'. In this sense the word 'expressive' relates quintessentially to the educational and social issues that are central to my study. My understanding is that expressive pedagogy encourages students to reveal themselves in

writing because "it suggests that the ability to write comes not from the memorization of rules but from the true expression of our innermost thoughts" (Fernsten, 2008: 46). It should be noted that the above mentioned views have been expressed and examined in the preceding chapters of this study. Therefore, my data strands presented in my analysis should be viewed as 'illustrative stretches' (Willet, 1995: 480) of discourse the students produced in their journals, class assignments, interviews and exams. The epistemological underpinnings of my study discussed in the Introduction, Chapter 2 and 3 assign a perspectival and speculative view of knowledge to the proposed scheme of focus in my investigation (i.e., my research questions and my research instruments as discussed in Chapter 3). My beliefs and value-systems underlying my investigation demands that I use personalized, value-laden language to interpret and describe the 'context-bound characteristics' (Bailey & Nunan in Bailey & Nunan, 1996: 2) of the knowledge that my research has set out to construct. I felt the need to dismantle the reverential position accorded to objectivity and factuality in what counts as 'knowledge', which meant that there is neither scope nor space for depersonalized, objective/value-free language in this research (Sivasubramaniam, 2004).

I have decided to use figurative language in my narrative(s) and present in detail the learning context as well as the meaningful experiences of the students. In this sense, my data analysis should be seen as a chain of narratives in which constructions are synonymous with connections and interpretations of experiences.

4.2 The Basis for Data Analysis

At the beginning of my data collection period, I randomly placed the participants in two different groups as mentioned in Chapter 3. One being "the distinguished group" (see chapter one), I responded to in general; that is to say I did not point out specific errors in the students' writing in this group and if an error interfered with understanding, I would just respond to the

student that I did not understand what they meant and have them try again in their next entry. The other group being "the noticeable group" (see chapter one) in my study to whom I responded by using recasts, in which I highlighted the writing error and then I responded with the acceptable form (hoping to encourage the noticing and realization of errors).

When I sifted through my data at the end of the longitudinal programme (i.e. the semester interactions of the classroom study and at home) I noticed a number of similarities and uniformities in them. These appeared to form conceptual patterns and categories. I looked closely with scrutiny which revealed remarkable patterns of congruencies and connections in the different types of data collected from the students in my study. Interestingly enough, I found that these patterns of congruencies and connections "had a backwash effect" (Sivasubramaniam, 2004) on my perceptions of students' performance during the different stages of the programme. When I look back at the various images of students' participation and 'responses' as evidenced by my data, they appear to match with my intuitions, beliefs and value systems that underlay my understanding of their performance (Sivasubramaniam, 2004).

There were two types of students whose characteristics evolved as they progressed through the programme. The first type of students (i.e. the top 50% of the students) demonstrated the desire and the ability to be very successful in their studies. Their sense of involvement, initiatives, perceptive and interpretive abilities made them the top-ranking students of the group (Sivasubramaniam, 2004). The second type of students (i.e. 50%) was not so accomplished as the first type, at least, in a qualitative sense. But they were well oriented to the learning experiences, hardworking, reasonably intelligent/perceptive and were ever willing to try and succeed (Sivasubramaniam, 2004).

Based on the above mentioned understanding, I categorized the first type of students as 'distinguished' and the second type as 'noticeable'. By the same token, I decided to analyse my data belonging only to seven students in the distinguished group and seven students in the noticeable group.

Given the large amount of data collected and the justification cited for my selection, as I have pointed out earlier that some of my data I have included in my appendices, which belongs to the students who participated in my programme. I have to point out, at this juncture, that my categorization of my students was done discreetly for the purpose of analysis and interpretation only. At no point of time during this programme, were the students given an impression whatsoever, that they were being categorized. Thus, it should be noted that they did not function in such classified ability groups in the real world of their Communications classroom.

My data should be viewed as representation of a "cumulative educational process" over a period of time. I believe that focusing on the individual student as the principal unit of analysis in my investigation will only produce an incomplete and an unrepresentative classroom story (Willet, 1995). Therefore, I found the grouping necessary for the purpose of my data analysis and interpretation of my findings in my research. Therefore, 'to assign it in exact and isolated role would be like asking the exact role of each blade of grass in a field' (Brumfit, 2001: 11). Based on the beliefs and the values expressed in my study, I done the following:

- Present my data in a detailed analysis
- Include my data of students from the four first year classes that I taught.
- Use all the four data sources as focal points in the analysis to provide a cohesive line.

- Present selections of data strands from the journals, class assignments, summary, course-based exams, autobiographical writing and interviews with reference to each categorization of students.

- Present the average performance percentages of the two categorization of students (i.e., of the course-based exams) with reference to the exam criteria discussed in chapter 3.

- Present the analysis as a chain of narratives with my comments, descriptions, narrations and realizations being made either before or after presentation of the data strands.

The points listed above reflect my individual freedom in language teaching research and my attempts to empower myself as an agent of constructive social change (Freire & Macedo, 1987, Polkinghorne, 1988, Doll, 1993, Rosenblatt, 1995, Lantolf, 2000, Brumfit, 2001, Kohonen et al, 2001). I believe that my ensuing presentation and analysis of data as a narrative chain is meant to signpost the immediacy and primacy of my data. However, given the nature of the data collected, I would still need to present some parts of the data in the appendix.

4.3. Data from the First Interview

I asked the students some open-ended questions as well as some closed-ended questions. As mentioned in Chapter Three, my aim was to make the students feel at ease while talking to me and gain their confidence in me. I wanted to create a positive attitude in and among the students' as they ventured into working together with me. The eleven questions that I used in my questionnaire (see chapter three) were meant to develop cognitive, affective or evaluative and actional dimensions in my students' writing. Therefore, I used this instrument with particular care and sensitivity. I did not impose the questionnaire on my students. On the

contrary, I went through the questions with the students and gave clarity when the questions were not clear. It was important that the students understood what they were getting themselves into.

Below I propose to present the questions and answers from the first interview. I have not mentioned the students' names, but rather have given the students numbers as seen in the first column. In the next column, I indicated the country my student was from, then I refer to the time they have been in South Africa or whether they are South Africans. I have also included whether the student had English at school and finally I have placed the student in a 'category' in the English level. I have decided to include where each student was from so that it would be clear as to what kind of student I was working with and, the good mix of students in my study accruing as a result.

Student	Country of Origin	Time in South Africa	English at High school	L1, L2 or EFL
1	South Africa	Always	Yes	L2
2	South Africa	Always	Yes	L2
3	South Africa	Always	Yes	L2
4	South Africa	Always	Yes	L1
5	South Africa	Always	Yes	L2
6	Congo	2 years	Yes	EFL
7	South Africa	Always	Yes	L1
8	South Africa	Always	Yes	L2
9	South Africa	Always	Yes	L2
10	Nigeria	3 years	Yes	EFL
11	Congo	2 years	Yes	EFL
12	Rwanda	6 years	Yes	EFL
13	Ghana	5 years	Yes	EFL

14	South Africa	Always	Yes	L2

Table 7: Participant Information

In the next segment I have included the interview protocol of the fourteen students. I have decided to include the responses of all fourteen because I found it interesting. By including these responses, I believe that I could get a better overview of what type of students I was working with. I was particularly interested in finding out if the students were familiar with the term expressive writing, the feedback that they received from their teachers in their written work, the difficulties they have in writing and whether they did much journal entry at school.

Interview Protocol Pre-Data Collection.

Students' answers/response.

1. Define your understanding of the term expressive thinking.

Noticeable 1: The thought you have, you like to have and your imagination through it.

Noticeable 2: To think fast. To think what is asked.

Noticeable 3: It's a free way of thinking and expressing yourself.

Noticeable 4: Think deeply and express yourself the way you think.

Noticeable 5: To express your way of thinking. Try to bring across what is on your mind.

Noticeable 6: Expressing what you think in actions.

Noticeable 7: Thinking is the way of expression. Is the way man get solutions about something.

Distinguished 1: Is the way an artist or anyone can express themselves to make himself understood and the way he sees the world.

Distinguished 2: To think outside the box. Take the level of thinking beyond what you need.

Distinguished 3: Express yourself through thought and emotions. Shared through actions / hide it.

Distinguished 4: Given a topic and put down everything that comes to mind. Try to explain yourself a bit more. Reminded about what you writing about. Continuous thinking of one thing, while thinking of something else.

Distinguished 5: Is the way an artist or anyone can express themselves

151

	to make himself understood and the way he sees the world.
Distinguished 6:	Think of a way of expressing yourself and carry the message across. It's a way to communicate.
Distinguished 7:	The way we understand language with a friend or talk about a topic. The way we interpret what we hear which might be different from what we see.

2. What importance do you place on expressive thinking in English Studies? Why?

Noticeable 1:	It's important because you are dealing with people. The way you want people to view you.
Noticeable 2:	Living the fantasy world and up to you to change it. Can make it your dream come true.
Noticeable 3:	It's important that you understand the way to take instructions and interpret it.
Noticeable 4:	Wants to improve in English. Wants to learn more in English.
Noticeable 5:	You need to see how far you are with English and then see the progress.
Noticeable 6:	To be able to understand information and for someone else. Need good communication.
Noticeable 7:	It's important for a French speaker to study in English. Needs to make myself understood by lecturers.

Distinguished 1:	It's important so that people can express themselves, so that you know what you want to say and that you know what they mean.
Distinguished 2:	In writing one can express oneself better than in speaking. Speaking you have to consider the person. In writing you let your feelings flow and write to your heart's content and not based on the way the person looks or judge you. That's your own person bring across yourself.
Distinguished 3:	Before saying something, think first. Doing engineering, express what you draw, by having the right thinking first analyzed by it.
Distinguished 4:	It's important for the future. Get good communication skills. In a professional meeting, people must be able to see that you can think as a man and not as a boy.
Distinguished 5:	It's important to think before you talk. Not just say something that has nothing to do with the subject. Important to interact with people and understand people better.
Distinguished 6:	It allows you to be in your comfort zone, express how

you feel without having the feeling of being judged.

Distinguished 7: English is commonly used in language. We need to communicate with it in the future.

3. Have you done expressive writing at High School?

Noticeable 1:	Yes.
Noticeable 2:	No.
Noticeable 3:	Yes.
Noticeable 4:	Yes.
Noticeable 5:	A little.
Noticeable 6:	No.
Noticeable 7:	Yes.

Distinguished 1:	Yes.
Distinguished 2:	Yes.
Distinguished 3:	No.
Distinguished 4:	No.
Distinguished 5:	No.
Distinguished 6:	Yes.
Distinguished 7:	Yes.

4. How often did you do expressive writing exercises in class?

Noticeable 1:	In French it's easy, but finding the words in English is difficult. The problem is in spelling.
Noticeable 2:	Once every six months. Enjoyed writing at school.
Noticeable 3:	Did a lot of writing exercises. Once a week.
Noticeable 4:	Once a week. French.
Noticeable 5:	Never.
Noticeable 6:	Twice a week. Depends on assignment or project.
Noticeable 7:	Never.

Distinguished 1:	Once a quarter.
Distinguished 2:	Never
Distinguished 3:	Twice a term, ever since Grade 10.
Distinguished 4:	Not often.
Distinguished 5:	Never
Distinguished 6:	Once or twice a term.
Distinguished 7:	Never.

5. Can you remember the first time you wrote an autobiography or kept a journal at school?

Noticeable 1:	Wrote and autobiography. Kept a journal at school. Wrote in it only twice the entire year.

Noticeable 2:	Neither.
Noticeable 3:	Wrote an autobiography.
Noticeable 4:	Neither.
Noticeable 5:	Kept a journal in Grade 8 for a month.
Noticeable 6:	Wrote an autobiography of Myriam Mkeba.
Noticeable 7:	Neither.

Distinguished 1:	Have a personal diary. Never done it at school.
Distinguished 2:	Neither.
Distinguished 3:	Not at school, but have personal journal.
Distinguished 4:	Wrote journal, wrote about things they learned during the day at school.
Distinguished 5:	Kept a journal at school, but it was private. Wrote autobiography about childhood.
Distinguished 6:	Neither.
Distinguished 7:	Have own diary. Never did either at school.

6. Did you receive clear instructions on how to write an autobiography or journal?
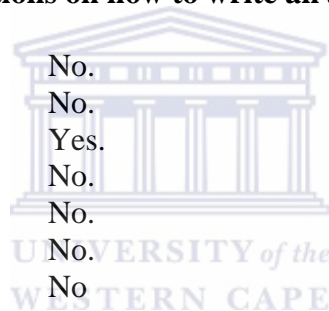
Noticeable 1:	No.
Noticeable 2:	No.
Noticeable 3:	Yes.
Noticeable 4:	No.
Noticeable 5:	No.
Noticeable 6:	No.
Noticeable 7:	No

Distinguished 1:	No clear instructions given. Journal kept, so that the teacher could under-stand the students better.
Distinguished 2:	Taught how to write it. Clear instructions given. Don't like to keep a journal, don't like to write down personal information for others to see.
Distinguished 3:	No.
Distinguished 4:	No.
Distinguished 5:	Yes.
Distinguished 6:	No.
Distinguished 7:	No.

7. How do you feel about writing exercises like composition or essays?

Noticeable 1:	Complex. Writing in English is difficult to understand what it's all about. French is not a problem.
Noticeable 2:	Not good in writing. Some-times feel comfort-able in writing depending on the topic.
Noticeable 3:	Find it hard. Go off the point. Hard to interpret composition.

154

Noticeable 4:	Find it very difficult. Received negative feedback from the teacher on it. When familiar with topics, then it's easy to write.
Noticeable 5:	Had to do it because it was required. Don't really like it.
Noticeable 6:	If an idea comes to mind, then he feels comfortable. Difficult to get an idea as to what he was wanted to write. Try to use imagination and be creative as far as possible. Take a long time to write.
Noticeable 7:	Don't really want to do it because not sure where to begin. Can't think outside the box and can't understand the concept.

Distinguished 1:	Rather comfortable writing, but sometimes it can be uncomfortable. Wants to get to the point of feeling confident in writing.
Distinguished 2:	Can be fun when it's creative writing. Enjoy writing essays relating to my life.
Distinguished 3:	Enjoy writing about any topic. Express myself better in writing than in speaking.
Distinguished 4:	Feel comfortable with it.
Distinguished 5:	It's important. Helping to improve your writing, vocabulary, pronunciation.
Distinguished 6:	Like writing.
Distinguished 7:	Enjoy writing. Don't see much challenge to that phrase or that article. No pressure in writing composition.

8. What abilities listed below are tested with expressive writing?
a. **Reading comprehension**
b. **Grammar skills**
c. **Vocabulary skills**
d. **All of the above**

Noticeable 1:	d
Noticeable 2:	d
Noticeable 3:	d
Noticeable 4:	d
Noticeable 5:	d
Noticeable 6:	d
Noticeable 7:	d

Distinguished 1:	d
Distinguished 2:	d
Distinguished 3:	a
Distinguished 4:	d

Distinguished 5:   d
Distinguished 6:   b
Distinguished 7:   b

9. What did you do with/during your writing exercises?
a. Discuss it with your teacher?
b. Discuss it with your partner or group?
c. Never received any feedback?

Noticeable 1:   a & b
Noticeable 2:   b
Noticeable 3:   a & b
Noticeable 4:   a
Noticeable 5:   b
Noticeable 6:   c
Noticeable 7:   c

Distinguished 1:   c
Distinguished 2:   a
Distinguished 3:   a
Distinguished 4:   a & b
Distinguished 5:   a & b
Distinguished 6:   a
Distinguished 7:   b
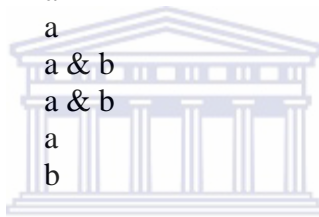
10. Did you receive feedback from your teacher in writing or verbally after your writing exercises?
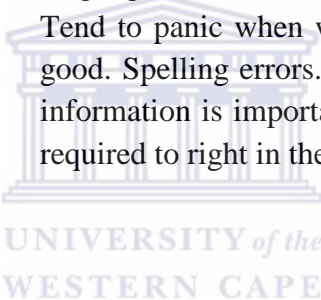
Noticeable 1:   Neither.
Noticeable 2:   Neither.
Noticeable 3:   Writing.
Noticeable 4:   Verbally.
Noticeable 5:   Verbally.
Noticeable 6:   Verbally.
Noticeable 7:   Sometimes verbally, but most of the times in writing.

Distinguished 1:   Writing
Distinguished 2:   Both
Distinguished 3:   Writing
Distinguished 4:   Both
Distinguished 5:   Writing
Distinguished 6:   Writing
Distinguished 7:   Verbally

11. Did you have any problems in your writing exercises? What are the problems?

Noticeable 1:   Problems with understanding and interpreting her writing. Understanding of words, spelling,

156

	pronunciation of words. Sometimes the sentences. Can't make a complete sentence. Difficulty summarizing in own words. Speaking French confuses her, then don't have the words in English.
Noticeable 2:	Language problems. How to use grammar and vocabulary neatly. How to use punctuation. How to structure essays neatly. How to work professionally.
Noticeable 3:	Understanding of words. Punctuation problems. No problems in writing.
Noticeable 4:	Not that good in English. Problems with spelling and punctuation.
Noticeable 5:	Word usage. When I try to translate them they are not the same in English. Makes lots of mistakes. Need to read more
Noticeable 6:	The language is challenging. In French have no problems. The way you think in French is not the way it appears in English. Spelling problems. Try to avoid sms language.
Noticeable 7:	Tend to panic when writing and vocabulary is not that good. Spelling errors. Gets nervous and not sure which information is important. Don't write everything that is required to right in the question.
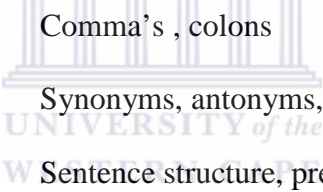
Distinguished 1:	Punctuation problems. Spelling problems. Don't have problems in expressing myself in writing. Feel I can express myself better in writing than speaking.
Distinguished 2: improve.	Don't really have problems in writing just want to
Distinguished 3:	To identify punctuation, grammar, spelling. Not to have much problems in expressing myself.
Distinguished 4:	Vocabulary and punctuation problems. Sentence structure reasonably well.
Distinguished 5:	Punctuation problems. Spelling and generally a weak writer.
Distinguished 6:	Has too many ideas and not sure how to put it down on paper. Language barrier.
Distinguished 7:	Learn how to get the point across. Learn how to summarise and to know what is needed in the essay or summary. Learn how to start and end. Problems are sentence structure and punctuation.

The data analyzed in this segment was meant to give me some indication as to what the students' understood about expressive writing and how they would like to improve their writing. This segment also indicated the strength of the students' intuitions and beliefs about their own ability to recognize and explore as well as nurture their abilities in writing. The answers given by the students were direct dictation of what the students said to me. Of the responses I received from the noticeable and distinguished students to question one, on their understanding of expressive writing, my impression was that they had a reasonably good understanding of the term. I found the participant's responses, especially to the first two questions particularly interesting because the noticeable students gave shorter answers to the questions asked while the distinguished students' answers were longer, which to me meant that they really thought about the question asked and they had some kind of confidence in themselves for writing. Pertaining to question 5, most of the participants never really wrote an autobiography or kept a journal. Noticeable student 1, 3 and 5 were somewhat familiar with autobiographical writing and journal entry. It was only distinguished student 2 and 6 that was not familiar with either one of the writing forms. When asked in question 7 about writing exercises at school, some of the responses from noticeable students were: "Complex"; "Find it hard."; "Find it very difficult"; "Don't really want to do it because not sure where to begin." The distinguished students had different responses which were: "Rather comfortable writing, but sometimes it can be uncomfortable."; "Can be fun when it's creative writing."; "Like writing." ; "Enjoy writing." The responses that I received from my distinguished students gave me some idea as to which exercises I could use to help my noticeable students overcome their fear of writing and assist my distinguished in writing even better. My aim was to use the responses from these semi-structured interviews as a basis for factoring in the flexibility that I needed to ask further questions about each participant's perception (Lichtman, 2010).

In this sense, their level of engagements in the activities given to them and their response to these activities were meant to encourage them to document their growth in the questionnaire.

4.4 Journal Entries

The students wrote in their journals for sixteen weeks. After the interview, I gave each student a notebook, which resembles a journal. I then explained to them that at the end of each week, they had to hand in their journals. They were aware that writing in the journal was part of my research and that the aim was to set a routine. I also gave them some expectations as what they could expect from this exercise. I looked at their journals to determine what problems they might be experiencing in their writing. I began collecting data from the journals and this gave me interactive entries that I could look at, which lead me to focus on worksheets that could assist them in their writing.

1. Punctuations   Comma's , colons

2. Spelling   Synonyms, antonyms, word search

3. Grammar   Sentence structure, present simple,

present continuous, present perfect, past simple,

past continuous.

Taking a step back and assessing what I had been doing in my teaching, I came to realize that during my time as an English instructor, I had focused my writing instruction on more of a behavioural and functional approach. This is to suggest that I focused my students' awareness on what was needed for survival. We worked on very functional, content-specific writing. For example, I taught them how to write a curriculum vitae, formal letter writing, report writing, filling in forms, how to do a presentation and how to conduct themselves in one and basic research paper. While I certainly do not feel this was in any way a disservice to my students, I began to wonder if perhaps I should be focusing on more than those survival skills so as to meaningfully improve their overall literacy skills. In fact, those that are critical of the

159

behavioural and functional approach believe that writing should be much more than filling out forms and that this approach actually may limit the types of writing students are prepared for and the roles that it encourages them to take (Tollefson, 1989; Auerbach, 1999).

Auerbach (1999) proposes a more cognitive approach to writing which focuses on writing to express oneself and make meaning. I believe that this approach focuses more on meaningful communication, with content that is easily accessible to students (Voit, 2009). The students' earlier knowledge and information about their lives can be used rather than having to research anything else (Vanett & Jurich, 1990). This type of more open writing also focuses on the process of writing while reflecting and exploring other ideas (Auerbach, 1999).

With expressive writing in mind, I looked at my students and it was easy for me to identify those that were serious about improving their writing skills. They came to class regularly, and were always prepared to take notes, in which they always wrote down the work given to them in class. I then started to wonder how writing in a journal would assist my students in their writing. I believe that it certainly supported the basic educational beliefs of a learner-centred approach, that is, one in which the learners' knowledge and experiences are considered important and they can make choices about the content and direction that the class takes (Parrish, 2004). The question in my mind was whether journal writing could improve a student's writing? In light of what Voit (2009) states, certainly on the surface it incorporated many cognitive learning strategies into an ongoing activity: repeating (perhaps beginning and ending entries the same way), formally practicing the writing system, recognizing and using formulas and patterns (this could bring much more awareness of routine phrases), recombining (definitely a non-threatening outlet for experimenting with longer phrases) and practicing naturalistically (a conversation in written form). Using print to understand incoming or produce outgoing messages, analysing expressions, translating, transferring, summarizing and highlighting could also all be applied (Oxford, 1990 as cited in Voit, 2009).

I surmise that because writing in a journal was not meant to be corrected, it could lead to a more genuine dialogue and assisted the students in feeling more free and unthreatened with their writing.

Jones (1991: 33) notes that there are six qualities that really set journal writing apart from other types of academic writing.

> First, the writing needs to focus on communication. Underneath spelling errors, punctuation mistakes and other surface issues, the important matter is what is being communicated. Second, the exchanges needed to be non-threatening. While some students feel intimidated speaking out in class, the journal should be a safe place for them to communicate without fear of embarrassment or self-consciousness. Third, the topics should be of great interest – many times this could be things that a participant might not feel comfortable sharing in front of the entire class. Fourth, it is very important to have equality in the interaction. Whereas in the classroom the teacher is the authority figure, in the journal, both parties are equals merely conversing about various topics. Next, the journals should be functional – that is "demonstrating a variety of communicative purposes". Fifth, things like, responding to questions, requesting information, complaining, evaluating, etc. many ties are all included within the various entries over time. Sixth, the content within the dialogue journals tend to evolve over time – many times going from simple subjects to more personal topics.

I believe that all of these qualities mentioned above make journal writing very different from other kinds of school based writing.

At this juncture I would like to include some theoretical aspects by referring back to Vygotsky's theory of learning as mentioned in Chapter Two and Three, because I believe that journal writing can be seen as a means of language acquisition, which can also be supported through Vygotsky's Theory.

Vygotsky's Theory of Learning

Russian psychologist Lev Vygotsky (1896-1934) focused on the connections between people and the social experiences in which one is involved. According to Vygotsky, humans' learning of such things as speech and writing as tools they are using to understand and interact with the social environment around them (Wertsch & Sohmer, 1995). He believes that at first these skills are only for social functions, but then they can lead to higher thinking

skills. Therefore, it would seem that social interaction should be of first and foremost importance on every level to encourage cognitive development. Extending this theory to second language acquisition, Vygotsky supported the belief of a "More Knowledgeable Other" (Wertsch & Sohmer, 1995) which refers to anyone who has a better understanding or higher ability level than the learner. I surmise that when language learners collaborate and interact with others who are more advanced in the second language, possibly a teacher or a more advanced student, the learner is able to advance to higher levels of linguistic knowledge (Lightbown & Spada, 1999). Thus, a journal could provide the perfect social opportunity for great linguistic gains. Vygotsky also believed in the Zone of Proximal Development, as I have mentioned in Chapter Two. (This is how Vygotsky describes the balance between the student's ability to perform a task under guidance and their ability to succeed independently).—My view is that at this level the learner is capable of supporting himself/herself with interaction from a more knowledgeable speaker, which is different from what they could do on their own (Lightbown & Spada, 1999). Vygotsky believed that learning occurs through these differences in ability between the speaker and interlocutor (Wertsch & Sohmer, 1995).

Given these well-known beliefs, it seems logical to explore writing instruction based on social interaction, especially one that is facilitated in journal writing, to maximize a learner's results.

4.5 Data from Students' Journals

The analysis of the journal entries, again modeled (after Peyton's 1990 study), included reading the journal entries (Voit, 2009). I was particularly interested in understanding my students' journals as a space where multiple interpretations might exist in varying degrees of tentativeness subject to scrutiny and re-examination from multiple perspectives. Based on the

points raised so far, I will present an analysis of students' journals in this section. I will present the journal data from the beginning stage of the program.

4.5.1 The Beginning Stage

My students were advised to keep journals and record their daily experiences. This endeavor aimed at exploring the students' reactions to everyday surroundings, so as to determine what they thought was important about what happened in and out of the classroom. In keeping with the directions of Allwright and Bailey (1991), they were told that their journals would not be corrected and the views and feelings expressed would be accorded full confidentiality. This did motivate them to write in their journals in earnest because they had little worry about the style or grammar and it was a means of promoting autonomous learning. With this style of journal entry, Porter et al (1990: 240) conclude that 'The journal enables students to develop a professional approach toward learning and to write as a member of the larger language community'. In the course of time, I was able to win their trust. Most of them came forward to discuss their journal entries in my office, which I arranged periodically for 'journal talk'. This free writing prompted them to write without the fear of being evaluated and gave them the belief that their journal writing work was valued as a contribution to writing improvement.

In light of a study conducted by Sivasubramaniam (2004) students found the space provided by the journal engaging, inviting and non-threatening to voice their fears and self-descriptions. My students started developing a growing sense of trust in me and this is seen in the fact that they chose to voice their fears in their journals. In light of the issues and insights discussed in the Introduction and Chapter 2, I wish to emphasize that this talking about their personal fears and misgivings are an essential component of the students' storied accounts of learning (Sivasubramaniam, 2004). I believe that using this form of expressions would nourish the ability to involve the students in the learning process as a whole person,

which promoted a deep sense of experiential learning in the students. My view was that the students also felt encouraged to write about their storied accounts of failures and successes as a worthwhile self-investments. Based on this discussion, I wish to argue that learning can become authentic only when the methodology used to realize it affords a safe space for students to develop/explore their "autobiographical consciousness" (Jaatinen in Kohonen et al, 2001: 129). I believe that their journal entry was a way for them to develop their beliefs, conception of life, interpretations of actions/relationships and possibilities that contributed their self-identity. Thus, the journal entries should be viewed as an indication of an autobiographical consciousness that was beginning to develop in their lives.

The journal entries at this stage gradually began to reveal a feeling of adjustability, that is, most of the students were beginning to realize that they had to put up with incompleteness and learn to remain with some of their learning problems.

The journal entries recorded at this stage showed noticeably how well they had realized that completeness with regard to learning and understanding is a matter of time, effort and hope. This led me to believe that they were beginning to address the fear of being laughed at for not knowing something at a given point of time. Some of the journal entries revealed references to people and places featured in their lives, while journal entries focused on people's behavior, habits, and attitudes. It was interesting to note that those students participating in my study started to feel comfortable to write about the subject that they were taking with me and they felt comfortable in writing things about me and personal things that they encountered. In addition, by writing about themselves my students revealed a sense of richness of their internal world. In other words, with the help of the meaningful literacy instruction my students were given this opportunity to legitimize their lived experiences as "valuable assets and resources" in L2 context, allowing them the chance to find power and legitimacy in the target language (Park, 2013b: 343 as cited in Alosaimi, 2014). In

Alosaimi's (2014) study, Hanauer (2012) argues that meaningful literacy instruction allows L2 learners to overcome the absence of voice by gaining this sense of richness of the internal world. I believe that this finding could contribute to the significance of personal writing discussed in some of the autobiographical writing studies conducted by the following scholars (Lapidus et al., 2013; Liu, 2008, and Park, 2013a, 2013b). The following data taken from the journal entries was interesting because it was my guide to focus on what grammatical or punctuational worksheets would be useful to them. These worksheets they worked on at home on their own time. I never collected these grammatical worksheets or corrected it. These worksheets supplied my students with good explanations of the use of comma's, colon's, tenses, etc., which they could put into practice.

The following data supports the preceding observation:

Noticeable 1:   Examens are coming soon. I just realized that I am not yet ready. When I put it in my mind, I can feel the pressure on me. What shall I do to reduce that pressure? I do not know yet what to do. Applied Building Science and communication will be the more difficult exams, I think. One of my friend gave me a new name to our Communication subject. He now calls it A.C.S (Applied Communication Science). This Friday I will start preparing my exams. As it is Friday better to start with communication. If I am ready a week before the exam, for sure I will make it. What a joy, it will be to pass communication! It is time to work hard now. I am done with my presentation. I hopefully think, it went very good. In the computer class, tutors told us that next week Tuesday will be uploading exercises on MS Word from the textbook. I can start stressing from now, because I have not yet done even one exercise. I got assurances from friends who worked through the question, and they told that exercises are not so difficult. I need two hours to finish them.

Noticeable 2:   After a long night, I wake up by 6:30 am, got ready for my tech, abide nervous because I was about to do my first power point presentation in communication subject on timetable. We had our first period on Construction Technology and finished earlier so that we can study to prepare our March Test. I used that time to visit my project construction site to take some pictures to incorporate in my power point presentation. Now is 11h00, time to present it, I prayed that they

165

call be so that I can relax knowing that atleast that presentation is out of my way. Thanks God Ms Pfeiffer called on the 4th position, as I was about to start, I was so nervous but after 2 minutes of the presentation, I felt relax. After the communication period we had our group meeting to discuss about the computer applications project or assignment and by 3pm I took my ride home. As I got home, I called my little sister because it was her 8 years birthday.

Noticeable 3:   I didn't do my presentation maybe I'll be the first one tomorrow, so I have to get there early, because my lecture is very strict. I don't blame her infect because she is trying by all means to teach us a punctuality because it is very important.

Noticeable 4:   Enjoying the lesson of construction technology with Mr Blank. He rearly makes me laugh with the story of a men who was stilling from his boss, once the boss send him to buy the materials for building he would go and buy the cheapest material. He always says that once the building is completed he want be there the building was completed and by the time he was waiting to get paid, he took the keys and give it to the owner and the owner immidiatry told him that he is a good man an he can offer him the house that he built so he don't have to give him the keys he must keep it and take the house it belongs to him. The man almost fainted because he was stilling from that house.

Noticeable 5:   This was a painfull day to me because I did brokeup with my girlfriend, the one I love and when I get her massage. It was like I am in a dream land I still going to come back it where I experience how painful to lose someone you love. But my brother was encorage me saying the she is not the only in the world I can move on with my life even though is not easy to me as he said.

Noticeable 6:   Today I woke up later at twenty past seven on the morning I took a quik shower because I was in a hurry for Mr Blank class (ABS) at half past eight. I didn't even ate a breakfast, I just went to shop to get a fruit on the way to taxi rank. I get to school at twenty past eight exactly then I went to student centre to buy a coffee but I didn't get it I just ate my fruit there while I was waiting for class. During the teatime I went to New ies to see my friends. At eleven oclock, we went to the class for another perid. After that perid we went to student centre to buy Gspee, that was delicious but we gave it to some guys who as playing the pool there, because it had a lot of chilli. We went to my friend's room because I was a little bit tired and I slept there for thirty minutes and after that I went to the class room to attend the last period. After school I went to IT centre with my groupmates for the assignment and

I also prepared my slides for they powerpoint on wensday. I went to the bus stop. I got a bus then I arrived home around six. My mom was already cooked for a supper. I just ate and took a long bath because I was tired. After the long bath I started to study from nine oclock till half past eleven then I went to bed. Monday is a long day to everyone.

Noticeable 7:   My father's birthday is on the 10th of March. I still am thinking what gift to offer him. I got to find something before he gets back home (D.R.C.). He come here just for 6 days. Sometimes I get jealous because my father prefer visits our sisters I'm vool than coming to visit my brother and I in Cape. He always tells me there is no money in Cape …. But he promised to come in December just for us in Cape Town. I am so happy to hear that.

Distinguished 1:   Having to wake up at 07:00am after sleeping at 03:00am I felt like commit suicide. I might be exaggerating because I don't know how it feels to commit suicide but you can make the assumption that it was hard for me to wake up. Some people are just too damn lazy, especially in this class. I don't understand how they think because I was taught if you do not know how to do something at least try, then if you really can't do it then you can ask for help. I went to collect my journal from Ms or Mrs Pfeifferv.
The reason for the "or" is because I don't know if she is married or not. This reminds me of Valentinesday when she "interrogated" me about my plans for the day and I replied by asking her if she was willing to take me out for lunch. Where I got the strength to ask that, "U weet allen" as the afrikaaners would say. She is quite a lovely lady with these epic facial expressions. I'm at this IT centre again mumbling "hay, hay, hay…" like all black people do when they feel unhappy about something. What's funny is that we will continue and I wonder what was that mumbling all about. Eish! Tateatti did you have to? Whe I thought the topic of me being born squint eyed was dead and buried you just had to bring it up. What I noticed is that no matter how many plastic surgeries or operations or what ever kind of method you use to cover something, is not enough or will never actually cover up. All of a sudden I feel depressed and I'm home sick. I with "family" and in my room normally I enjoy these guys company but its like I'm existing but no alive. And even "friend" comes to visit but still no change. I need to sleep, maybe I'll be better when I wake up.

Distinguished 2:   I feel like my life is in shambles! I can't begin to describe how things have taken a turn for the worst. I don't have a home, I hardly have clothes to wear cause all my things are at home and we can't go back

without a protection order. I'm trying really hard to focus and get my head right but its difficult to do since I'm living out of a bag and in someone else's space. Looking back I never imagined that I'd be at this point now, I'm loosing my mind, I'm angry and upset and heartbroken all at the same time. I've spoken to my communication lecturer about my situation,

I'm so embarresed and shy that I just broke down. I'm not a child anymore, I try to be strong for my sister and mother but its hard. My mother cries all thetime, not infront of us but I hear her when she's alone. I pray for her and just hold her sometimes she doesn't deserve this. I hope oneday I can be a source of joy and happiness to her. That I'll make her proud and we can be a family that has come out stronger and wiser.

Distinguished 3: I was one of the unpriviled kids born in a family where parent are incapable of looking after them. I grow up moving from a family member to the other, trying to fit into other people's home because my parent never gave me one. Growing up was like climbing mount Ever-Rest a million times without reaching the top. As I moved from house to house in search of happiness, love and a parental care. As time goes by, I learned to do things myself because no-one will which includes sending myself to school, catering and providing my needs and wants. As complex has life gets everyday, I strive for my goals and….

Distinguished 4: Today I wrote my A.B.S tutorial and its so frustrating because we get easy examples to practice in class but come tutorial or test day it is a total different story because it looks like Mr Blank my A.B.S lecture always hides not just small but a whole lot of information from us, he wants to make A.B.S hard but im still saying A.B.S is easy and it should be taught in a correct way. Because in my personal view I think not only are we going to get better marks but we also put our varsity amongst the best at the top. And the experiencial learning for next year I think that is where the varsities get judged through the students, how they perform and how they conduct themselves or communicate with the rest of the staff or fellow employees so in my personal view I haven't experienced much of a difference between a high school and a varsity.

Distinguished 5: I have been introduced to someone by a friend. Her name is Blank, younger than me and beautiful girl I met today. Sometimes we must have patience in order to get what we always think to get in life. If she could understand and give me a chance to express myself, she would know better me and change her mind. She is an intelligent, quiet, pretty and these make me crazy about her. Anyway I got a long way to go

and many things to run. I pray the Almighty to give me soon in the future a faithful beautiful woman beside me to whom I can share my feelings and she can give me her whole heart. The woman who will support and love me, and I will love back too.

Distinguished 6: A friend of mine that I had met/made during the time of exams discouraged me today. He asked what am I doing here as if I was not good enough to come/study here, all because I did not know how to solve a mathematical problem. We had a bit of an argument until I decided not to talk to him anymore and eventually we went our separate ways. I told myself that I was not going to let anyone discourage me and that I am going to achieve my goals as planned.

Distinguished 7: Many-a-times I'd sit in a lecture and let my mind wonder off just for a moment and set my mind free. Today, I thought about what the sole purpose was for me to sacrifice four years of my life to make something of myself. Several reasons crossed my mind but one made me realize why I wanted to study in the first place. Some reasons were to feel important while others were to prove that I am good enough to live the good life. Nevertheless, my sole reason has always been to be financially independent, but also to be the first in my household to attend a tertiary institution and make my parents proud.

The journal entries presented above suggest that the students have made a definite attempt to express themselves freely with aspects relating to everyday living, where they write about their hopes, fears, joys, doubts, intuitions and initiations. Because of the many spelling and grammatical mistakes in their writing I am inclined to believe that they expressed themselves freely because they were not afraid to write how they felt and not afraid that I was going to read what they wrote. I did not get the impression that there was any superficial involvement in their writing. They wrote in first person and they paid no attention to grammar and punctuation issues. I have decided to only include just a few samples from sentences written by noticeable and distinguished students to show their growing sense freedom in writing. **Noticeable 1:** Examens are coming soon. I just realized that I am not yet ready. When I put it in my mind, I can feel the pressure on me. **Noticeable 2:** After a long night, I wake up by

6:30 am, got ready for my tech, abide nervous because I was about to do my first power point presentation in communication subject on timetable. **Noticeable 4:** Enjoying the lesson of construction technology with Mr Blank. He rearly makes me laugh with the story of a men who was stilling from his boss, once the boss send him to buy the materials for building he would go and buy the cheapest material. **Noticeable 5:** This was a painfull day to me because I did brokeup with my girlfriend, the one I love and when I get her massage. It was like I am in a dream land I still going to come back it where I experience how painful to lose someone you love. **Distinguished 1:** Having to wake up at 07:00am after sleeping at 03:00am I felt like commit suicide. I might be exaggerating because I don't know how it feels to commit suicide but you can make the assumption that it was hard for me to wake up. **Distinguished 2:** I feel like my life is in shambles! I can't begin to describe how things have taken a turn for the worst. I don't have a home, I hardly have clothes to wear cause all my things are at home and we can't go back without a protection order. **Distinguished 3:** I was one of the unpriviled kids born in a family where parent are incapable of looking after them. I grow up moving from a family member to the other, trying to fit into other people's home because my parent never gave me one.   Having realized that voicing their emotions will not in any way result in negative assessment they expressed them in different ways unique to their sociocultural backgrounds. There is some sense of tolerance of ambiguity that began to develop in the students as seen in these entries. These entries appear to suggest that the perceived problems of the students did not in any way allow them to 'freeze up' or be swayed by their inhibition completely (Oxford in Arnold, 1999: 63). On the contrary, these entries point to the students' attempts at engaging with their surroundings and a realization that their delicate self-image(s) will not in any way suffer any damage or humiliation if they tried hard to find solutions to their problems of understanding based on this observation. In a study conducted by Sivasubramaniam (2004) attempts have been made to suggest that to stress that emotions are

no less important than cognition and therefore, understanding human thought without any reference to the 'affective-volitional web that embeds it'(Vygotsky, 1986: 10) will be detrimental to our educational and social practices.

I believe that when students attempt personal constructions and explorations of meaning, they somehow get to use the room their journals provide them for recording responses. According to Stratta and Dixon (in Corcoran & Evans, 1987: 187) these constructions are 'immediate, tentative interim, fragmentary, but not yet deliberately shaped, which leads to a kind of a dialogue between teachers and fellow students and the gaining of trust, which gives validity to student response and helps to develop it'.

These journal entries points to a growing awareness in the students, which encouraged them to think about aspects of human existence. It is with satisfaction that I noted that the students made a definite attempt to relate the text to their own emotions and relationships.

4.5.2 Summing up the Analysis from Journal

Viewed in the light of the issues and insights presented in the Introduction and Chapter 2 and 3, the journal entries can explain how it facilitated mediation for fostering multiple ways of knowing, dialogue with self and others about learning and an open-ended view of knowledge (Donato & McCormick, 1994: 453-464). My intention was that, the journal entries act as stimuli to the students in regulating their behavior (i.e., participation) instead of being controlled by the existing stimuli. Just as in Sivasubramaniam's (2004) study where, the space provided by the journal was used to regulate them, the students made a crucial attempt to regulate their higher mental processes such as belief, creative/critical thinking and emotional involvement. In order to achieve this perspective, I individually questioned the students at the beginning of my study and again at the conclusion of my study as to their attitudes and opinions toward the writing done in the journals (Holmes & Moulton, 1997).

4.5.3 Data from the First Course-Based Exam

At this stage I have included their first course-based exam, the data of this exam I have included in the appendix 1. I was the examiner and I corrected the scripts. For the summary that they wrote I assessed them using the following grid below:

Content	10	
Grammar	5	
Punctuation	5	

Table 8: Marking Grid for Summary

Since this was the first exam they wrote for me, I was particularly interested in their performance in the summary writing. My impression was that they understood the article, but had some difficulty summarizing the information relating to the article. I will now indicate some mistakes made by only a few noticeable students. I have only included certain sections of the summary just to indicate some of their spelling and grammatical mistakes. The rest of the summary is found in the appendix 2. **Noticeable 1:** Working together we can reduce pollution because we will do what is right when we work together. No owe will cause the pollution to our worlds. To reduce the pollution we have to work together, we owe is allow to dump the rubbish outside the main parts of the cities. These unhygienic practices undoubtedly led to the outbreak of viral diseases. **Noticeable 3:** The environmental pollution is not remarkable event, since the human start to stay in urban and rural erea. They start to make places dirty, then Romans decides to make a place where they could put their dirty. This dirtyness brought the sickness. People ignored that sickness, and their places becomes more dirty. **Noticeable 5:** Green way international, a conservation group that conducts research into environmental pollution. Pollution began when ever person congregate into the cities. The Athenians removed refuse to dumps outside the cities, that led to the outbreak of viral diseases. **Distinguished 1:** Pollution is dangerous to our environment because it causes diseases in many people in our environments. Man refuses to correct his mistakes, pollution

become even more evident. In the sixteenth century England, efforts were made to curb the use of coal to reduce the amount of smoke in air. **Distinguished 2:** Green way is a campaign against and conducts environmental pollution research. Pollution began ever since people started to congregate in towns and cities. There are various ways in which people pollute, for example Romans dug trenches outside their cities where they could deposit their garbage etc. These unhygienic practices led to the outbreak of viral diseases. **Distinguished 3:** Green way international is a group that conducts research into and campaigns against environmental pollution. Environmental pollution started when ancient cultures decided to dump their garbage just outside their cities. As cities grew in the Middle Ages, pollution became even worse. In the sixteenth century England tried to reduce air pollution, but the people didn't co-operate. The Industrial revolution was the point of no return. Machines and industries were now rapidly growing.

My observation is that the distinguished had no real difficulties with spelling, grammar and punctuation issues. However, I had noticed some spelling and grammar mistakes in the noticeable group, which can be seen above. I will now present the scoring grid below for the first exam of the noticeable and distinguished students.

Noticeable 1	23%	Distinguished 1	61%
Noticeable 2	36%	Distinguished 2	58%
Noticeable 3	43%	Distinguished 3	43%
Noticeable 4	28%	Distinguished 4	55%
Noticeable 5	38%	Distinguished 5	53%
Noticeable 6	41%	Distinguished 6	71%
Noticeable 7	36%	Distinguished 7	56%

Table 9: Scoring percentage for the First Course Based Exam.

I have included a table below, so that an observation could be made about my students' average performance over the duration of my study.

This exam paper can be found in Chapter 3 as well as the appendix 1, here they had to:

- Write a summary

- Answer questions relating to the Communication course

- Fill in the blank spaces with the appropriate word

Exam	Noticeable Group	Distinguished Group
Course-based Exam 1	35%	60%

Table 10: Criteria Wise Average Performance of the course-based exam 1

As seen in this table the noticeable groups performance was very poor and the distinguished group had an average performance in this exam. It should be noted that this was the very first exam the students wrote for me at the start of the new academic year. In my appendix1, I have only included the summary and definition sections of the exam. The rest of the exam paper I have not included, because I did not think it would be of any substantial value to my study.

4.6 Data from Class Assignments

Students in my study used their class assignments to tell their stories of writing. These written assignments were expressions of their personal engagement with the ideas that the texts provided to them, which related to exercises in exploring meaning. I used class assignments to anchor language development and knowledge in personal experience and expressive writing. My intention was that the assignments were meant to guide my students along a continuum of increasing responsiveness (Clifford, 1988). In a study conducted by Alosaimi (2014) meaningful literacy instruction, writing in particular, is intended to direct a process

that personalizes L2 educational experience. In light of this, I believe that this type of instruction enhances ESL learners' lived experiences, emotional expression, and self-discovery at the core of the literacy practice. Hanauer (2012: 4-5) argues that, adopting such literacy practices in the class is intended to make the literacy work in class meaningful on the personal and social levels, as well as giving a sense of depth and ownership to the writing itself. My understanding is that writing, in this sense can be meaningful in that it enhances the ways in which L2 writers can reveal their personally meaningful understandings to themselves or to others (Alosaimi, 2014). With this in mind, I have supplied texts of an evolutionary nature, which my students could work with.

I looked at the two basic types of grading: analytic and holistic, to determine which would fit my assessment of the students' writing. In spite of the continuous popularity analytical scoring enjoys (Jacobs et al, 1981), I found analytical scoring unbeneficial for the following reasons:

1. Writing is an edifying experience and it cannot be assessed with reference to components such as introduction, topic sentence, sentence structure, use of transitions, grammar, vocabulary, and conclusion.

2. Expressive writing does not merit judgement based on a truncating set of recognizable skills mentioned as components in the afore-said point (Sivasubramaniam, 2004).

 I graded the scripts by using a modified version of holistic grading scales (appendix 3), something along the lines of a writing assessment sheet given to me by the language coordinator of the university. I did this mainly to ensure that my assessment of the assignments did not in any way become a demotivating factor in my study. I thought that the students could have a better overview of their work when I used this method of grading.

I have included the entire assessment grid in appendix 3.

The assessment of the assignments done by the Distinguished revealed the following characteristics, which correspond approximately to a holistic 2-point scoring scale:

B.   Clear; reasonably well written; mostly appropriate register and language mechanics.

1.   Argument well structured. All formal sections present and well done. Excellent referencing and bibliography.

Based on this The Distinguished were awarded B1.

The assessment of assignments done by The Noticeable revealed the following characteristics, which correspond approximately to a holistic 2-point scoring scale:

C.   Understandable but inarticulate. Register mostly observed, with reasonably well-developed language mechanics.

3.   Some formal inconsistency, inconsistent layout, systematic referencing/ bibliography errors.

Based on this The Noticeables were awarded a C3.
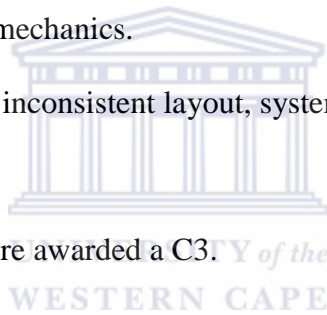
4.6.1 The Interim Stage

4.6.1.1 Second Journal Entry

In this stage I have included another excerpt from their journals to be viewed. I thought it would be of interest to see how their writing had developed during the various stages.

Noticeable 1:   Dear Journal on Monday 22nd, we had a conference for students in ECP only. This conference is named Step-Up. We received more knowledge about what to do and how to handle problems we face in studies. Many things have been revealed to me which I have been ignoring, thing like: ignoring people's opinions concerning a solution given on anything facing us. I always thought my opinion were the best and Ignoring I got the ability to teach to others what I can understand easily. We discovered sometimes people are activist, reflector, theorist, … Like a girl in our group by giving us an exercise to create a web and place it on the wall by help of stickers. Because instead of to explain just about what she understood, she took over to make it on her own. Unless, with that exercises everyone discovered who he/she was. The girl I talked before discovered, found herself

being activitist and me a reflector. I mean by activist: someone who understand things by practical exercises. Reflector: someone who observes things first and apply his knowledge after. During those two days of conference, I had fun and I really enjoyed being at a such conference which makes you to discover yourself for the first time if you never knew anything about yourself. We actually felt and we really are empowered by that conference. We can now face the problems we meet in our way. When I say: "we" I mean everyone who participated at the conference on Monday and Tuesday.

Noticeable 2:   I went to school and I was with Jimi the whole day. While he was busy on yutube I was collecting my research information. After 2 hours I went back to him, then I took his laptop. I opened my e-mail and facebook. I didn't open them for too long, I was tired. I lay my head next to Jimi while he was busy drawing. I was so tired, because of using computer for too long. I told Jime that "I want to go home" by this time he was finish draw, then we left. On our way, he took me to one of the take away at CPUT. There was nothing I wanted, so Jimi ordered for me Curry, but even if you gave me that Curry for free I won't ea it. The curry was full of spices and to oil so I couldn't eat it. But I took it away, thinking that some one may needed, instead of throwing the food away.

Noticeable 3:   Finally, it is Friday. This week was not easy at all. I had presentation on Monday, a tutorial of ABS on Thursday … After school today, I went home for resting a little. I slept from 2pm till 4pm. Later afternoon I went vising a friend in Mowbray. Once I arrived by his place, I was surprised to see one of my old friends. It was been a longtime without seeing him. His name is Mathias. Cannot even remember the last time I saw him. I think, it can be more than ten years. After we conversated for such a long time, He told me that him and his family travelled to USA in 1999. They have been staying there since then. He is here for holidays only and he will go propably go to Congo to visit his sister who got married. I really wanted to spend with my friend but unfortunately I had to leave early for going home to study.

Noticeable 4:   Today is my day because I see what I donot know, it is my first time to see the hole cape town as hole the is another friend of mind his name is David, in age we are equal. I can call him my grandfather because is very old to. Are but I like to stay with him because he always give the advise and tell me about life.

Noticeable 5:   I woke up early today because of the noise next door. My parents were still sleeping that time. I awoke them then they went to nextdoor to see whats happening. I followed them while they went there. Everyone was on the street watching others they were laughing and making a lot of noise on the street. My came closer there to see whats happening. The children screaming outside a house and their parents were fighting inside the house. My father tried to solve the quarrel but he failed

because they were drunk both of them. The mother was bleeding and the father was carring a gun and he pointed it to everyone who was watching on the street. I ran inside the house for the sake of my safety. I was worried about the children, the youngest boy was screaming and persuaded his father to stop killing them. I couldn't control my tears because they were facing the most painful situation and there was also a little baby who was lost. The bad audor of alcohol led people to stop solving the quarrel. I called the police, they arrived early as if they were there that time. The police arrested a men and the children and woman they went to Paarl. After the quarrel I slept at home till the supper time then I took a shower and went to bed.

Noticeable 6:   Stay in Khayelitsha in a location called Makhaza which is quit a distance from school. So everyday I take a buss to school the back to Khayelitsha. I have to wake up at 4:50 to catch a 6:50 buss to school which is at school a 8:10 and my classes start a 8:30 every day. That is challenging for me because the lost time I was this far from school was then was doing grade 6 in P.E.that was 2001. But be that as it may it wont kill me at the end of the day pluss I have to or "I must archive my goal."

Noticeable 7:   A short visit it was as I am preparing myself to come back to school because we have what we call autumn classes for students who really didn't do well in tutorials during the first term. I am really not looking forward to it because it meant that I had to cut my holiday short and begin school early. To be honest I think that the lecture is not doing his job as to giving us problems to solve and that he is not the right person to be teaching us this subject. Maybe these extra classes will help.

Distinguished 1:   A new term, another chance to do better. This reminds me of the Psalm verse "This is a new day the Lord has made for us, let us be glad in it". I'm really looking forward to this week actually this term. It's like we didn't even have a holiday the way we are working in ABS. Let's not even talk about Computer Application but I'm glad to see some progress. I'm not computer illiterate as I was a few months ago. Today has set the pace for this whole term. I can tell now already it is going to fly by; but I'm quite prepared for anything coming my way. Eish! I forgot to go fetch my exercises from Ms Pfeifferv. I'll get them tomorrow.

Distinguished 2:   I meant to do my work today, but each day comes with its own challenges that slows me down on my plan. Each day, with a new challenge, a new purpose. The challenge I need to overcome and the purpose that drives me in overcoming those challenges. The 'me' that I am today, is not the same as the 'me' that I was yesterday because I do not feel the same everyday. As the day changes from morning to dawn, so does my personalities changes day by day.

Distinguished 3:   Just arrived at around 09h12 today and I am feeling tired because of a long trip I took 1045km from where I am staying until here in Cape Town. But I am glad I went home I met everyone who are closer to my heart, I had to increase my holidays by 2 more days because as usual I was enjoying myself like hell, I sometimes wish we had a varsity in my location things wold have been so much easier for us who travel far, it would be nice to wake up from

home and go to a nearby college or varsity then late afternoon go home to your parents house we wouldn't have to stress about so many things like renting, buying food every month or even worse you can runout of food in the middle of the month, buying expensive bus tickets, adjusting to the environment, language barrier you quickly have to learn other people's languages I know you become multilingual but I think its more fun and interesting when you speak you own language, I think that might be a reason why most black students (not trying to sound racist) fail to part orm well or live to the standard of their progress report because we or feel we fail to get the rhythm going because of the expression but its not anyone's fault. I am just saying.

Distinguished 4:   I would like to speak about my one week holiday. My holiday didn't start good, because I had a pimple on my arm which get infected because I opened it before the time, therefore my arm got bigger, swollen, and sore but after going to see a doctor, they gave me some painkiller, antibiotic and they cut it. By the end of the week I felt better. It was a holiday from school perspective but it was a working for my work. It was hectic at work because I had a lot of work to finish on that week and more responsibility to handle for the week. Somedays, I culdn't get my lunch so that I can finish my work and thank God by the end of the week, I handle 90% of my work and it was completed. I worked out 5% at home that I sent off via email on weekend, and now must set my mind and get ready for my varsity life, studying life. Now the holiday is over.

Distinguished 5:   Dear Diary, I've been out of order for the past few days. It's not a dream it's reality. I have been fooled and played like a chomp. The events leading up to that day have not really made sense but I'm trying to complete the puzzle. He was extremely nice to me the last few weeks like extra nice and so quiet at times that I asked him what's wrong? Do you want to talk about it? I'm here for you. Those were my exact words and all he ever said was "I'm fine, I love so much, don't ever forget that." And he would squeeze my hand tight. Looking back now I knew in my gut something was amiss. And what he didn't realise was how well I knew him. And honestly I didn't confront him the moment he got back. I didn't believe it was true. I couldn't live with the uncertainty anymore so I confronted him the next day and I asked him is he going to be a father and the first thing he said was "How do you know". That killed me. That was the kill shot. Honestly and truly. I couldn't bear to look at him or be near him. I just wanted him to leave. I couldn't stand him, he made me sick! All I've ever wanted was honesty. He treated me like a possession. He was so jealous and controlling. He never wanted me to have more male friends and like a fool I gave in and tried to keep him happy. I did everything he wanted. And for what! Oh how I'm filled with anger once again. I feel like I could burst a vein. I don't know. I'm broken.

Distinguished 6:   Tuesday is my late day. I only start campus at 11. I stop by UWC to hook up with my home boy Daniel and Robyn. I eventually relise I spoke with Jamie about seeing her, at UWC the night before.

Distinguished 7:   Mondays always seem like a "long walk to freedom". I suppose maybe it's because I've had fun the weekend or perhaps I'm just sleepy and need motivation. Nonetheless, today went slower than usual. I sat in the lecture with my body there, but my mind elsewhere. I continuously thought about being goal-orientated, because at the moment I felt lost. I thought about where I would be five years from now, and what I would be doing ten years

down the line. I was unable to concentrate and just walked to clear my mind. Several minutes later, I returned with one goal in mind, to complete my studies.

My impression at this stage was that my students showed some definite signs of confidence in their writing. My observation at this stage was that the students were making less spelling, grammar and punctuation mistakes, but rather making better use of grammar and punctuation. The samples presented herein can illustrate the point in focus.

Noticeable 1: Dear Journal on Monday 22nd, we had a conference for students in ECP only. This conference is named Step-Up. We received more knowledge about what to do and how to handle problems we face in studies. Many things have been revealed to me which I have been ignoring, thing like: ignoring people's opinions concerning a solution given on anything facing us. **Noticeable 2:** I went to school and I was with Jimi the whole day. While he was busy on yutube I was collecting my research information. After 2 hours I went back to him, then I took his laptop. I opened my e-mail and facebook. I didn't open them for too long, I was tired. I lay my head next to Jimi while he was busy drawing. **Noticeable 3:** Finally, it is Friday. This week was not easy at all. I had presentation on Monday, a tutorial of ABS on Thursday … After school today, I went home for resting a little. I slept from 2pm till 4pm. Later afternoon I went vising a friend in Mowbray. Once I arrived by his place, I was surprised to see one of my old friends. It was been a longtime without seeing him. His name is Mathias. Cannot even remember the last time I saw him. **Distinguished 1:** A new term, another chance to do better. This reminds me of the Psalm verse "This is a new day the Lord has made for us, let us be glad in it". I'm really looking forward to this week actually this term. It's like we didn't even have a holiday the way we are working in ABS. **Distinguished 2:** I meant to do my work today, but each day comes with its own challenges that slows me down on my plan. Each day, with a new challenge, a new purpose. The challenge I need to overcome and the purpose that drives me in overcoming those challenges. The 'me' that I am today, is not the same as the 'me' that I was
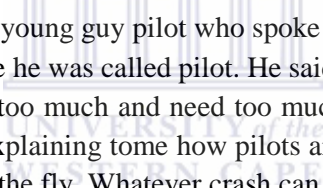
yesterday because I do not feel the same everyday. **Distinguished 3:** Dear Diary, I've been out of order for the past few days. It's not a dream it's reality. I have been fooled and played like a chomp. The events leading up to that day have not really made sense but I'm trying to complete the puzzle. He was extremely nice to me the last few weeks like extra nice and so quiet at times that I asked him what's wrong? Do you want to talk about it? I'm here for you. Those were my exact words and all he ever said was "I'm fine, I love so much, don't ever forget that." There was some sense of freedom in their writing because most of them could write more at this stage. My students were in the process of trying to make writing a meaningful act which is drawn on the need for them to utilize L2 writing as a tool for identity negotiation and self-representation in the target language. In a study conducted by Alosaimi (2014) where it has been mentioned that, some existing research has indicated the value of creative writing in developing L2 literacy. In light of this, I am inclined to believe that creative writing can enhance L2 learners' linguistics knowledge (Chamcharatsri, 2013; Hanauer, 2001, 2003, 2004, 2010; Iida, 2008, 2010, 2011, 2012), critical thinking skills (Tarnopolsky, 2005; Wilson, 2011), cultural awareness (Chamcharatsri, 2013; Garvin, 2013; Hall, 2005; Hanauer, 2001,2003, 2004, 2012), emotional expression (Chamcharatsri, 2013; Hanauer, 2003, 2004, 2010), self-discovery (Bilton & Sivasubramaniam, 2009; Hanauer, 2004, 2010; Iida, 2010, 2011) and create more engaged and personalized learning experiences (Bilton & Sivasubramaniam, 2009; Hanauer, 2012). My impression from what my students have written in their journals at this stage was that a lot which has been mentioned above has come to the front in their writing. The noticeable students were making the obvious mistakes like syntax, spelling, grammar and punctuation. The distinguished students at this stage, I thought were making less mistakes. My impression was that some of the mistakes which they made were not made intentionally but rather because they were in a hurry while writing.

4.6.1.2   Class Assignments

The following data was drawn from class assignments based on writing a paragraph. For the writing task done in this section, the students had to answer the following question, which was aimed at them writing freely and helping them to enhance their creative thinking. I graded the scripts by using the same holistic grading scale, which I used for the summary writing of the first course-based exam (see table 8). My main focus with the writing assignments was not really based on the scoring but just to encourage the students to improve their writing.   My intention was to get them to practice writing by giving their personal response.

1) Have you met anyone exceptionally interesting lately? Why was he or she

    so interesting?

Noticeable 1:   I once met a young guy pilot who spoke to me about is studies how he started until the time he was called pilot. He said it was not easy for him because the studies cost too much and need too much reflexion. But the most interesting to me was explaining tome how pilots are responsables of many lives in their hand during the fly. Whatever crash can happen belong to them and they can also loose their lives.

Noticeable 2:   I once meet a manager of Russells in Elsies River. He is a funy man once you are around him you can not be quite. He will keep talking funy stuff jut to make you laugh. Russells manager is a good man whom a person can relay on. He is a good adviser, helper, and friendly. I was worried one day about my studies, I went to him then he gave me a good advise of how I can study, from that time I see him as an important person and interesting to be around.

Noticeable 3:   I once met a sensei of karate in Cape Town. He could do any stretcher that you can tell him to do for you. He was able to speak more than five language including Chinese language. When I was next to him, I felt like I were important than anyone else in that building. This sensei was extremely good in his sport he inspired me, by the way he perform in it.

Noticeable 4:   I once met a professor of advice and literature who could talk to anyone about anything. She was very friendly to everyone, she was advising us about how to plan to read/study for the exams and you have to be on time before writing atleast 15 minutes before writing time. When we were around her, we were happy because we learn many things, like how to work as a team and

even if you want to ask something you feel free to ask because she was friendly to everyone. So she was very interesting and important to us.

Noticeable 5: I was meet a teacher of Maths who could talk to anyone. He was able to talk about Maths to Aljabra about explain to me. All student they happy what could I suggested to us. When student were with him, they felt like were happeness, important and intersting.

Noticeable 6: I once met a drug dealer and real criminal who did anything about crime, rape, house breaking, and high jecking cars all this kind of staff. He even tell us about how you feel after using drugs, like when you done to smoke you feel, like you alone in this world no body can tell you something. His storys were very interesting realy realy.

Noticeable 7: I one met an unknown person who gave me a gift, which was a bible. After some moths we became very good and so close friends as you can't imagenate.

Distinguished 1: I met Mrs Habane the Quantity Surveyor form Marry and Robberts. It was my wish to have an conversation with Qualified Quantity Surveyor. She was very kind and talkactive and I noticed that she is a good listener because of the way she looked at me while I was telling her how much I'm keen to be a Quantity Surveyor like her. We also spoke about everything happening on site the difference between Construction Management and Quantity Surveyor. The most important and interesting part in our conversation was her salary as a Qualified Quantity Surveyor. To be honest while I was with her I felt like I'm with my friend or my classmate. As I said she was very kind and interested on our conversation.

Distinguished 2: I once met a young Nigerian man in a bar, somewhere in Rondebosch. This young man is only 21, and is not studying. He is exceptional and interesting because he spends the most of his time in the Cape Town library. I have learnt a lot from him. He is able to relate all the African colonialism history since the begin till the end. This days he is doing resuorche in the neo-colonialism. He just told me that books are his secret and adviced me to read a lot.

Distinguished 3: I once met a professional soccer player lately in Green Point Stadium. He was so amazing to see him playing with a ball. He was also able to relate the most and popular past events in soccer. He was able to speak four languages as the he travelled all over the world. He was able to speak French, English, Arabic and Afrikans. People around us were surprised to have a such well educated player who has good manners.

Distinguished 4: I once met a mathematician. He was a brilliant man. He could see things from a different perspective. He'd take something ordinary and change it into something extraordinary. I was told that by being taught by him, I too, would

be able to see thins differently. I knew then and there that he would be my chance to success. He's truly something great.

Distinguished 5:   I met a female marketing executive a few months ago who despite many disadvantages and obstacles still managed to make a success of her career and life. She is intellectual, funny and a really has a heart of gold. She know about every aspect of life and helps so many people come into existence, are you born that way or do certain challenges mould you to become that way? She has great stature and is well known, but she treats everyone and anyone the same, she doesn't regard herself as being better. I really learnt a lot from her and I hope one day to have the same drive and spirit despite circumstances.

Distinguished 6:   It was a wonderful experience I never expect in my life to meet someone whose name is Blank. She was and she's still an amazing girl for me. She is pure and innocent in mind and heart. She kept telling the truth about life and I really enjoyed to get close to her, to love her, to have a good time of life with her. She taught me many things which I will not forget. When you meet interesting people, you will remain with their stamp after they will not be there no more.

In the above mentioned assignment the noticeable had serious difficulty in their sentence structure. For some or other reason they found this task extremely challenging. They had made quite a few grammar, punctuation and spelling mistakes. For example: (Noticeable: 1) I once met a young guy pilot who spoke to me about is studies how he started until the time he was called pilot. (Noticeable: 2) I once meet a manager of Russells in Elsies River. He is a funy man once you are around him you can not be quite. He will keep talking funy stuff jut to make you laugh. (Noticeable: 3) I once met a sensei of karate in Cape Town. He could do any stretcher that you can tell him to do for you.

My impression was that the distinguished students had less difficulty in their writing. Their sentences demonstrated a better flow in their paragraphs. For example: (Distinguished: 1) I once met a young Nigerian man in a bar, somewhere in Rondebosch. This young man is only 21, and is not studying. He is exceptional and interesting because he spends the most of his time in the Cape Town library. (Distinguished: 2) I once met a mathematician. He was a brilliant man. He could see things from a different perspective. He'd take something ordinary

184

and change it into something extraordinary. (Distinguished: 3) I met a female marketing executive a few months ago who despite many disadvantages and obstacles still managed to make a success of her career and life. She is intellectual, funny and a really has a heart of gold.

In the next task that they submitted, they had to supply an even stronger personal response to the following question.

2) When was the last time you accomplished something great? Explain.

Noticeable 1:   The last time I accomplished something great was when I received my matric. It was so hard in that year for me to make it because many things changed during the year. Trouble came in the family between my parents. That trouble supposed to bring a divorce between them. We overcame it with help of God. Reading with stress in mind is not easy at all. By getting my matric, I felt fulfilling something great I never had done before.

Noticeable 2:   The last time I accomplished of something great was when our team won the Katongo Provincial cup in 2004. I was 15 at this period. The final game was played in a tour which was at 500km from my hometown (Lubumbashi). It was my first time to be in a town that looks like a rural area. The final game was so hard because our opponents were very strong; and we had to bottle hard to win the final only after we reached the penalties. I was crying of joy when I received my medal and when I touched the Provial cup. How great it was!!

Noticeable 3:   The last time I accomplished something great was when I gave ofeing to a blind man in the train and that person never forget me. He great every times we meet.

Noticeable 4:   The last time I accomplished something great was to work in the construction industry on the management level. It was hectic and challenging due to the languages but I finally cope to the atmosphere and made use of my education. I realy learnt a lot and made me feel more confortable about my career and myself. It was one of my dream thing to accomplish.

Noticeable 5:   The last time I accomplished something great was when I win in the Olympic games of Karate in 2009. It was the greatest thing happened to me. I didn't think I would win because most of the student who were

there was higher than me. My sensei was so happy, he picked me up and said to me, "Congret my girl you mad me proud." He hugged me and I took my Bronze medal I got then run to my Momy where she was sitting.

Distinguished 1: The last time I accomplished something great was when I received the Stalward award for the year 2012 at my high school. It felt amazing. It was an award I dreamed of getting ever since I was in grade 8. I had never been nominated for nay of the categories at the Light House Awards event till I got to grade 11 when I was nominated for the second most prestigious award, after the Stalward award. This is when I realized I had it in me to get the top award for the event. In grade 12 I was nominated for both the top two awards. When they called out my name as the winner I was overwhelmed with joy.

Distinguished 2: The last time I accomplished something great was when I got a job at Waterfront. I was very excited, it was the most remarkable day of my life. Getting a job as a waitron, to support myself was a great achievement to me. I felt complete and independent because I got a job to support myself without having to rely on anyone. Being independent at a early age was a great accomplishment to me.

Distinguished 3: The last time I accomplished something great was when I was a soccer player. I scored 8 goal within 2 matches and I felt like a conqueror because that was not easy. Even a professional soccer player would never score 8 goals within 4 matches because it is not easy. That was my last great achievement in my life.

Distinguished 4: The last time I accomplished something great was when I got my matric in 2010. And my mother gave me $100 (R860). We did the crazy thing that night I still remember the day like it was yesterday night.

Distinguished 5: The last time I accomplished something great was when I climbed in a tree. The tree was about 18m high and the trees was next to the river, I was young that time at the age of 14 years. On the top of the tree there was 6 nestlings so I dicide to go there, when I was in the middle topo the tree was shaking because of more wind up there but I made 16 than I took those nestlings than I come down. I felt like I had truly accomplished something great.

With this second writing assignment, I observed a better improvement in the flow of sentences of my noticeable students. There were just a few errors, like missing words, spelling and use of the incorrect verb, but nothing serious. Samples that I have taken from the noticeable students are: (Noticeable: 1) The last time I accomplished something great was when I received my matric. It was so hard in that year for me to make it because many things changed during the year. Trouble came in the family between my parents. (Noticeable: 2) The last time I accomplished of something great was when our team won the Katongo Provincial cup in 2004. I was 15 at this period. The final game was played in a tour which was at 500km from my hometown (Lubumbashi). It was my first time to be in a town that looks like a rural area. (Noticeable: 3) The last time I accomplished something great was to work in the construction industry on the management level. It was hectic and challenging due to the languages but I finally cope to the atmosphere and made use of my education.

It might be that this second writing assignment was too easy for the distinguished students; my view is that they showed no signs of improvement in their writing. Their response was interesting.

The next task they submitted was in making a formal argument – "The Most Important Word". This assignment was more challenging because they really had to think of a convincing answer. The students first wrote a rough draft then the final draft. Presented below is the final draft. For this assignment I have used the holistic scoring grade as seen in appendix 3.

3) **Question read: What is the most important word in the English language?**

Below are their responses to this question.

Noticeable 1:   The most important word in the English Language is "Peace" peace is important because without it there will be wars around the world. When a country has a peace, The popular as well benefit from it by not

fighting. Love and understanding each other by helping will bring peace within us and world will be in peace.

Noticeable 2: The most important word in the English Language is "respect". This word is important because it help considere other people despite our difference. When you respect someone, the more you are going to get something positive from that person. This word may push the world to have a new vision on how to treat people. To conclude, respect is a word that facilitates interaction between people by recognizing the potential of each other. In the world of respect, we can be able to obtain something positive from another, and make easy the development.

Noticeable 3: The most important word in the English Dictionary is "trust". Trust leads to respect and guidance. Respect becomes mutual and giving permission or allowing one to guide you through hard times. Sharing personal experiences and secrets is of the most importance and is what we, as individuals, value most.

Noticeable 4: The most important word to me is "Family". The word is important because with out it there's nothing you can do in terms of finance. The family is the only thing that can confort mind and soul. Sometimes family that much important because in our days we need to stand up for our selves in order to success in life.

Noticeable 5: The most important word in English language is "Love" that come not for any reason but just for because we don't and it very important to notifie that with true love in your heart not one'll be able to do bad to your or even you to do bad to someone's else.

Noticeable 6: The most important thing in life is to be physically active, by being physically active all the time ca lead you to having a good healthy body mind and soul. This can also improve your self esteem and help you live a healthy life.

Noticeable 7: The most important word in the English language is "communition". This word is important because is used to describe the way passing on a manage between 2 or more people as one shows his or her opinion through communication. Wherethe it is social accardemic ect the is a need of communication. In order to resolve problems the must be communication.

Distinguished 1:	Love would be the most important word in the English Language. It is a word expressed amoung all human being, in so many different ways. The feeling of being loved is greater than any other feeling, as we all long to be loved. Even in the simplest way, in the form of a hug.
Distinguished 2:	The most important word in the English Language is "Love". The word is important because it simbolises care, affection and respect among people. Care, affection and respect are fundamental factors or personalities that creates peace among people as well as the country as a whole. Leading to a crime free nation.
Distinguished 3:	The most essential word in the English language is "Love". Love helps people to support each other, it brings harmony between people and nature. When two people are in love, they respect each other and have affection for others. This is why love is important.
Distinguished 4:	Good friendship is crutial if you want to live a healthy happy lifestyle. When two people share mutual respect and affection it automatically teaches us to live in harmony.
Distinguished 5:	The most important word in the English language is "please". It is so important because it shows respect. Respect must be showed in order to bring someone to consider you to hear what you are saying and show interest. No one would like to hear you unless you show some respect. Respect is one of the most fact for consideration and to motivate your communication.
Distinguished 6:	The most important word in the English language is "Manager". This word is important because it is used to describe the person who is responsibly for everything at work. The one who is on to at work. At work there must be a Manager who will come with rules and solutions at work. People will do good thing because they know that they will be fired at work.
Distinguished 7:	The word "because" is a meaning given on account of and is used to show reason, evidence or proof to a statement or question. This word is part of our daily speech and can be shortened by using "cause". It is usually used when people are in a case of expression and create more meaning to what they have to say.

With this assignment my observation was that the students in the noticeable group showed

signs of confusion in their response for example: (Noticeable: 1) The most important word in

the English Dictionary is "trust". Trust leads to respect and guidance. Respect becomes mutual and giving permission or allowing one to guide you through hard times. (Noticeable: 2) The most important word to me is "Family". The word is important because with out it there's nothing you can do in terms of finance. The family is the only thing that can confort mind and soul. There was just one distinguished student who misunderstand the task and this is seen in the response: Good friendship is crutial if you want to live a healthy happy lifestyle. When two people share mutual respect and affection it automatically teaches us to live in harmony.

The data shown here came as 'response' to what the students understood in the questions asked and how it changes and affects them in an interesting way. So, these questions "Have they met anyone interesting?" and "What was your greatest accomplishment?" and "What is the most important word in the English language?" made them think about how it affected their lives. My data also points to the characteristics discussed in regard to the holistic score scale.

The noticeable were able to address the topic but they had some difficulty developing their ideas. Their use of language revealed some let-downs and a weak focus on details. The distinguished were able to address the topic using sufficient details and some sentence variety and vocabulary. Notwithstanding all that has been pointed out here, my data analyzed in this segment suggests that expressive writing can spot and foster 'response' potential in students.

My intention with my writing assignments was that my students' attention should not be focused exclusively on the linguistic system which has received preferential treatment by SLA (Second Language Acquisition) theorists who viewed writing as a quantifiable language practice task (Sivasubramaniam, 2004). Their preoccupations centered on generating a causal

understanding of cognition which they believed was the single most important component of improving in language. As voiced by Sivasubramaniam (2004) based on these preoccupations, it became natural for SLA theorists to assess writing as a cognitive product showing either a cognitive deposit or a cognitive deficit. In this sense, writing that was emotive, expressive and personalized was looked down upon as an inedible product for a rationalist/scientific analysis (Sivasubramaniam, 2004).

I wanted to incorporate meaningful writing acts, such as linguistic biographies, which enabled my students to get engaged in the writing process and go beyond the academic goal and use the target language in their everyday lives, cognize the relationship between language and culture, and finally, place themselves within a larger community of the target language speakers (Alosaimi, 2014).

As my research views writing as an expressive meaning structure, I encouraged the students to construct truly personal meanings. In this respect, the writing done by the students in my study is situated writing which was primarily intended to provoke self-expression (Kern, 2000; Kohonen et al, 2001). Furthermore, the students' writing by virtue of its rich subjectivity challenges the 'acquisition' metaphor, which is characteristic of a universalist epistemology (Pavlenko, 1988: 140). The narrative knowing evidenced in my data entries shown in this segment is characterized by the expressive students' activity 'in all its variety and illogic (Polkinghorne, 1988: 140). Although my students' social and personal involvement which was accrued in the writing activity was viewed from a hermeneutic perspective, the students have used their writing to question their own social identity (Sivasubramaniam, 2004). By doing so, they have attempted to develop conceptual ways of thinking about themselves, their world and the 'others' in it, which are all new to them (Barro, Jordan, Roberts in Byram and Fleming, 1998: 83). My intention with these writing exercises was to allow my students the freedom to explore their thoughts on paper, by writing

about daily events. Flower (1988: 63) points out, their early decisions to proceed in a certain direction may 'lock writers into a premature solution before they have entered the problem' and it is believed by scholars that these very decisions, what Rose (1980) calls 'inflexible plans,' in addition to an almost constant concern with mechanics, correctness, and form, that keeps hidden from these writers the 'shuttling back-and-forth movements of the composing process, the move from the sense to words and from words to sense, from inner experience to outer judgment and from judgment back to experience' (Perl, 1980b: 369). I surmise that these processes might hinder my students writing ability.

Working with L2 writing as a form of meaningful literacy can enhance learners' understandings "about themselves, about the presence of others, and the diversity of thought and experience that are so much part of this world which means that, learning a language is about widening one's expressive resources and positioning oneself in multicultural and multilingual world" (Hanauer, 2012: 10).
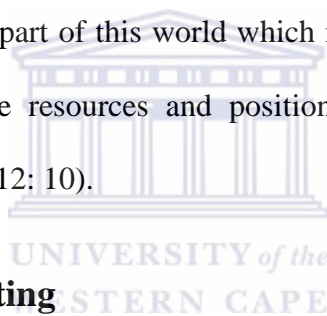
4.6.2 Autobiographical writing

The following data drawn from a class assignment which was an autobiographical writing where the students wrote in the interim stage of the programme, points to how expressive writing helped them improve their writing. I graded their writing by using a holistic grading score (see table 8).

Noticeable 1:   I wish I knew my father

My life was not easy to be born without a father by myside. My mother was there for me yet I needed my father. Growing older without a male in our house becomes a big challenges to me .
In 1999, on November at the age of 8 it was the first time I live in the house that rules by a man. I startet call any man I see around me a father to me. I never wanted to question my mother whose my father, because I thought she has the reasons why she never told me about him.
My life never been easy especially when I have to fill the form at primary school whose my father. I always skip this question.
I wanted my own father the one who could pick me up when I was a little baby and kiss me on my fout, promise me to buy a chocolate each and every day he left home.

Althought I didn't know him or have him by myside my mother was there for me and she did everything in her power to see me grew up, and being happy.

I always asked myself, "why did it have to me?" One day my mother took me to see who was rearly my father, we went to his hoe but he was not there we waited outside of his home. By the time he alive, I could see the tears in my mother's eyes, yet with all her respect I couldn't ask her anything my said to me. "You are a big girl now" I couldn't say many word I just looked at him and looked my mother again.

I believe that if I knew him in my early age. It could have make a different in my life. No one could ask me who is your father or skip some question that I was asked about him. Luckly me, my mother was both to me. Father to be scard of and a mother who was taking good care of me.

Noticeable 2:   My Uncle Christian

My uncle Christian was ten years older than me. Despite, he was older than me we lived together as friend. I can even say that I was considered as his best friend at home. All informations concerning my uncle were collected from me. I was acting as his secretary. He used to encouraging me when I felt bad and shouted at me when I did wrong things.

In 2011, when I came in South Africa, my uncle gave me a gift and told me to be serious with my studies. He was doing his last year in the faculty of medecin in Lumumbashi. Tow month later my father called me, and asked me if I really love uncle Christian. I answered the question by yes, I do love uncle Christian. My father took a couple of minute to continue our conversation. He told me that something bad had happened, and uncle Christian passed away.

I was so sad that day. I went to a bar close to my place to drink, so I could forget the bad news.

When I woke up in the morning under the alcohol effect, I realized that drinking will not bring back my lovely uncle.

He has gone, and I was unable to bring him back. I started thinking all good moments we had together. I made a big framed picture for him and sent it to my father.

As uncle Christian was a good, and a real Christian, I am pretty sure, he is in the good hands now. God will protect him from all danger. I hopefully I will meet him again one day.

Noticeable 3:   Never forget you Dad

My name is anonymous, born in DRC. I was born in a kingdom family, my father Anonymous was a kind in our village. He had 7 wives and my mother anonymous known by the name of anonymous. Bint means the fourth wives of king anonymous. I am the youngest in our family, when I was born in August 1992 my father told his wives and family that they must call me anonymous. In our culture Evo means "my heart". My father did loves me too much, I was everywhere with him, he never leave me alone.

Then in June 9, 2004 I was sleeping inn my dad's room it was about 14:00pm, then I hear my step mother and my mother talking about my dad, that is seriously sick in hospital Ngaliema. Ngaliema is the biggest hospital in Kinshasamade by Belgium doctors in 1948. And than I did wack up and asked my step mother "where is dad?" she told me that "Evo dady is fine he went out with his friends to the meeting". And than I say "I hear you talking to mom that dad is in hospital". She replied to me "Evo never mind come take your food and eat!" After 9 month my dad was still in hospital, I will never forget that day it was March 20, 2005, I went to the hospital to visit my dad. When he saw me, he wack up in is hospital bed and say "I told you mother that I will be at home to night. Didn't she told you that?" Time's up. I didn't finish.

Noticeable 4:   Autobiography

My name is anonymous I was born in 23 April 1994 at Tigerberg horspital in 2000. I went to Estern Caep to start School. I studied there till 2009, after I passed my grade nine I went to Cape Town and started high school at New eisleben high. I passed my Matric there. I went to study at Northlink College for a year. I did building and civil engineering till N3. At the begining of the year I've been accepted at Cape Peninsula University of Technology (CPUT).
Family
I have one younger brother and one youngest sister. I love them and they love me, we are staying with our parents. I life to fight with my youngest sister because of the T.V. She like cartoons and I don't like them I love movies.
The experience that I have in my life.
When I was staying far from my parents at Eastern Cape I was staying with my grandmother and my aunt and her children. My aunt was always there for us but she treated us in an unfairly way, meaning she was always favoured her children. I remember the day I was coming from school that was late because I attended the afternoon classes. My aunt didn't give me the money for transport but my mom was always sending money for my needs every month, so I worked o long distance about 90 minutes. When I arrived at home my aunt asked me where did I came from the I told her that I'm coming from school. She shouted me, the worst part she claped me on the face; and I was very hurt that time because he last bow wasn't there that time, she was still at school. I cried the entire night, I slept in the garden. The following day I called my mother and told her the story, my mother cried over the phone and I was very hurt. Even to day I will never forget what she has done to me and I will never forgive her because hugs every time I see her daughter.
Conclusion
I believe life without challenges is no a real life and I thank God for all she has done to me.

Noticeable 5: "The worse ever holyday of my life".

Hi! My name is anonymous from Lubumbaokis, Katanga, D.R.Congo. I was born in a big family in which I was the only boy for 17 years until my parent gave me a younger brother and this mean we're 2 boys in the middle of seven girls.
And this's a story of the worse ever holyday of my life. Every start when I was 7 years old in July 1996. We just came from school period and I was exicited to go to my grand parents for holyday and usually in those times, for every holydays my parents used to send me by my mother's parents and I have to mentioned that they previeues holyday I was there and wated two lovelly friends Kabange and Lydie. So the eitement was higher but I didn't know that the worse was waiting me there because hten I arrived, I finded that Kabange died and Lydie's family move to a other state and no one tel's me about. I can tell you the world had never been so bad for me as on that day and that was the last time I went for holyday to my ground parents place. So in this few lines you just come to ready some about me, where I from, who I'm and what I've experiment be fore meeted me.

Noticeable 6:   My project

It all started when I was eighteen years old, fresh from high school and into tertiary level when I discovered my strengths and weakness. At school we were given a task to go and present at the

opening of Expo for young scientists and Engineers. We all had to come up with an idea that would show what the future holds of young scientists and Engineers.

As we were planning on how to go about it we brainstormed ideas as a team and had to come up with a solution. As we were I discovered that I had little input as to what others were giving and that the only thing that was left was to built the model that was going to make work a lot easier in the future.

We then eventually got to building the model and surprisingly enough I was in charge of the major of work. I realized that I was more hands on then actually giving input as to what/how the model was going to be implemented. We lately on wen to receive the award for best presented project and we were given an opportunity to design further.

I then decided to pursue a career in engineering field to expand my talent and grasp as much as I can in terms of designing structures and of cause work on my skills, uterlizing my brain/knowledge as to come up with new ideas to improve ancient methods, structures and machines.

I am currently a first year student in Cape Peninsula University of Technology, Bellville campus studying Construction Management and Surveying a course that is always designing something new, challenging and developing certain aspect of the country.

Noticeable 7:   When you think things can not possible go worse they do.

The plan was to drink till the pain is over I gues. I never knew the worse thing was the hang over. 6 July 2009 I can still remember the time it was round about 12:45pm my phone it was my ex girlfriend on the other side. She told me that she had done an arbotion. For a moment my voice was automatically shut, I could not reply until she drop the phone on me. I wuld not believe my ears. It was like the world was looking at me and I kept on saying to my self that was my child and she did not even tell me why she did it or inform me earlier maybe we were going to come up with a better resolution.

Well rather than to listen to these voices in my head and die inside, I let me go and have drink "consoling" my self. There I was told after the other of whiskey running down my throute. Until the bartender asked me whats stressing me, I had to tell him because it was my burning my chest. His advice was for me to dump the chick. Well I was a little bit tipsy so took my phone called and I dumped her. Ordered more toddes of whiskey then I was drunk and I blacked out. Do not know how I reach home.

But I woke up feeling likea train ran over my bod could not even life up my pointing finger. My wallet was gone, cellphone gone and still my ex girlfriend had done the arbotion.

Now all of these things were piled up into my head. So I had to start to thinking positive because I can not change what had happened she did the arbotion and she can not undo it the best was to consintrate in the future with positive thinking.

Distinguished 1:   My life, myself.

Education is my legacy, that is what I say to myself everyday. However, getting myself educated without any parental guidance and support is an hectic challenge I face everyday of my life.

I am one of the underprivileged kids born into a family where parents are divorced. Throwing me into the world of vending for myself. I hardly know my mum because I grow up with my grandma and my father is married to another another wife which keeps us apart.

I can not recall a day that I was sincerely happy as I am always in my own little world thinking how the next day will be and striving to survive the present day. I take a step at a time and live each day

has it comes. Though I am independent which I like and will reckonly say makes me happy because it gives me a self-power and makes me a young super-woman however, sadness embodied itself deeply inside of me because I lack the most fundamental aspect of life that any child and any one should have which is parental guidance and support.

Everything I know, I learned it myself, my achievements were obtained without any help other than what I learn from the outside world. I worked my way to where I am which I believe if I had a father or a mother by my side, I would have done better.

I am not an orphan, yet I feel and live like one.

Distinguished 2:   Grade eleven

Life in grade eleven was becoming better and better, with the support of my mother and younger brother, Sisonke. The elections for the Excutive Committee members (prefects) was on the horizon. Having had a fair high school carreer thus far, I was confident that I could become a member. Academically I was not the best but I tried my best and having been a Student Representative Council for three consecutive years, showed I had leadership qualities. My sport was also a contributing factor as I was the captain of our cross country team. So I was a possible candidate.

The first round of elections went well as I was on the short list. A week before the announcing of the EC members we always have our annual Light House Awards ceremony. To my surprise I was one of the nominees for that year, which was something I never imagined. I was nominated for the second most prestigious award of the ceremony. On the night of the awards I came to realize that the other nominees for the category I was nominated for, were all grade 12 learners and they were prefects. In a way, I had no chance against these guys but what I took from this was I was good enough. I did not win as expected and I was not disappointed either. On the day of the announcement I was so nervous, I even woke up early due to the excitement. I always looked neat but that day I had to look neater. I left the house after giving my mom her days hug. She had said nothing, maybe because she was as nervous as I was. As I was walking to school I received an sms from her. That sms tranquilised all my feelings. The day was going by slowly and I was so anxious. Before school adjourned we assembled for the announcing of the Excutive Committee of 2012. I was a nerve wreck and decided to stand with my cousin Thulani and my best friend, Tshepiso. Both of them were also candidates on the shortlist, with me. Before Mr J. Latsky began announcing, Thulani said; "If it is meant to be, let it bet it." Those words touched and comforted me. When they called out my name, as a member of the EC 2012, my knees felt weak. I was overwhelmed with joy.

I really felt proud of myself but I could not express the joy I had because I had to be sensitive to my cousin and best friend whom had not made it.

Distinguished 3:   My Life, Uncut

My name is anonymous. I was born on the 18 January 1990 in Groote Schuur Hospital. I grew up in Elsies River, mostly with my grandmother. I spent most of my early childhood with her and my memories ring true to that. I started school at the age of 6, on my birthday and it's a day I'll never forget, unlike other children, I wasn't crying or screaming after my mother, I was excited and happy, don't know if it's because it was my birthday! To this day I approach many new prospects in my life with those exact feelings but a little anxiety creeps in now and again, because growing up you learn that life and people are cruel. My days as a scholar wasn't always easy, I was often reprimanded for talking to much and being a disturbance, not because I was rude or had no manners, I'm just very talkative and bubbly. I changed schools every second year and sometimes every year, until I reached

grade ten, there I finished my matric and stayed for a whole three years. I've met and lost a lot of friends by moving ever so often but it made me realize that those who made an effort were my true friends and till today they still in my life.

After I matriculated, I wanted to study medicine, I had big dreams of being a doctor and helping people who couldn't afford private healthcare. Those dreams were shattered the moment I was rode over before final exams, endless days in the hospital, check-ups, painkillers, floating in and out of consciousness, I had become an invalid, depending on someone else to help me with basic tasks. I didn't do to well in my final exam and that resulted in me doing a bridging course at Northlink for maths and science and that is where I found my interest in construction.

I then applied for an apprenticeship at Murray and Roberts Construction. I worked there for close to four years and really found my passion and drive. It taught me so much about life, people and cultures.

I've now taken the next step and started studying at CPUT to obtain my National Diploma in Building. I have found what I want to do and how its up to me to make a success, no matter hardships, trials and tribulations I can't let another set back ruin my dreams.

Distingished 4:   Discovering after years that you have a half sister "Confusion"

It was on a Saturday afternoon sitting and watching soccer on t.v as usual with my cousin and his family, when out of nowhere there was a girl entering in my Aunt's yard and started crying. Now we started to be confused and wondered what had happened to the poor girl.

Until she started to open her mouth and explained to us that she is one of my aunt's family member and asked to see her father. Unfortunately my uncle was out so we couldn't hear the sideof his story, a phone call was made and after 4-5 hours he pitched with a grill on his face.

He made us all scared and confused because he is the one who should calm the whole family down and explain himself but instead he began to be so defensive pretending as if he doesn't know anything about the girl. Then the girl started to cry even more because she was now filling that she was being an intruder and being neglected by his own father also causing a problem amongst a family.'

An elderly member of a family was called in to resolve the matter because now my aunt was starting to have signs of heavy headaches, because there was a time when she vomited for 18 minutes and we all started to notice that the situation was getting out of control, that was the time the elder was called in.

Before the elder could arrive my aunt and uncle exchanged unpleasant words to each other but my uncle was more of a reserved one, and I thought maybe deep down he always knew the truth. That was the moment the elder came in and after several minutes he was followed by other group of family members.

They sat down and sent children to the outside and started questioning the young girl about her background and why she was alone carrying a big story like that, she told them everything the name of the mother and that she had passed away and my uncle kept saying he doesn't know the name and has never met anyone before with that name.

Until someone from the street who heard the news around the community came and explain everything. He told everyone that he knew the girl's mother and explained to the girl that she was at a wrong place but the surname is the same as the one she is looking for.

Finally there was a sign of relieve for everyone because conclusion had been met though it caused some heart breaking moments. The girl finally went to the real father just 5 kilometers away from my aunt's home place and now they stay as a happy family ever. They have the same surname but they are not related.

Distinguished 5:   Separation with my family

I am anonymous, an African from Congo DRC, born and growed up for 18 years in Kinshasa, Congo. On completion of my matric at July 2006, I decided to leave my parents and siblings to travel to another country in oder to complete my degree because the education at home were not that good but my decision was a top secret.

After completing my matric, my father were so excited to register me at the local university but I asked him to give me a year to refresh and relax my mind in order to focus on the higher education. In the meantime I used my free time to work, and saved my money in order to accomplish my dream.

Suddently on the 10th of May 2007, my father brought the university application form which I was not happy and end up telling him my plan. I was so shocked when my father told me that he will not allow me to live by myself. After one month of negociation, they finally approved it.

On the 19th of August 2007, the sad day of my life, which was the day that I left my parent and siblings to travel to South Africa.

The house was so cold, sad faces all the show and tears on my mother and siblings faces which make me to think twice if I still need to travel and finally decided to go for my original plan and believed that is for my own benefit.

I love them and they love me but it was necessary to separate for a while. They are far from my eyes but I believed that they are always close to my heart.

Distinguished 6:   My major breakthrough

As a young adult I was going through a very difficult time in my life. I was working at the Westin Grand Hotel as a full time waitron, earning a low salary of wich I had to support my son, pay my rent and buy food. I never realized raising a child is that much difficult. I was very unhappy in my work because it is very stressful to work in the hospitality Industry because the are a lot of supervisors and managers giving you instructions then one would say "No, I leave that for now boy, I have something else for you to do now". I did not have a problem with that because I know that sometimes management have to make changes in the workplace so that operations can run smoothly, but then another manager would come and say "why did you not do as I asked you in the morning before breakfast started …" The more I would try to explain myself the less they wanted to believe me, they would just give more work.

Many people do not realize how much work goes into a waiter's job, it involves hard labour and providing good service to the guests, keeping floors and surfaces clean amongst other duties. It was very depressing at a stage, so I applied for cross training in other departments. It entailed me to come in the Food and Beverage department.

My life was beginning to fall apart. Nothing ever goes according to plan. I realized that it was a hard knock life and that everything you want you have to word hard for. In March 2011, three years after I had matriculated I decided I want to further my studies so I sent in a few applications to CPUT and applied for the courses I would be interested in studying. I wanted to make a difference in my community because crime, drugs, alcohol and poverty is the order of the day. I wanted to rise above my circumstances and overcome adversity in my community. Getting accepted into University would be my stepping stone to reach my dreams and goals.

As a child I did not grow up with my father as the male figure in my life. I was very fortunate to get accepted for three courses, one of wich was to study a National Diploma in Building. I was so ecstatic and excited, it was a dream come true. My major breakthrough in life. I have the support of my family

and the support of my son's mother's family. There were very understanding because I won't be working now so failing is not an option. I would like to be a role model to our youth of today. I can give my son a better life and show that through persevering anything is possible.

Distinguished 7:   Who am I?

My name is anonymous but my best friends call me "anon". I'm a 18 year old young woman who just finished senior education a year before 2013.
I live in a four room house with my family father, mother, little brother anonymous and big brother anonymous, I grew up surrounded by one big, supportive family which taught me a lot of things in life.
I'm very shy, loud, smart and interesting woman, who love reading novels and very interesting book on my leisure time. So many things had happened I my life as a child bad and good. Because I was surrounded by having friends and supportive friends I never carried my burdens alone but they always there to carry with them. I'm friendly person who love to meddle with people who are in a some level like I am, posite, inspired to achieve greatness and know what is right wrong and I managed to have that kind of friends with the names of (won't mention), those are the very especial people and unique people I've never meant.
A person that I hook up to is my mother goes by the name anonymous and also my role model is my mother, she completes my heart life and soul.
I know I'm a hardworking, intelligent, aspired and inspired woman who knows what I want in life and have goals. In my life I've always wanted to be a builder as a child, building small house with stones but now what I've always wanted is becoming all true because I've just as short term goal that I'm in tertiary a step ahead ready to achieve me dreams and what I've always wanted.

Writing about things that personal about themselves was not an easy task for the students to engage in, but they took on the challenge. For most of them this was the first time that they wrote an autobiography. This we know from the response they gave in the first interview to the question as to whether they have ever written an autobiography. I noticed a subtle flow in their sentence structures, with minor spelling, grammatical and punctuation mistakes. My impression was that the distinguished students enjoyed writing their autobiography. I think they shocked themselves in their writing because their mistakes were minimal. If we look at the way they started writing their essay, it is evident in their opening line which captured the attention of the reader. It was during this writing task, that I noticed confidence in their writing. Here too I used the holistic scoring scale (see table 8). Just to point out a few examples of the noticeable students: (Noticeable: 1) My life was not easy to be born without

a father by myside. My mother was there for me yet I needed my father. Growing older without a male in our house becomes a big challenges to me. In 1999, on November at the age of 8 it was the first time I live in the house that rules by a man. I startet call any man I see around me a father to me. (Noticeable: 2) My uncle Christian was ten years older than me. Despite, he was older than me we lived together as friend. I can even say that I was considered as his best friend at home. All informations concerning my uncle were collected from me. I was acting as his secretary. He used to encouraging me when I felt bad and shouted at me when I did wrong things. (Noticeable: 3) It all started when I was eighteen years old, fresh from high school and into tertiary level when I discovered my strengths and weakness. At school we were given a task to go and present at the opening of Expo for young scientists and Engineers. We all had to come up with an idea that would show what the future holds of young scientists and Engineers.

According to Chamcharatsri (2013) integrating personally and emotionally meaningful writing instruction would allow L2 writers to reflect on their personal experiences and to extend their self-understanding in relation to the cultural, linguistic, and emotional factors. I thought that by allowing my students to write about personal history, I would be encouraging my students to embrace L2 writing as a platform to negotiate their identities, then to find power and legitimacy in the second language (Park, 2013b). It should be noted here that their writing should be viewed as a continuity of an engagement and participation in the educational and social practices of writing. Since my research envisaged the learning of the English language as expressive, it was meant to initiate and sustain the students' process of engagement with English through a continuous organizing and reorganizing of the students' meaning relationships with their world. In other words, the notion in focus here is an indicator of the on-going students' attempts to organize their behavior and experience to construct meanings, which they value. The data from the autobiographical writing and the

journal analyzed earlier indicated a continuity of impressions of participation and performance. I believe that the students were beginning to transform themselves educationally and socially. In this respect, whatever they read, and wrote about was to become a continuous emotional involvement with the target language and its potential for supporting figurative thought (Arnold, 1999; Collie & Slater, 1987; Duff & Maley, 1990; Gibbs, 1994; Lazar, 1993; McRae, 1991; Rosenblat, 1987, 1995; as cited in Sivasubramaniam, 2004: 318). The beliefs and value-systems underlying my study may be viewed in light of the continuum of increasing "responsiveness", which serves to characterize the dynamic of my study. This points to the students' dialogue with the "ideational content" (Kramsch in Byrnes, 1998: 24) as a process of an educational and social transformation through language.

My data shown above came as written responses to experiences that the students made in their lives. My data shows how the students could open up and gain confidence in themselves and their writing. My data above indicate how exposure to the durable and pervasive modes of life-writing, transmitted culturally, provides frameworks for meaning-making that normalize certain narrative structures and shape the content and organization of autobiographical memory (Harbus, 2009: 126).

I believe that the very act of putting story into language has a bearing on the qualities of that story. As Bruner (1993: 55) argues "autobiography is life construction through 'text' construction". Eakin (1985, 2008) goes further, to claim that memory shapes the past through the motivated agendas of the autobiographer, engaged in a textualising process.

Scholars found that social processes of storytelling are present, if only latently, in autobiographical narratives and self-formation (Harbus, 2009 & McLean et al, 2007). Even though the causal link has not yet been investigated, empirical research has identified what might be called the confluence of some literary features of the personal communication goals

of autobiographical narratives: for example, the impact on memory of adapting autobiographical stories to entertain (Pasupathi, 2006); the important role of imagery in autobiographical memory (Conway & Pleydell-Pearce, 2000; Harbus, 2009; Rubin & Greenberg, 2003); and the incorporation of fictional material into memory via social contagion mechanisms (Barnier et al, 2008). This evidence suggests a genuine causal link between exposure to the rhetorical imperatives of published life-writing and those of personal narratives (Harbus, 2009).

My data presented above indicate how autobiographical writing allows our knowledge of ourselves and our access to and organization of autobiographical memories is shaped by the conventions of life stories and the way we are accustomed to interpreting those narratives (Harbus, 2009). I believe that the most prominent features of those stories – event causality and sequence – shape both written and oral narratives. It appears that standing foremost in an autobiographer's strategy is the element of character: his sense of self, of place, of history, of his motives for writing (Howarth, 1974: 365). This demonstrates that with the autobiographical strategy, there is the element of technique, where these components have not received the attention they deserve, with the exception of some promising work on style. It shows that style, then, is not subservient to content, but is a formal device significant in its own right. Even the simplest stylistic choices, of tense or person, are directly meaningful, since they lead to larger effects, like those of metaphor and tone, not that I was focusing on those morphemes in particular (Howarth, 1974: 366). Another element of autobiographical writing is theme. Howarth (1974: 366) claims that autobiography has an especially inclusive thematic base, since its writers constantly grapple with issues—love, memory, death—that appeal to a broad reading public and that we witnessed in my data presented above. The above mentioned elements—character, technique, theme—operate as continuous complements in autobiography (Howarth, 1974). Each of these elements relates to an isolated

aspect of composition: the writer (character), the work (technique), and the reader (theme); yet all three forms a single chain of relationships progressing from motive, to method, to meaning. By analyzing these elements in sequence I was able to trace an outline of my students' strategy, distinguishing their achievement from other works while affirming their place in the literary tradition.

My data presented above indicates how their writing relating to daily issues was subjected to the affordances that came into being as a result of it, which appeared to facilitate my students' agency and subjecthood. I wonder if the self-expressions evidenced in my data could ever accrue from a task-based learning situation. In light of this, I wish to argue that the tasks used by the language researchers in experimental studies can neither initiate an emotional involvement with the language nor evoke the type of imaginative responses shown in my data. Furthermore, as the researchers are solely focused on the performance data of their subjects, it is very unlikely that they will spare any attention to the agency and subject hood of their subjects. In light of a study conducted by Sivasubramaniam (2004) I believe that researchers' preoccupations with controllable and measurable task performance data could reduce their subjects to statistical entries and manipulable objects in the atemporal/depersonalized descriptions that fill their research reports. By the same token, I believe such reports can only provide a partial, if not an unbeneficial account of an ever-complex language-learning phenomenon.

4.7 The Final Stage

Having analyzed the data from classroom assignments, I now need to present a set of data drawn from writing done by the students in the final stage of the programme. In order to bring in some variety, I thought it might be good idea to draw on writing samples that relate to a text the students read in the final stage. In this stage I have also used the holistic grading scale when grading their scripts, which can be found in the appendix 3. The text which the

students have read, I have included in my appendix 4. The following data points to how the students were able to develop analytical ability through expressive writing that focused on the experiential aspects of response:

Noticeable 1: There is a high rate of rape in Indien. The young woman was rapted by the man called Hind Sind and after him it was then Juvenal. They raped her in the bus and the bus was covered with a cutain all the windows. The young woman was wouded in her intestinal. She couldn't speak. The bus driver wanted to run away but the police was there. The young woman always wanted to become a doctor her friends was her books. She used to tutor the children. She had a sister who she would call for an hour once she had a problem. After her death 200 of student had a march in New Delhi. The Indien has moved to comical restration.

Noticeable 2: In India men treat women very badly and sexual abuse and rape to women is out of hand. Women are being raped and abuse by Indian politions and people in high power positions. Government in India has uped the time offenders would spend in jail hoping to decrease rape stats in their country. Major political figures such as Mr Mahut Magundi is very involed in rape and awareness in the country. Rape is a violent crime and all offenders should spend time in jail if found guilty.

Noticeable 3: The text is talking about the rape rage in India by showing some cases of ladies students an wemen raped. The first lady was raped than she's been taking to the hospital, after some days she developpe the gangreane. She could not also speak. Afert this attack the doctor gave her 31 days. Few days later some of the students were raped, beside then they was a lady who dead 2 hours before the police took them to the hospital this one wanted to become a doctor and take out her family in powrvety said her sister. After this incident the media gave news about the situation in which wemen are. The gouverment provide chemical, than politician use research the ongone of all this. After the incident Miss Sonia try to maintain the situation.

Noticeable 4: There were two women who got raped in India within a month. One of them got raped on the way from school. Their families are very worried about them because they though that they are going to lose them. Justice is still carring the investigation on their cases. The constitution on India says the rapist or criminals must rot in jail. The community members suggested that the rapists must be castrated or expelled from India. The police discovered that other lady was raped by someone who is close to the family. My opinion: I agree with community members.

Noticeable 5:   this article speaks about riping in India against womens and all. The events does tooks place in India after that. To be more deep it tells about a young ladi student who was riped new deli in ride the taxi bus by many mens and drawn out of that bus after being riped without any intervation of any one in the bus. She was blooding antile death but the ripers was arrested by police and tooked to the court with out a several sanction. It caused some manifestation of people reclaiming that the ripers should be more santionned than what they was by the court. The primier minister of India went to berival seremonial with some of his ministers. The father of that young ladi sayed that his dother wanted to be a doctor and her are the testified that she was a very good sister and he will misse her for ever. For me it not acceptable to not given several sometime to ripers and very inacceptable to treat womans like that that is really crazy. How com a normal man take be force a woman who doesn't belong to him? That's very animously. According to me ripers must be punished strongly.

Noticeable 6:   A young 23 years student was a victim in India from a rape attact in the bus by 6 men including the bus driver. After the incident, the ambulance arrived on the scene 2 hours late as she was bleeding and unconscious. The matter was arised to the government and 2500 lawers were away to speed up the process on the victim side. The government cancelled the New Year party in the victim memorial and the sentence was 30 years in jeal (prison). Unfortunately the victim was dead as the doctor culdn't save her but at least they tried the best. My opinion is that the young lady was a innocent and the sentence should be to dead as an example to other rapist.

Noticeable 7:   The article is about a young physiotherapy student who was gang raped on a bus in New Dehli, when she and a friend where coming from the cienama. The attacked lasted for 40 minutes, she was raped by 6 men, 1 being a juvenile and one being the bus driver. The attack was was both savage and inhumane, she sustained fatal injuries. After the violation she and her companion where thrown out of the bus, resulting in him breaking his leg. After 2 hours only did the police take them to hospital. She developed gangerine as a result of her rape and died 13 days later due to organ failure suffered due to injuries. Many protests were held by women to voice the injustices that they endure and that have subsequently led to death. This has made the ruling party fast track procecution and deliver harsher punishments on perpertrators. Leading political figures have also been accused of rape and sexual assult 1 harrasment and police have said they will not be spared. In conclusion I would like to express my sadness and heartache at these crimes against women and children, I hope that government adheres to their promises in punishing these criminals and put stricter laws in place, not only in India but all goverments. Violence against women has to be met with dier consequences.

Distinguished 1:	On the 16th of December a young lady aged 23 years old by the name of Geoti Patel, who also was a physiotherapist student and her boyfriend went to watch a movie, "Life of Pie". What was a romantic evening turned into a bus horror, when six males, including the bus driver Ram Sing, gang raped Geoti. Investigators say this brutal attack lasted for 40 minutes, and within that attack they raped her until she lost conscious before one of the rapist had pulled out her intestines with his bare hands and throwing her and her partner out of the tinted bus. Geoti died 13 days after the attack after doctors had told her family she had minimum chances of survival. She couldn't speak but scribbled not suggesting she wanted to live. Her father Bobby Sing Patel identified her body. Her rape sparked protests and vigils by women in large numbers. During one protest 100 people, 2o police were injured and only one death reported. All lawyers do not want to represent the accused for various obvious reasons.

Distinguished 2:	A young lady raped in India. The doctors didn't expect her to survive because most of her intestine were removed. Due to that, she went through three major surgical operations 13 days after her attack, she had a severe injury in her brain.

The commities protested for her, in order to forbid the devastating murderous act of rape and assult to woman. 3000 people protested and rally for the prosecution of anti rape law.

Geoti was also a limit of assult, when she went to the cinema on the 16th of December. She was physically and sexually abused by 6 men in the bus including the driver. The assault happened over the period of 50 minutes and she was left to bleed for two hours before should get help.

Her death touches everyone has she died brutally in the hands of set hungry man. The new year party was councilled in commemoration to her death.

Geoti was an intelligent girl, who wanted to become a medical doctor. She helped her family boost the financial income by giving tuition to children a young brilliant girl was killed due to rape. Rape must be a forbidden act. It mustn't be accepted in any way, and a severe purnishment must be held to.

Distinguished 3:	The article talks about the violences that Indian women are facing everyday. Women in India are raped beaten violently by using imen rod for instance. The consequence of thise kind of violation causes a lot of psychic issues in the life of Indian women. To find a solution to this problem the government of Indian directed by the Premier Minister Sonia Gandy had decided to punish hardly all the people accused for violation on women. Politicians who are also involved in the crime on women are severely punished by the law of the country. Sonia Gandy showed the support to violated women by defending their course.

Distinguished 4:   In India a twenty three year old student named Jeoty had been brutally raped by six men on the bus on her way home. It is alleged that the bus driver of the bus and a juvenile was also involved with the young lady. This incident occured on the sixteenth of December and is has become a big problem India is faced with that is why India's government is now revising anti-rape reports. Apparently, after investigations police detectives who were investigating the crime scene sent her body for autopsys after two hours found some murder weapons a iron rod and the young lady's body was in a state. Her intestines were removed after she had been viciously attacked she then lost consciousness. After the incident and her results were sent back and after the real cause of death had been released, thousands of women took a march in memory of the young lady. Seventy police men had been killed after protests too the march for the government to worsen rapist's punishment. The young girl was an aspiring doctor, she studied to help her and her family to get themselves out of their financial circumstances. She even tutored the the young kids of the neighbourhood to earn extra money for her and her family to live from. Rapist will be sentenced to thirty years after being charged with rape. Another incident of rapes had been reported. More woman were raped the prime minister Mohansey maintained high profile as he and his co-worker identified bodies at memorials.

Distinguished 5:   A young girl Giotti was gang raped by 6 cruel guys in a bus which had curtains. Lights were turned off in a 15 minutes tragedy whereby the driver was also involved when they took turns in raping a young lady. Ramsing was the first one to do it then followed by a dangerous one who spend his life in juvenile then Ramsing again repeated himself in the end her intestines were removed by bare hands as she was being transmitted to the hospital and being examined 3 operations were done to her as she was unable to speak she was busy fighting for her life and the only thing she managed to say was as we quote her "I want to live"and after suffering a severe pain she gave up on her life. A young man who tried to save her also experienced a broken leg whantle driver was trying to drive on top of his feet his friend managed to pull him away very fast people who were passing never bothered to help the boy and 2 hours before getting help. Bhati sympates the father of the Giotti told BBC news her daughter wanted to be a doctor and she once said to him her friend are her books.

Distinguished 6:   A young girl by the name of Giota sin Pandy was brutally gang raped in a sick manner. This incident sparked protest across the country as thousands marched to put a stop to rape against women. The incident happened on the 16th of December where Giota and her boyfriend wer on their way to the cinema in New Delhi, then a bus came over to them and snatched them both her boyfriend was badly injured and Giota was raped twice by 2 men they pulled out her intestines with their bare hands and violated her with a iron rod then aftr that both of them wer thrown out of the bus naked.

Distinguished 7:   The death of a young female student, aged twenty three took place in India. She was gang raped by six men in a bus that ended in a tragedy. The attack lasted fourty minutes and one of the attackers was the bus driver. After she had lost consciousness, two more men continued the sexual assault. The student's intestines were removed with a steel pipe. The bus had curtains and tinted windows and continued driving as to avoid suspicion. The two women fought to protect each other but once the sexual assault was over they were thrown off a moving bus and nearly run over by the bus driver. While waiting for two hours, naked and bleeding, help arrived. Doctors never thought she would survive after that attack. The gang rape led to gangerine. Later she attempted to walk, after three operations, she scribbled and whote that she ahd wanted to live. Banning of rape was later taken seriously after the death of the young student. She felt that revealing her name would inspire others and give them hope. I believe that rape or sexual assault shouldn't be taken lightly as nobody deserves to lose their life before it has even started. I feel that there should be more rules concerning rape as nobody deserves to live in fear.

My data analyzed so far in this segment could be viewed as composition data as it will subject itself to an analysis, which will devalue the expressive potential displayed by my students. Furthermore, if the issues surrounding the fluency versus accuracy debate are applied to the above data it might further weaken the merit of what has been pointed out in the students' writing. My view on the data presented here was that the students definitely understood the texts and they were confident to give their own views on the subject matter being discussed in the article. Looking at just a few samples of their writing to support my previous statement, I used only part of their writing. **Noticeable 1:** There is a high rate of rape in Indien. The young woman was rapted by the man called Hind Sind and after him it was then Juvenal. They raped her in the bus and the bus was covered with a cutain all the windows. The young woman was wouded in her intestinal. She couldn't speak. The bus driver wanted to run away but the police was there. **Noticeable 2:** In India men treat women very badly and sexual abuse and rape to women is out of hand. Women are being raped and abuse by Indian politions and people in high power positions. Government in India has uped the time offenders would spend in jail hoping to decrease rape stats in their country.

Noticeable 7: The article is about a young physiotherapy student who was gang raped on a bus in New Dehli, when she and a friend where coming from the cienama. The attacked lasted for 40 minutes, she was raped by 6 men, 1 being a juvenile and one being the bus driver. The attack was was both savage and inhumane, she sustained fatal injuries. Distinguished 1: On the 16th of December a young lady aged 23 years old by the name of Geoti Patel, who also was a physiotherapist student and her boyfriend went to watch a movie, "Life of Pie". What was a romantic evening turned into a bus horror, when six males, including the bus driver Ram Sing, gang raped Geoti. Investigators say this brutal attack lasted for 40 minutes, and within that attack they raped her until she lost conscious before one of the rapist had pulled out her intestines with his bare hands and throwing her and her partner out of the tinted bus. Geoti died 13 days after the attack after doctors had told her family she had minimum chances of survival. **Distinguished 3:** The article talks about the violences that Indian women are facing everyday. Women in India are raped beaten violently by using imen rod for instance. The consequence of thise kind of violation causes a lot of psychic issues in the life of Indian women. To find a solution to this problem the government of Indian directed by the Premier Minister Sonia Gandy had decided to punish hardly all the people accused for violation on women. **Distinguished 4:** In India a twenty three year old student named Jeoty had been brutally raped by six men on the bus on her way home. It is alleged that the bus driver of the bus and a juvenile was also involved with the young lady. This incident occured on the sixteenth of December and is has become a big problem India is faced with that is why India's government is now revising anti-rape reports. Apparently, after investigations police detectives who were investigating the crime scene sent her body for autopsys after two hours found some murder weapons a iron rod and the young lady's body was in a state.

However, I hope that I will be able to address these issues in my next chapter. Based on the analysis of the class assignments, I wish to make the following observations:

1. The Communication course might not be in a position to focus adequately on the kind of knowledge that writing demands.

2. Grammatical rules the conventions of capitalization, punctuation, presentation, form, tone, register, and awareness for an audience, all of these cannot be taught conclusively through formal instruction.

3. There are limitations to teaching rules even if we are conversant with them.

I believe that we can only learn to write by writing and in order to do that we must read in the role of the writer. In other words, during reading endeavours, the act of reading and writing must be fused in the mind of the reader into a single scheme for action (Sivasubramaniam, 2004). This implies that when this happens the act of reading could become a composing process that is writing (Smith, 1982).
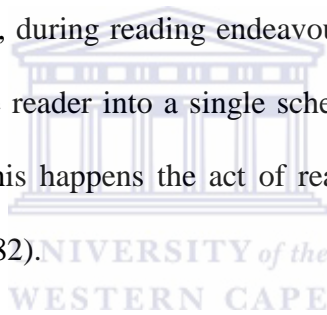
4.7.1 Journal Entries in the Final Stage

I have also included another excerpt from their journals in the final stage. This entry can be seen in appendix 5. At this stage, I found the students' writing to reveal a lot of confidence in them 'self' and they demonstrated less difficulty expressing exactly how they felt. My observation from their entries was that they were making fewer mistakes in their writing and they attempted to produce more of a flow in what they were trying to say on paper. I will now include some examples of their journal entries to elaborate on my view expressed here.

Noticeable 2: Today I woke up thinking about my presentation. All that was in my mind was Kenya. I couldn't think about anything else except Kenya my topic. I couldn't wait for 2:00 I did my speech, and I was free. **Noticeable 6:** As a young person I must enjoy my self. Yes I drink, smoke and all that kind of things. But I always manage my time, meaning using it

wisely, "first things first and party time later". And oh … about smoking I want to quit but it is hard for me now. I belive smoking is a bad habit. **Noticeable 7:** A blessed day it was yesterday as we saw Tata Nelsome Mandela reach an age that many of us could not. It was a humble experience to be part of the 67 minutes that was dedicated to helping the needy in your community and today we were just tiding up. **Distinguished 3:** I enjoyed all the lectures today I think maybe it was because it was Friday today but overall everything today was just on another level, the weather, the lecturing and people seemed so happy I don't know why, but it was nice seeing everyone chatting with one another. **Distinguished 5:** Dear Diary,

So my first day back. I haven't had much time to write we busy doing renovations and the house is a mess. But good news is I feel much better and happier than before. I'm just taking it day by day not over thinking anything. But truthfully I have been thinking about my ex a lot and he has messaged me, called me but I can't respond. No wait, I don't want to respond.

Distinguished 7: Most of my day was a complete and utter waste. It started out lazy, boring, and not to mention bad. However, later today, I ran into an old colleague of mine from high school. We spoke and caught up. It was great to see her again. The bad faded away and happiness overwhelmed me. Nonetheless, although my day started out as a bad dream, I managed to share good memories filled with joy and happiness that made my day better.

4.7.2 Summing up the Analysis of the Summary of the Article

My data from the students writing analyzed so far, point to how the students made an attempt to 'construct a semiotic universe that links linguistic signs not only to their dictionary referents but also to these learners' knowledge of the world' (Kramsch in Lantolf, 2000: 149). The students appear to have constructed their discursive selves in attempting to link their signs with the signs of the text they read and responded to it by writing. In light of what they have done, their learning of a second language appears to have progressed as a control

process of the semiotic clues (i.e., the profession of signs discussed in Chapter 3) offered by the foreign or second language, which leads to the very fact that the text indicates their capacity to appreciate the provisionality of the meanings that they related to others and to themselves (Vygotsky, 1978; Rosenblatt, 1978, 1995; Kramsch in Lantolf, 2000: 133-135). The content that evolved through their writing has not only evidenced their pleasure in responding by writing but has also indicated their increasing ability to step into the role of the writer.

4.7.3 Data from the Second Course-Based Exam

I will present the data from the second course-based exam in terms of percentage and with reference to the exam criteria discussed in the previous chapter.

The final exam consisted of the following:

1. Write a research paper exam based on three articles.

2. They had to supply their own title to the research paper.

3. They had to write an abstract.

4. They had to discuss all three articles in details.

5. They had to provide a conclusion.

6. Finally they had to write a bibliography.

Below I have indicated the progress of the students' performance of the second course-based exam, where I used the holistic scoring grade seen in appendix 3.

Noticeable 1	50%	Distinguished 1	68%
Noticeable 2	50%	Distinguished 2	56%
Noticeable 3	50%	Distinguished 3	71%
Noticeable 4	50%	Distinguished 4	63%
Noticeable 5	41%	Distinguished 5	61%

Noticeable 6	50%	Distinguished 6	51%
Noticeable 7	50%	Distinguished 7	53%

Table 11: Second course-based exam results.

In the table 13 presented below indicate of the students' average performance during the final exam. I have once again given an overall performance aggregate of the noticeable and the distinguished group.

Final Exam	Noticeable Group	Distinguished Group
Research Paper Exam	51%	60%

Table 12: Criteria Wise Average Performance of the Second Course-Based Exam.

Compared to the first exam a drastic improvement has been made especially in the noticeable group. I have noticed a 16% improvement in their performance in the second exam compared to the first exam. As seen in the above table, the distinguished group has shown no improvement in their grades in this exam.

According to the exam performance of these groups suggests that the students might have developed an ability to use language as an instrument of creative and critical thought while they were being guided along the continuum of increased responsiveness (Kern, 2000).

Below I have included the data from the second course based exam written by the students.

Noticeable 1:

What is the better solution for South Africa energy?

Abstract

This research paper is about the energy-efficient housing in South Africa. The problem concerning energy-efficient housing all the population in South Africa. The population facing issues concerning

the high cost of energy and also the lack of it. Many meeting were organized in order to find solutions. Good propositions were made to transform solutions from all meetings to be a reality.

Body

South Africa has a problem with the lack of energy. According to www.news24.com, Eskom initiated a campaign called 49M initiative to reduce the consumption of energy by 10% in order to save electricity. 49M is refered to the 49million population in the country.

Population and 70 parteners signed up to confirm that they agree with the 49M initiative. Business exhibitions company recently hosted 49M ambassadors at the Sandton Convention Center to discuss about the solutions concerning South Africa's energy. Gina Bester, MD of Terrapin South Africa stated that her and Terrapin South Africa are ready to help the country to working on the energy saving.

Leanders in the renewable energy will be meeting at the 16th annual Powered Electricity World Africa event to find a suitable solution and means for the issues regarding the lack of energy in South Africa. Many solutions has been proposed to the government for energy issue. According to www.engineeringnews.co.za, FNB House Finance will finance project concerning a new energy efficiency housing technology estimated to be 600 000 and one-million units.

The same source provides information on a ten-house pilot project in cosmo city used to experiment the energy-efficient housing. The results of the experiment were very good and encouraging.

The population is recommended to turn off geysers, lights during the day and also closing all doors to reduce the costs of electricity.

Conclusion

South Africa is trying to find a solution concerning the energy-efficient housing. A complain was initiatied by Eskom to help the country find a solution for this issue. The Eskom's initiative complain was called 49M which meant the 49 million population. The population and parteners signed up to agree with the initiative.

FNB Housing Finance financed a project on energy efficient housing technology with 600 000 and one-million units.

A ten-house pilot project in Cosmo City was very successful. Advices to turn off geysers, light and close all doors were given in order to reduce the cost of electricity and save the heat.

Noticeable 2:

The way to save our electricity for the future

Abstract

This report will discuss the way projects has been planned in order to have energy efficient for the future. Electricity has become a major problem to those who can't afford it. However the research has shown that, the way we use it can affect the environment and our country.

The report gives more solution of how we can save electrical by turning off what is not necessary.

"South African housing market needs a new energy efficient housing technology to provide between 600 000 and one million units" Ndaba 2011. There is a different projects that are in process of how can energy efficient help in the years to come.

According to Author (2013), state that in Cosmo City have a project of bringing dow the cost of electrical for those who can afford it by putting sustainable systems in place.

However some companies in South Africa are efficientcy measures for example Samsung and food and trees for Africa. They have been presented on site along with other 49 ambassadors.

According to Ndaba 2011, The project for FNB Housing Finance, in partnership with the Deutsche Gesellshaft Fuer Internationale Zusammenarbeit. They make it easy to those houses with energy efficiency by bringing in market new ways of using less energy. Their aim are to enabling customers to save on their electricity costs.

All the project are there to help, or see how we can save electrical for our better future. According to news 24 Isizuru (2013) "There are just a few of the projects that contribute to the 3.725 MW of mandated renewable energy mix".

All the leaders in the renewable energy sector will have an meeting annual about power and Electricity World Africa event to discuss the way to to tackle the projects and energy challenges facing the region.

The FNB Housing Finance CEO Marais say that "If we want to deliver houses on a large scale, we need to be careful because of the capacity issues in terms of bulk infrastructure and quality issues. We also need to look at alternative building systems that could work in an efficient way similar to or better than the current brick and mortar."

According toe Ndaba, 2011 state that FNB have seen that, with expected electricity increase, and that could have a major impact on affordability.

The customers will find it increasingly difficult to make ends meet and prospective homebuyers will find difficult to qualify for home loans as a result of affordability.

At least 50% of housing are already legislate in place determining that all new housing development are required to have an energy plan. In the next 5 years, 8% of electrical will be increasing every year.

According to Ndaba, 2011 say that the FNB has provided to those who can afford Energy efficient unity can be able to help their custom and contribute in a positive way to the environment and country.

There is many different ways we can achieve saving electricity.

If we can always turning off the house lights and switch plugs off it can help bring down at low cost of high electricity. Stop using heat can also be helpful.

Noticeable 3:

South Africa's energy saving plan

Abstract

This report will discuss the major energy crisis which South Africa is face with today. We will be looking at how we can save energy for the future and what government and Eskom plan is for the future. We would also see the role that fnb is taking to help, with this major soco-economic issue that our people and country is facing with. According to my news 24/07 June-02.

Eskom has started the 49M initiative to educate and drive our people to save electricity usage by 10% Terrapin will be hosting a energy saving event to highlight design and construction in the build environment. Being that our infrastructure can't meet the fast growth for electricity. My news 24 / 07 June / 02.

Government has plans in place to develop and grow renewable energy resources. Jeffery bay has a effective wind energy plant that power 200 000 homes with electricity. Which eliminates 300 000 carbon emissions which is good for the environment. My new 24 / 07 / June / 02.

Government says that renewable energy would form 42% of our countrys energy supply by 2030. Dennis Ndaba / 07 / June / 04.

Government has promised 600 000 houses for all middle income families by 2014. Dennis Ndaba / 07 / June / 04.

FNB has made sure that a solar heating system is placed into the home construction. When doing so they save home owners up to R300 per month on electricity bill. Dennis Dabba / 07/June/04

FNB has once again made a pretty good decision when building homes in cosmo city. They have included solar geyser in the construction of the housing. S Author / 07/ June / 06.

Government hs given a clear warning that electricity cost will rise by 8% every year. They are urging all home owners to switch off your geyser during the day, and switch off plugs and lights that you are not using. S Author / 07 June / 06.
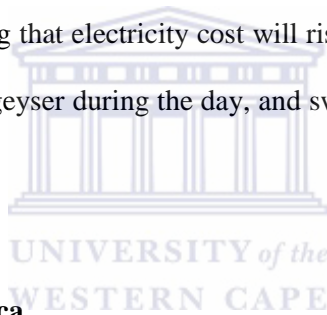
Noticeable 4:

Save Power and Electricity in Africa

Introduction

Africa is facing a big problem about Power and Electricity the reason why I choose this topic is because I realy want African people to know how to save electricity and power.

Topic

The power and electricity word of Africa is organizing a conference on how to save electricity in Africa. The intitiative is to encourage all African to save electricity and power.

Africa is one of the slowest growing continent in the world about power and electricity. This project will help African to reduce our way of using electricity. According to www.engineeringnews.co.za, most of people often do not associate affordable housing with energy efficiency and when they do, assume there are massive cost involved. This is because the general view has been that energy efficiency requires expensive solar geyser, solar panels for lights, high maintenance cost.

If African electricity companies can give affordable energy efficient, that will contribute in a positive way to the growth of our African energy.

Conclusion

Saving electricity and power is the best thing African people should know. We have to turn off our geysers and house lights to reduce our electricity cost and to save electricity. The best way to save electricity is very morning after 7h30 before going to work you have to turn off your geyser and light so that you can save electricity. Do not leave your geyser and light on until you will come back home, that is waiste of electricity.

Noticeable 5:

Save the electricity in South Africa

Abstract

This essay will discuss about the electricity in South Africa. Due to increased demand, Eskom, the main state power, involved all parties to solve the issue.

Government, investors and owners came out with a solution to get a new construction system in place and more independent power producers to solve the electricity problem.

Introduction

Electricity is part of our daily expenses and it has been supplied in South Africa by the main state supplier named Eskom. As the days goes by, Eskom can not handle it by its own and what is it going to do?

Bodies

Electricity is one of the daily burden for our communities, home owners and investors. There is a high use of electricity due to our construction design in South Africa (Ndaba 2000).

According to www.property24.com, there is a legislation in place instructing that all new housing must use an alternative energy plan.

As the electricity lies on construction, all the regional and international developers, investors, owners, architects and the government are focusing on this matter (www.news24.com).

One of the resolution is the new design called green building which the geyser need to be solar geysers and by using solar panel for lights, etc. (Ndaba 2001)

System author stated on www.property24.com that there is more tips on how to save electricity by switching off the geyser when is not needed, keep all unnecessary lights off and avoid heater by dressing warmly if possible.

Conclusion

Electricity is a big issue, therefore the government encourage all citizens to cut and save cose, improve the construction system and invite independent power producers to join the parties.

I believed that if everyone take his responsibility and work together with the government, we can save the electricity and create a better future in South Africa.

Noticeable 6:

In my report we will discuss more about saving electricity how to save electricity and etc

South Africa is facing a large usage of electricity which my lead into huge/massive problem of running out electricity and increasing cost of energy.

I have found out that increasing usage of electricity could have a large impart on affordability.

The peraim of this research is to warn and look closely to the causes that are caused by large usage of electricity.

Electricity cost has become a large contributor to household spend, "Electricity makes a big dent in South African's disposable income and, in turn, their affordability, however, it can also be controlled and save you money through diligence" (Marais, 7)

According to http//www.news24.com/my news/south-africans-energy-efficient-future-20130304; Eskom has produced a 49M start to encourage South Africans to reduce their energy usage by 10% the purpose is to enspire the country to a common goal of saving electricity and form a new / well future.

"South Africa is one of the fastest growing countries in Africa. However its aging energy infrastructure is unable to meet the rapid growth in demand for electricity." (http//www.new24.com)

FNB Housing Finance CEO Marius Marais; " South African housing market needs a new energy efficient housing technology to provide between 600 000 and one-million units" (Marais, M.A.). "On the project, new forms of insulation were used in the walls, foundation and ceilings. The housing units were aslso fitted with solar water heaters allowing both high and low pressure". (http//www.engineering.co.za).

According to Marais M (5). The majority of people don't buy houses that not expensive because they think that energy is enough and they think that it comes with large amount of cost.

If we want to deliver houses on larger scale, we need to be careful because of the capacity issues in terms of bulk infrastructure and quality issues. "We also need to look at alternative building systems that could work in an effient way similar to or better than the current brick and mortar" (Marais, M.5)

FNB Housing Finance which is part of the Project in partnership with Deutsche Gesellschaft fuer inernationale zusammenarbeit and etc. states that the housing project is to test/find new alternatives of saving energy to save the electricity cost. (www.engineeringnews.co.za)

Geysers are the biggest contributors to electricity costs (Marais, M). "If you haven't installed a solar geyser, there are few ways in which to save on your geyser bill, by switching it off during the day, when you are at work, and by wrapping the geyser in a blanket or insulating it so that the warmth is not lost".

All in all the are many ways in which we can save electricity or use less electricity. By switching off lights in room that are not used in the moment, use solar or heaters in winter. Electricity is one of the biggest things that we people spend on money because of how much electricity we use of not saving. My advice is to lets all save electricity inorder to have a better future ahead that is bright.

Noticeable 7:

Abstract

This essay will discuss the efficiency of energy for the entire country. The 49 million population is capable of saving the electricity, and create a better future for South African residents, and to contribute with more electricity supply in the country. FNB housing Finance aimed to test a new ways of saving electricity and protecting the affordability of electricity. FNB also came up with the idea of

preserving electricity due to the expensive cost of electricity for those who does not afford the high prices of electricity especially the home buyers.

Energy- efficient housing

Eskom launched its 49M to encourage all South Africans to cut their energy consumption by 10% to enspire the country behind the goal of saving an electricity to create a better future, in March 2011, the 49M refered to 49 million of population. Accoding to Gina Bester the MD of Terrapin South Africa, the purpose of 49M is to save the energy in our country. Sustain and Building Africa with Africa's largest power and Power and electricity world Africa will be highlighting a latest development in design, and construction and build environment.

South Africa is one of developing countries, how ever its energy infrastructure is unable to provide the demand for electricity. The Jeffreys bay wind farm is expected to supply enough electricity to more than 200, 000 homes, that will eliminate more than 300 000 tons of carbon emission each year. These projects translate in to a smarter grid and more reliable electricity supply. The minister of Eskom, Diamond partener of the event, wil have a speaking conference that will discuss how to tap the opportunities. The pre-registration for the sustain and building is now open, register your attendencer now to learn more about the latest development in Design Construction and built environment. (www.news24.com)

Denis Ndaba state that, FNB Housing Finance, in partnership with Deutsche Gesellschaft Fuer Internationale Zusammenarbeit, the German Development Agency and Carbon Credits, has come up with an idea of efficiency housing project to test a new ways of saving electricity cost. In the project, they use new ways of insulating the walls, foundations and ceilings to allow both high and low pressure in housing.

Accoding to Marius Marais the CEO of FNB Finance, many people can not afford the cost of housing and energy effitiency because the solar geyser, solar panels for lights and other expensive intervention are very expensive. FNB realized that the increase in expected electricity will have an impact on affordability because the existing customers will find it difficult to afford and also the homebuyers won't qualify for the home loans as a result of affordability pressures. FNB will consider rolling out the energy effitient units in its future housing department.

Accoding to (www.property24.com), the project by FNB Housing Finance in Cosmo City aimed to bring dow the cost of electricity. The electricity prices are due to the rise by 8% every 5 years to come for the next 5 years. Marius Marais state that, South African residents are quite excited to down the decrease in price of electricity because some of will save a money for homeowners. The small changes such as turning off house lights, and switch plugs of will help to bring down a high cost of electricity.

Marais M also state that, to install the solar geyser will save the bills of a geyser by switching it of during the day and by insulating it to keep the warmth.

The electricity is very expansive so rather dress warmly and to shut the doors while you are in house to keep the heat.

Distinguished 1:

Abstract:

The report is on Energy-Efficient housing. The research was done to try and find alternative ways to combat South Africa's electricity problems. The actions put into place such as the introduction of other sources of energy for example solar or wind energy were vital in this research. But the smaller thins such as switching off your light when not using them proved to be crucial too. The solution that were introduced did not only help with minimizing energy consumption but also indicated to be able to produce energy sustainably for many years to come.

Projects and initiatives

Eskom has launched numerous initiatives and project to cut the energy consumption in South Africa. Their biggest initiative lauched in 2011 (http://www.news24.com/) is aimed to cut energy consumption by 10%. This 49 M initiative has gained the support of many well known companies like Samsung, Anglo Gold, Santa just to mention a few, which are the proud sponors of this initiative. The need for a proper source of renewable energy has been the main objective to solving our country's electricity problem. As South Africa is a fast developing country, the demand for electricity does not balance this development (http://www.news24.com/). Eskom generates 95% of the Electricity in our country by means of coal and with the pressure on countries to reduce their carbon footprint n the use of coal (http://www.engineeringnews.co.za/), has encouraged the introduction of wind and solar

projects. In various parts of South Africa solar and wind projects have been introduced. Other helping project have also played their role for example the FNB housing Finance project in Cosmo City (http://www.property24.com/). Little things which proved to be vital were used in this project, like installing solar water heaters or insulation fitted into the foundation and various parts of the house so that it can control its own temperature. Little things can so have a huge impact and the encouragement of switching of your geyser during the day or replacing your geyser with a solar geyser, are part of the FNB housing.

Conclusion

There are great initiatives which will help us as a country. Because it seems that people are not really aware how serious the electricity issue is in our country. And we have a very bad attitude, since we paid for it we will use it the way we want to, instead of thinking of tomorrow. The projects put in place are promising as the wind and solar energy sources are sustainable energy producers and are very safe to us and our environment. As humans we also have to play our role by doing the little things such as switching off plugs or dressing warmly instead of using a heater, to help decrease the energy consumption.
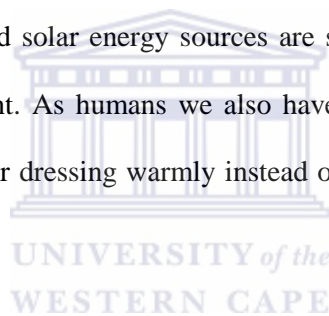
Distinguished 2:

Abstract:

This report will discuss the uses of electricity and the cost of it which most people are unable to afford. Electricity is heat main produce by escom by means of burning coal. Because the cost of electricity is greatly highly, this report emphasizes on alternatives programmes and intitiatives to reduce the use of electricity and subsequently improve people's lives and provide a better future.

Electricity is highly expensive

Electricity is a problem in South Africa. Electricity usage is becoming a major problem in South Africa as it is highly expensive. South Africa as a developing country and one of the fastest growing country in Africa is on the verge of being unable to afford its electricity usage. Kim Frankental states that 'South Africa aging energy infrastructure is unable to meet the rapid growth in demand for electricity."

Cost of electricity is high.

The cost and usage of electricity rises shockingly especially in winter. Which has a huge impact on people's finances as they can not afford it. Electricity increases could have a major impact on affordability. Existing customers will find it difficult to make ends meet and prospective home-buyer will find it difficult to qualify for a loan"(Marius Marais).

Alternate energy source

With regards to the unaffordable cost of electricity and usuage, there are initiatives and programmes created to combat the issue by creating better and alternate source of energy such as energy from wind and solar that will drastically lower the cost of electricity. Marius Marias claimed that, saving n electricity cost will make a real to customers affordability.

Escom as South Africa's main source of energy, which provides 95% of South Africa electricity mainly from burning coals, collaborate with other energy companies such as AngloGold Ashanti, Renewable power South Africa 28 MW solar plant to name a few to create, a renewable source of South Africa energy mix which is to begin in 2014.

Better hear insulation in buildings

FNB aim to subsequently bring down the cost of electricity by creating sustainable housing that will reduce the cost of living, in terms of energy usage. This they intend to implement by using better heat insulation in building houses. Warns Marias states that "we need to look at alternate systems that could in an efficient way similar to or better than current bricks and mortar."

How to reduce electricity usuage

There are many ways to reduce the uses of electricity, some of which are: install solar geyser which uses less energy, wrap the geyser with a blanket to prevent heat lost and switch it off when it not in use including any other appliances not in use. "Electricity heat is very expensive and will contribute to your high bill." (Marius Marias)

Conclusion

The use of electricity is subsequently high and expensive which most people can not afford. The less electricity we use, the more money we save.

Distinguished 3:

Energy efficiency has become a global trend, and everybody is encouraged to reduce their carbon footprint, countries and citizens as a whole are called upon to make changes and expected if not demanded to do their part.

The research will show that South Africa is making a concerned effort to create an energy efficient future by launching initiatives such as 49 M which encourages all South Africans to cut their energy usage by 10%, many multi-million rand companies have signed up. South Africa plans to set up various solar and wind projects across the country to reduce pressure on the grid and thus make renewable energy sources available, instead of only depending on coal-fired power stations. In turn FNB launched an energy efficient pilot housing project in a bid to help homeowners save on electricity costs. This projects has shown good results and may be the key to the future housing developments. South Africa is showing interest in energy efficiency and empowering the nation in a more ways than one, their plan won't show results instantly as there are high costs involved and intricate planning and discussions, but the foundation work is there, for now we each have a responsibility to do all we can to reduce our energy consumption.

Good results have been achieved in energy cost savings during a pilot project of ten houses in Cosmo City, near Johannesburg and this may be the key to future housing development.

The project was headed by FNB in light of South Africas need for new energy efficient housing technology within the affordable housing market.

New forms of insulations were used in the walls, foundations and ceilings. The houses were also fitted with solar water heaters allowing for both high and low pressures. They have already reached their return on investment, two years after completion. According to www.engineeringsnews.co.za, many people are under the impression that energy efficiency means expensive costs on geysers, solar panels and high maintenance costs, therefore affordable housing is not often associated with energy efficiency.

According to www.engineeringnews.co.za, FNB has realized that existing customers will find it difficult to make ends meet and prospective buyers will have difficulty qualifying for home loans, as

electricity is expected to increase by 8% per annum over the next 5 years, making affordability difficult.

By producing these energy efficient homes, they will be able to enhance their customers lives and make a positive contribution to the environment and the country's energy challenges.

According to www.engineering.co.za, they speculate that home owners will save about R300 allowing them to recover the set up costs of R3600. According to www.property24.com, the biggest contributors to high electricity bills are geysers

Distinguished 4:

Efficient way to cut down electricity cost

Abstract

We as South Africans we are currently faced with a disease called E.D.S. (Energy Deficiency Syndrome). It is one of the few that cannot be avoided by it can be defeated by working together to form one formidable monster idea, whereby we just have to make some small changes in our households by turning off the house lights and switching plugs off if we are not busy with them. By so doing the electricity bill expected to rise at 8 percent every year for the next five years can be avoided by all means and in the end we all have something to smile about.

Energy usage in South Africa is one of the factors that is being misused by many of us, especially this time of the year winter. Blankets are recommended when watching television and to close all the doors instead of using a heater to warm yourself up, you will save a lot of money because a heater is one of the energy source that contributes a lot on your high energy bill.

According to Marais "If you haven't installed a solar geyser, there are a few ways in which to save on your geyser bill, by switching if off during the day, when you are not work, and by wrapping the geyser in a blanket or insulating it so that the warm is not lost," because like heaters geysers are also biggest contributor to high energy bills that is why today most household prefers solar geysers.

If we can all use the recommended solar water heaters and geysers the more energy we are going to save. According to www.property24.com/articls/energy-efficient-homes-in-cosmo-city/17667 ten cosmo city house holds were fitted with solar water heaters and insulation fitted into the foundation,

walls and ceilings keep the temperature self-controlled, which on a 40 square meter property equates to about 700kwh/a (i.e.40x17.3kwh/a = 692kwh/a).

Reading through the article I found out that the project by FNB Housing Finance in Cosmo City has a plan in store for South African housing, by aiming to cut down the electricity cost by putting sustainable systems in place; for an example they recommend that we should at least try to use prepaid meters as they are very simplet to be topped up. Because of many channels they have its easy to top up like buying electricity at the local stores, online, cellphone banking etc.

The experts of Property 24 explains that R1.34 per kwh is equivalent of R927.28saving per year. They realized that with expected electricity increasese the would be a major impact on affordability of electricity, that is why they are trying to teach us of much we can save if we follow the simple steps they recommend for us. Marius Marais (2013:05) notes "If we can deliver affordable energy efficient units, we will be able to enhance our customers lives and contribute in a positive way to the environment of our country's energy challenges".

There is another legislation that has been put in place by department of Housing whereby they state that "all the new housing developments should have an alternative energy plan on at least 50 percent of the housing unit.

FNB Housing Finance is working with the Deutsche Gesellschaft in trying to come up with an idea or a better way saving energy in our household instead of the raising 8 percent every year that kills the customers even more.

Marias CEO of FNB Housing Finance notes that "Most people often do not associate affordable housing with energy efficiency and when they do, assume there are massive costs involved. "This is because the general view has been that energy efficiency requires expensive solar geysers, solar panels for lights, high maintenance costs and other expensive interventions."

Conclusion

Overall I think high time we make life easier for ourselves by just putting an effort in making sure that we switch off the geysers and use blankets as recommended instead of waiting for a solution from Eskom because clearly we are losing a lot of money every year and change to prepaid as Marais and his colleagues suggested.

Distinguished 5:

Better and improved energy electricity usage in South Africa

Eskom started a new programme to empower South African citizens to reduce their electricity usage by ten percent, in March 2011. In an event to motivate the South African nation by saving electricity to create a better and everlasting future. At present, the world is going green and FNB Housing Finance is determined to provide a new housing market that enables the government to produce 600 000 houses by 2014. In terms of change of seasons, electricity usage has been improved in several homes. During winter, it is preferred to switch to energy efficiency as it is a logical way to save. Personally, I believe that electricity can be sustained and everlasting and even better the future if every household does their part and be considerate by doing small things like turn off lights.

Eskom starting its 49M initiative to create a better future and helping South Africans empower themselves, is only the first step to a whole new beginning. With regard to energy efficiency in South Africa, several companies have come together to make a living for all. Companies such as Nedbank, Samsung, food and Trees for Africa and mainly Terrapin, an extraordinary company that will also be hosting an event, 49M ambassadors at their Sustain and Build Africa at the Sandton Convention Centre on the following dates 9th and 10th April (www.news24.com).

Major companies will be brought together and discuss the results of better electricity usage and steps taken by numerous South African companies. Also, South Africa being the fastest growing country in the African continent, South Africa still experiences problems with regard to electricity demand and at a fast pace as 95% of South Africa's electricity is by means of coal-fired power stations by Eskom. Steps have been taken and projects include more convenient ways to supply electricity. Strategies are put in place, by leaders, to tackle the energy challenges that South Africa is currently facing. Project development will commence in the year 2014 and is valued at 47 billion rand. Power and electricity world Arica will be joining Eskom in an event to discuss the countries energy future and also providing opportunities and suitable methods at a converence. (www.news24.com).

According to FNB Housing Finance, with Germany, has introduced a suitable energy housing project to undergo ways of using less electricity and also for customer satisfaction by allowing them to save

money. Statistics show that it can be successful and met especially because of electricity bills increasing. FNB Housing Developments states that if proven to be successful, they will consider producing the same methods for future housing developments. However, FNB Housing Developments wishes to satisfy customers and contribute to the environment as well as meet the needs of South Africa's energy challenges.

Solar water heaters and insulation were fitted into ten houses in Cosmo City. In South Africa, the biggest bill of any household is the electricity bill and each year electricity costs are increased by eight percent. Changes are put in place as geysers use the most electricity in the household and is to blame for high costs. Therefore small changes has to be made in order to save electricity. Turning off appliances and lights when not at home. Also switching the geyser off at night would help. Electric heat costs a lot, therefore it would be wise to switch warm clothes and closed windows instead.

In conclusion, I believe that electricity usage can be maintained depending on the users and household owners. Little do people know that by making small changes, like switching off non-using electrical appliances could help save. FNB Housing Development and Eskom, in partnership, could save this nation from one energy crisis.
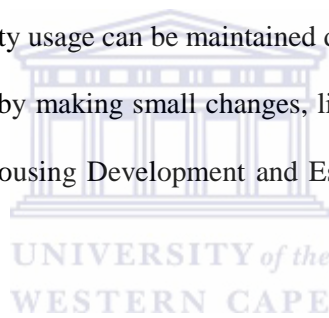
Distinguished 6:

Energy saving in homes in contributing to a energy efficient future.

The electricity usage of the lives of South Africans are becoming a serious matter because electricity prices increases and it has a very big impact on people being able to afford and keep up with price changes and it has a the manufacturing of electricity has a negative impact on our environment because 95% of electricity is generated by means of coal-fired powerstations. Research have been undertaken to help South Africans to improve their lives and standard of living by searching for ways to reduce the prices of electricity and encourage consumers to save electricity and similtanuously reduce the carbon footprint by using new construction methodologies that will enhance the lives of the citizens of this country and also looking at new ways to generate electricity.

The government is trying to provide houses for families who earns a middle income by 2014. According to Marius Marais (July 2011) if we want houses to be constructed on a large scale we need

to be aware and prepared for the capacity issues and the quality issues that we might be faced with. We need to look at new ways to tackle projects and use different construction methods. In the new houses other forms of insulation in the walls, foundation and ceiling were used in aid of helping to reduce of electricity usage. Marius also states that it is expected that homeowners will be able to save R300 on electricity per month and it will be of great assistance says the FNB Housing Finance CEO Marius Marais.

Eskom launched their new 49M initiative in March 2011 to encourage all South Africans to cut their energy usage by 10%. The 49M refers to our population of 49 million people, only a portion of people's houses were found up to date. Many big companies has joined eskom and participated in the new campaign. Some of their projects include a 138MW wind energy plant in Jefferys Bay by Mainstream Renewable Power and Sun Edison South Africa's 28MW solar plant situated in Limpopo. Also it was expected that the Jeffrey's Bay Wind farm to power more than 200, 000 homes are to reduce the carbon emmisions tremendously by saving 300,000 tons of carbons emmisions each year. There have been a overwhelmingly positive response from participants from developers to suppliers that wishes to make a differente in making the project a success. After a long bidding process the agreements have been reached and the commencement of a wide range of renewable energy products in South Africa. The project is coming into to place at the start of 2014.

According to Kannan Lakmeeheran (March 2013) the official ceremony is a huge milestone for South Africa and he adds "… state power utility could not meet the country's energy requirements on its own" in which he refers to Eskom and with the help of the other companies they are able to make a difference in our country, says our Eskom executive.

FNB Housing Finance in Cosmo City (nd) launched a new project also bringing down costs of electricity and making housing much more affordable. "While sustainability projects are often linked to the higher end housing market or businesses, it is in our market, the low end, where savings in electricity cost will make a real impact of customer affordability" says Marius Marais (May 2013), chief executive to the Housing Finance of FNB wich basically means the lives of people in South Africa will change rapidly through this innovation. He also explains that there are improvement in their return of investment and that in two years time the plans can be implemented and that it will

230

come to life. The biggest contributor to electricity bills are geysers. The research indicates and proves that their can be a major change brought to the lives of South Africans. This operation will be of great success if we do what is required from us. If everyone contributes to saving electricity we can look forward to a great future.

Distinguished 7:

Hope for energy efficiency in South Africa

In my report I will be discussing energy efficiency in South Africa in terms of its high percentage of 8% of its price within the next five years and South Africa being the fastest growing country running its risk of electricity demand. I will then be discussing about overview mass voltage that needed to accommodate the population and presentations that were discussed on March 2011 with various partners that were involved followed by the effidence and consequences that South Africa could face and lastly the solutions or outcomes that come with all the stated point if they become to a success.

"Electricity costs has become a large contributor of household spend" (system Author 2013). And with the risk of shortage needed in this fast developing country the solutions lies in our hands, what are we doing to solve this? And how can we as the economy contribute and be part of this? Hesitation and ignoring such signs will leave us to questions and regret, and by that time it will be too late.

On March 2011, our electricity supplier encouraged all South Africans to cut their energy consumption by 10% with the inspiration in mind with the goal to saving electricity of a better futer (news24), and sustan and Build Africa company held an event where over 70 different partners were involved in joining the 49M initiative to give back to the country and such highlights were presented: latest developments in the design, construction and building environment sectors, the energy efficiency measures being taken by various companies in South africa. And there main focus being intelligent Building and Lighting, Practical Architecture- and all eight South African state-owned companies.

According to the FNB Housing Finance in Cosmo City, it's main aim is to bring down costs of electricity for affordable houses as it makes a huge problem in the rate of income in terms of affordability. The delivery of houses need to be taken not of because of the bulk infrastructure

capacity and quality issues. With the expectancy of the increase rate of electricity, this could cause a huge impact on affordability and that also causing less homebuyers to qualify for home loans (Ndaba, 2011). High voltage is need in communities as the population increases.

Leaders gathered on the sixteenth annual power and electricity to discuss the best strategies in order to tackle the projects and energy challenges that this country is facing and some of the projects are said to should begin development as soon as 2014 involving R47-billion of money worth.

As South Africans we can be part of assisting and joining in reducing electricity wastage in help of the different projects. Such things can help: installing a solar geyser as geyser they are the biggest contributor to electricity bill, turning off lights that are not needed including plugs, wearing warm clothes instead of using electronic heat and using prepaid meters instead of prepaid electricity (system Author, 2013).

In all this the benefits could be bringing down high costs of electricity, saving of heat, controlling electricity and much more.

If we all work together as South Africans the energy efficiency would reduce and economy growth in terms of costs and affordability would be better. There is hope for this country and as we are a united country, anything is possible.
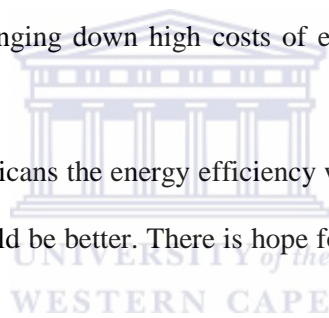
My data in this segment has thrown up a host of interpretive issues, which I hope to address in the next chapter. However, my data analysis in this segment offers some support for Iser's (1978) view of reading. According to Iser (1978), a text cannot be understood or perceived completely in the way we come to perceive the merits in artistic creations such as paintings, sculptures or architectural edifies. Furthermore, as Iser (1978:108-109) suggests students have invested their energies in building up impressions of the texts they have read. I believe that this serves to suggest that their reading attempts signal a wandering view point that characterizes their understanding which is unique to their reading of texts. In the light of this discussion the students' performance in the exam signals a wandering viewpoint of writing 'response'.

My observation from the second course-based exam was that the students definitely showed a flow in their writing. They made some minor errors in their writing, like spelling, grammar and punctuation if you read their work. They understood the articles they had to read (see exam in chapter three). At times the noticeable students left out some important information, which they did not include in their research paper. I graded their scripts using the holistic grading scale seen in appendix 3. The students were losing marks for bad referencing, incorrect writing of bibliography and poor quotation. Other than the above mentioned minor errors, the content that they presented was well formulated.

4.8 Data from the Second Interview

As mentioned in the previous chapter, I used the interview to elicit attitudinal data from my students, which might point to the following :

1. A deep sense of involvement and engagement with their surroundings along with a deep sense of personal enrichment accruing from it.

2. The cognitive, affective and actional dimensions in their response signaling a literacy awareness in them.

The interview consisted of twenty one questions in total. The first eleven questions I administered in the pre-data collection (as mentioned earlier) and the remaining ten questions I administered in the post-data collection process. These interviews were conducted in a semi-structured manner as mentioned earlier (see Methods chapter). I will present the interview data question wise and with reference to the ability of each student.

<div align="center">

Post Data Collection Interview Protocol

Students' answers/responses

</div>

1. How did you feel about the writing exercises?

Noticeable 1:   Challenging but manageable.

Noticeable 2:	Easy, simple. Still confused with colons.
Noticeable 3:	Helped me a lot. Learnt new words, which I never knew before. Feel that I can explain better now.
Noticeable 4:	Learnt a lot. Notice things better now that she never noticed before. Definitely did benefit.
Noticeable 5:	Was very excited about it. Learnt so much. Saved words in phone. Have my own new personal dictionary.
Noticeable 6:	Never did the worksheets.
Noticeable 7:	Felt that some of the worksheets were difficult. Didn't do some of them. Spelling check.
Distinguished 1:	See what he missed out at high school. Looked up meaning of words. High school had no real exercises.
Distinguished 2:	It was good. It helped in writing. Expressed himself in writing what he thought and felt.
Distinguished 3:	Felt it was helpful and the examples helped her understand what to do.
Distinguished 4:	It was interesting. Helped to look closely at sentence structures.
Distinguished 5:	Helpful, increased his vocabulary. Learnt new words and what the different words mean. Journal helped get thoughts on paper.
Distinguished 6:	Did all of them. Some were challenging. Couldn't do everything in one go. Broaden vocabulary and sentence structure.
Distinguished 7:	It was a good experience. Learnt things that he never knew. Learnt how to write a professional letter.
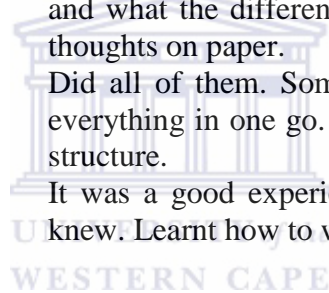
2. What time of the day did you write in your journal?

Noticeable 1:	During the day.
Noticeable 2:	At campus, in the morning and at night.
Noticeable 3:	Wrote at night.
Noticeable 4:	In the evening after experiencing things during the day.
Noticeable 5:	At night.
Noticeable 6:	Wrote mostly at night or lunchtime.
Noticeable 7:	Afternoons most of the times at 6:30pm.
Distinguished 1:	Wrote at 1pm when he was free.
Distinguished 2:	After class around 4 pm.
Distinguished 3:	Everytime he got a chance.
Distinguished 4:	In train on his way home.
Distinguished 5:	Day, sometimes in the afternoon.
Distinguished 6:	Day, sometimes in the afternoon.
Distinguished 7:	Wrote at night

3. Where did you write your work? Was it in a private place or public place?

Noticeable 1:	Private.
Noticeable 2:	Private.
Noticeable 3:	Private.
Noticeable 4:	Private.
Noticeable 5:	Public.
Noticeable 6:	Private.
Noticeable 7:	Private.

Distinguished 1:	Private.
Distinguished 2:	Private.
Distinguished 3:	Private.
Distinguished 4:	Most of the time in a private place and sometimes while chatting with friends.
Distinguished 5:	Private
Distinguished 6:	Private.
Distinguished 7:	Private. Or in a train. Just anywhere that he felt he was alone.

4. Were you interrupted while writing?

Noticeable 1:	Sometimes, but not much. Might have lost words if interrupted.
Noticeable 2:	No.
Noticeable 3:	Made sure there were no interrruptions or else would get stuck.
Noticeable 4:	Yes, didn't forget what to write, had the idea of what he wanted to write, just put full stops.
Noticeable 5:	Yes, stopped and later remember to continue.
Noticeable 6:	No.
Noticeable 6:	No.

Distinguished 1:	Everytime got interrupted, but jotted down on a piece of paper when he forgot what it is he wanted to write down.
Distinguished 2:	Yes, when he was interrupted for too long of a time, then he forgot what he wanted to write.
Distinguished 3:	Yes, loose idea / topic and return and start writing something else.
Distinguished 4:	No.
Distinguished 5:	No.
Distinguished 6:	Yes, sometimes forgot what she was writing. Then wrote something else.
Distinguished 7:	Yes, many ideas to write. Forgot what to write when he was interrupted. Used to write down words to help him remember what he was thinking.

5. How did you feel about writing in your journal?

Noticeable 1:   At first just started writing. Started writing nonsense. Couldn't think of what to write. Was challenging, was the first time to write in a journal.

Noticeable 2:   Strange at first, but got easier at the end.

Noticeable 3:   Feel good. Helped him to remember things that happened during the day.

Noticeable 4:   At first didn't like writing in it. It helped sometimes when she was confused. Made her more honest to herself in writing than talking to another person. Feels she understands herself better.

Noticeable 5:   He found it exciting. Sometimes didn't believe that he was the one that wrote it. Want to continue writing in a journal.

Noticeable 6:   At first it was difficult because he was never fond of writing. When writing in the journal, was not sure if what he wrote came out the same way if he was speaking. Couldn't distinguish between writing in journal, what he was going through on that day. Do you go deeper in expressing yourself. Things you can't really share.

Noticeable 7:   It was ok, but found it difficult to write in it and difficulty to express feelings.

Distinguished 1:   Felt good about writing in the journal. Sometimes made sacrifices. Enjoyed writing, but at the same time anxious writing in a book that exposed himself. Wrote what he thought and felt. Had fun writing in the journal.

Distinguished 2:   It was good, helped him discover himself. Seeing it like a mirror. Re-read then surprised at how he felt.

Distinguished 3:   Not easy, tried using exercise. Challenging at the beginning.

Distinguished 4:   It was fine, it was the first time to write in a journal. The beginning was boring, but at the end liked writing in it.

Distinguished 5:   Nice place to put thoughts down. Was a bit sceptical about writing down everything. Felt that some things were not appropriate. Wrote down college life.

Distinguished 6:   Beginning was sceptical about what to write and how much to write about what she felt. Was hesitant to write down everything.

Distinguished 7:   Was a good experience. It was like talking to himself. Wrote what was in his mind and what he felt.

**6. Have your ideas about expressive writing changed during this course?**

Noticeable 1: Not there yet in writing in the journal. With time express myself more and what is required in the journal. Stuff within the journal was difficult.

Noticeable 2: Yes, now I write what I see. Used to think what was naturally, before people didn't get what he wanted to say.

Noticeable 3: Yes, because through writing I feel better. Weight of feelings not their anymore.

Noticeable 4: Yes, more description about feelings and the way I feel about certain things. More emotion in my language.

Noticeable 5: Helped me to think more, feel more comfortable writing now.

Noticeable 6: Yes. If given a page don't think too much about what to write. Less difficulty to write now, than before.

Noticeable 7: Yes, had a journal and wrote in it. Helped discover what I wrote previously. Learnt how to write properly, how to write things in detail.

Distinguished 1: Yes, always keen for the ideas. After writing down stuff, comes back / pass by. Lots of people similar to me. Used it by using other news and people, but writing about himself.

Distinguished 2: See some changes. See mistakes and what was doing wrong.

Distinguished 3: Yes, as a Xhosa speaking person normally speaking Xhosa, during that time to write in English or at least exposed myself in English

Distinguished 4: Yes. First paper didn't prepare for it. Exam stressed me.

Distinguished 5: Yes, there are different ways that you can write. Ways you can interpret things. Know now how to naturally express myself and that if someone reads it, knows where I am coming from.

Distinguished 6: Yes, social writing changed that.

Distinguished 7: Feel like I can open up easier now, than before. See good in people. Helped me psychologically.

7. What was the main thing you learned about writing from this course?

Noticeable 1: Learnt to write. Learnt to express myself in writing. Learnt new vocabulary.

Noticeable 2: Learned to open up and not to judge people. Writing can be easy if you put your mind to it. Write down what you feel.

Noticeable 3: Meaning of words.

Noticeable 4: Expression. Learnt punctuation. "normal English".

Noticeable 5: In text referencing. Getting better with summarising ideas.

Noticeable 6:	Fluency. In order to be fluent you don't need to speak fast.
Noticeable 7:	Learnt about the language, spelling. Compared Xhosa with English. Felt as if English is a dry language compared to Xhosa.
Distinguished 1:	Felt Afrikaans easier. Some things in Afrikaans caught his attention. Write whatever you want. Conform to the rules in language. Pick-up mistakes easily. Want everybody to read it. Help if most people could read it.
Distinguished 2:	Learnt how to write without making too many mistakes. Instead of talking about a problem with anybody, you can figure it out yourself.
Distinguished 3:	How to make a sentence, use comma's, adjectives, nouns, etc.
Distinguished 4:	Sentence structure, grammar. Liked writing in the journal more. Understood and learned new words.
Distinguished 5:	Feel free to write down thoughts. Feel free to write down what you do during college life. Writing became powerful if it catches someone's attention.
Distinguished 6:	Help of exercises, sentence structures, punctuation. Write whatever you feel and be honest as you can be.
Distinguished 7:	Feel free in expressing myself. Write freely what he sees, or hears.
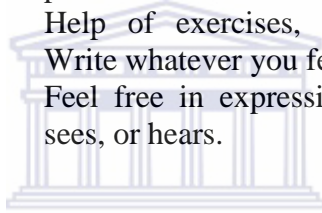
8. Do you think your writing has improved over this course?

Noticeable 1:	Yes, still has problems with sentence structure. Feels that his thinking in English has gotten stronger.
Noticeable 2:	To write more and not to stop writing. Get the main information to the reader. His a bit scared to get it wrong
Noticeable 3:	Express herself better. Has a slight hesitancy with what to write and what not to write.
Noticeable 4:	Feels that his punctuation, vocabulary and grammar had improved. It's much better, but would have liked it to improve more.
Noticeable 5:	Still has a problem writing down what he feels on paper. He isolates himself.
Noticeable 6:	Felt that spelling and punctuations has improved. Still feel that some of her sentences don't make sense.
Noticeable 7:	Feels that he no longer beats about the bush while writing. He is more specific. He feel that he can write about everything now. Forgot small important things to do, sometimes still has to paraphrase

Distinguished 1:	Feel that he can write better about many things. Can write a book about his life. Learnt about the grammar which he never knew before, but know now.
Distinguished 2:	Got stronger. Can write easier now than before when she didn't know what to write. Following the paragraph.
Distinguished 3:	Yes, think a lot before he starts to write. Still have some problems with vocabulary. He feels a bit more confident in writing now.
Distinguished 4:	Feel that he writes a lot clearly than before. Don't get bored while reading anymore. Feels he can interpret better now. He still feels that there is a part of him that holds back while writing.
Distinguished 5:	Feels that is writing is easier and things are not that difficult. Yes, at the beginning didn't know meanings of words, but now he knows it, which he feels is important.
Distinguished 6:	Knows more how to write in a factual way. Yes definitely. Still don't like writing in the journal, found that challenging.
Distinguished 7:	Like to write, real stories. His weakness is that he spends lots of time looking up words. Feel that sentence structures has improved. Feel more confident in writing. Read faster than before.

9. What kind of feedback were you expecting from the teacher?

Noticeable 1:	Would have liked more feedback in writing. E.g. writing of the letter.
Noticeable 2:	Wanted more motivation.
Noticeable 3:	Would have preferred verbal feedback. Would also have like more written feedback.
Noticeable 4:	Would have liked more written feedback.
Noticeable 5:	Trying to gain confidence in writing and fluency. Wanted more comments in writing and verbally.
Noticeable 6:	Wanted more specific feedback on how her writing was. Had to be told what to do.
Noticeable 7:	Felt if he received more feedback, writing would have improved even more. Sending clear messages.

Distinguished 1:	Would have like to know how to improve writing more or how to write it properly. Wanted more feedback.
Distinguished 2:	Wold have like to learn how to think.
Distinguished 3:	Didn't feel that he got enough feedback. Definitely did learn from the feedback that he got.
Distinguished 4:	Looking for how he can improve. When writing an exercise, what he is looking for. Would have liked to know what type of language I'm looking for.

Distinguished 5:	Where problems were and where she could improve. Where she can write better.
Distinguished 6:	Wanted more time to speak while giving presentation. When speaking wanted his vocabulary to improve.
Distinguished 7:	Would have liked more feedback in writing. Was expecting comments from the teacher, so that she could learn more.

10. Did you appreciate the feedback that was given to you?

Noticeable 1:	Could work with feedback that was given to her. Especially about capital letters. Comments were helpful. Tried not to make the same mistakes.
Noticeable 2:	Yes, helped a lot.
Noticeable 3:	Would have appreciated it, break down feedback.
Noticeable 4:	Yes the examples helped him a lot.
Noticeable 5:	Yes, paid attention and used it. Used the feedback in the correct way.
Noticeable 6:	Yes, felt it made him a better writer.
Noticeable 7:	Yes
Distinguished 1:	Helped.
Distinguished 2:	Helped a lot.
Distinguished 3:	Yes.
Distinguished 4:	Yes, could learn from the feedback that he received.
Distinguished 5:	Helped.
Distinguished 6:	Felt that it helped a lot.
Distinguished 7:	Accepted the feedback of reading more.

The students that handed in their journals mentioned that they learnt from writing in it. As seen in the comments that some of them had mentioned that they also learnt a lot from the grammar worksheets that they had to do on their own. Here are few samples in support of the above mentioned. Noticeable 1: Challenging but manageable. **Noticeable 3:** Helped me a lot. Learnt new words, which I never knew before. Feel that I can explain better now. **Noticeable 4:** Learnt a lot. Notice things better now that she never noticed before. Definitely did benefit. **Distinguished 1:** See what he missed out at high school. Looked up meaning of words. High school had no real exercises. **Distinguished 2:** It was good. It helped in writing. Expressed himself in writing what he thought and felt. **Distinguished 3:** Felt it was helpful and the examples helped her understand what to do.

The majority of them had mentioned that they would have liked to receive more feedback from their work handed in in class as well as their work that they completed separately for me as part of my study.

My data analyzed so far, serves to illustrate the process characteristics of writing. The openness and exploring in the writing shown by the students could well be attributed to an absence of tension that is usually associated with linearity and conventional structures of discourse. I had observed that earlier preoccupation with conventionality might limit and hinder understanding thereby diminishing fully or partly the meaning potential available to the language user (Himley in Lawson; Ryan & Winterowd, 1989: 18). I hope to address these issues further in the next chapter.

4.9 Summing up the Analysis of the Second Course-Based Exam and Second Interview.

My data from students' writing analyzed thus far appear to confirm all the issues I discussed with reference to students' writing. The autobiographical experiences featured in students' writing reinforce and support my views expressed sections 4.6 of this chapter. I believe that writing about meaningful themes has offered them ample scope to use their writing to indicate a growing relationship between their use of language and the world it represented (Sivasubramaniam, 2004). I assigned these writing tasks to mainly get data that was focused, so that the participants could reflect on their understandings and attitudes towards L2 writing based on their real experiences of meaningful literacy instruction. Even though the second course based exam was challenging, my view was that the students addressed it with a lot more confidence. My semi-structured interviews were used to give me the flexibility to ask further questions pertaining to each student's perception. In my following chapter I wish to address these issues in more detail.

4.10 Conclusion

My data analysis presented as a narrative in this chapter constitutes my attempts to walk in my students' shoes and see things from their point of view. My data analyzed thus far with reference to my research investigation not only encompass the phenomenon called expressive writing but also lays the groundwork for interpreting the writing that have developed along a continuum of time and responsiveness in my "narrative".

However, I wish to make the following observations as a way of summing up my data analysis:

a) The two ability groups appear to share assumptions, goals and knowledge in regard to their reading of texts of an evolutionary nature and writing about it as a meaningful enterprise. This might be likened to Fish's (1980) 'interpretive communities' in which students share opportunities to respond and explore meaning. The students featured in my study not only displayed an increasing capacity for 'responses' and expressiveness.

b) My data indicates a deepening of personal response, in other words, maturity in terms of writing performance as the ability groups moved along the continuum of increased responsiveness. It is apparent from my data that the students have been able to develop their way of thinking that characterizes their capacity to interpret as maturing writers.

All in all, my data analyzed in this chapter supports my conceptualization of learning to write, in which my students attempted to learn to write as a lived-through experience. In doing this, they found it motivating, non-threatening, rewarding and educating to engage with the 'ideational content' (Kramsch in Byrnes, 1998: 24) of texts of an evolutionary nature and to reconstruct their world and their 'selves'. Their bold attempts to read texts concerned with daily living and write about it evidences their endeavor to learn to write by actualizing the

'affordances' (van Lier in Lantolf, 2000: 252) and the 'semiotic resources' (Kramsch in Lantolf, 2000: 152) afforded by these texts and their affective learning environment, which lead to their endeavor that conferred agency and subjecthood on them. Most importantly, they helped themselves to appreciate and believe the immediacy and primacy of the meanings and the knowledge that they created through the use of writing. In this respect their writing has not only become 'their own' or 'authentic' but has also become a valuable creation in the context of study as it is 'eminently aesthetic' by virtue of it being plausible and permeable (Kramsch in Lantolf, 2000: 152).

In the following chapter I propose to attempt a closer look at my students' writing ability and discuss how with the use of texts of daily living/evolutionary nature, the students were able to develop their writing ability and help them gain confidence in themselves and their writing, in which they could actually develop a love for writing. I will also discuss how their writing has developed over the various stages, which I have mentioned in this chapter. Given the possibility to answer questions freely as seen in this chapter, I wish to look at the possibility of allowing the student to develop some kind of curriculum in English where they get to express their freedom in writing. Researchers often mention that writing is a complex experience and I wish to address this matter in my next chapter. I also believe that the semi-structured interviews which I conducted with my students have given me an idea as to how I can improve as a teacher of the language.

CHAPTER FIVE

DISCUSSION AND INTERPRETATIONS OF FINDINGS

> We cannot teach students to write by looking only at what they have written. We must also understand how that product came into being, and why it assumed the form that it did. We have to try to understand what goes on during the act of writing …if we want to affect its outcome. We have to do the hard thing, examine the intangible process, rather than the easy thing, and evaluate the tangible product (Hairstone, 1982: 84).

This line of research has taught me a great deal not only about writers' behaviour, but also about the constraints that tend to influence these behaviours.

5.1 Discussion of Findings

Even though I administered four tools to collect my data—journal entries, various writing tasks, course-based exams and interviews—the main data for my study was piloted by analysing the participants' responses to the interviews, autobiographical writing, various writing tasks and journal entries.

In this chapter I attempt to see an interpretation of interpretations and in order to accomplish this, my study needs to fortify my philosophical beliefs underlying my research and interpret findings in terms of a 'commonsensical' experience (Sivasubramaniam, 2004).

The raw data in my analysis is analysed in a different way given the choice of methodology and underlying philosophical analysis which I have dealt with in a pertinent way. The way I analysed the raw data may appear unconventional and idiosyncratic due to its uniqueness and strength of my thesis culture in this idiosyncratic manner. My data is presented in a non-conformist way given the sense of novelty I have tried to develop in my study.

I felt the need to re-exam the role of an awareness of awareness, of thinking about thinking and of interpreting our interpretations. What this implies is that I did a lot of reflection during my study to try and come up with solutions to help our students improve in their writing,

which I will discuss in the following chapter. My intention here was also to attempt to raise my thinking and practice to a higher level of understanding through interpretation.

My study discusses the following concerns in order to reinforce my research perspective: reinforcing a constructivist research, reasoning for the discussion of my findings and a parallelism for the discussion of findings.

5.2 Reinforcing Constructivist Research

As a constructivist researcher, I presented my data analysis in the previous chapter as a narrative of emerging designs and understandings, through which socially constructed realities, local generalizations, interpretive resources, knowledge, intersubjectivity, reasoning, assumed substance and prominence (Denzin & Lincoln, 1998). This escorted me to being more accountable by sharing my experiences and insights more fully with my readers and I was able to have located my investigation within the process and context of human experience. I am aware that, locating meaning between language and experience might produce an imperfect fit. However, as a researcher, I wish to provide an account that might communicate to the reader the truth about the setting and situation as I came to grasp it. Perhaps, this might explain how I claim to know, what I know.

5.3 The Story Telling of Students'

I surmise that having accepted the realization that all knowledge is a point of view. Hence, I have concluded that the ethical practice of a researcher stipulates a reinforcement of my stance. This is to state that the constructivist perspective referred to in the Introduction and Methods chapters requires that the current chapter be viewed as a story telling of students' writing as a way of experiencing the experience.

Denzin and Lincoln (1998: 160) illustrate this perspective:

> We imagine, therefore, that in the construction of narratives of experience there is a reflexive relationship between living a life story, telling a life story, retelling a life story and reliving a life story. As researchers, we are always engaged in living, telling, reliving and retelling our own stories. Our narratives of experience as Jean and Michael are always going ones. We live our stories in our experiences and tell stories of those experiences and modify them through retelling and reliving them. The research participants with whom we engage also live tell, relive and retell their stories.

I propose to present my discussion of findings in this chapter as a retelling of these 'response' phenomena, 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 light of what Sivasubramaniam states in his (2004) study, a retelling of the response phenomenon requires the use of a hermeneutic framework of understanding to propose meaning and knowledge through interpretive explanations of what my students have done in the context of my study. It is argued that our minds are dynamic and discursive constructs in which our sociocultural history and the discourses available factor out the need for reductionism, prediction and universals (Vygotsky, 1978; Harre & Gillet, 1994). What this means is that my narratives presented in the previous chapter are like an exploratory mission in which my authentic experiences relate to my students lived through engagement with the 'ideational content' of writing (Kramsch in Byrnes, 1998: 24). My intention with my data is that my narrative simultaneously tell two stories: how I believe my students made sense of their learning to express themselves through writing; and how their narratives of learning entangles with my epistemological, ideological and theoretical positions discussed in my study.

In consideration of this, my students have not only attempted to relate their awareness to something/someone outside of their frames of reference but have also used their engagement with the language to develop a capacity for expressing open-ended meanings. This can be seen in Chapter 4 (4.6.1.2) when they had to respond to the question of what they thought is

246

the most important English word. I have only included three samples of each group for ease of reference. **Noticeable 1:** The most important word in the English Language is "Peace" peace is important because without it there will be wars around the world. When a country has a peace, The popual as well benefit from it by not fighting. Love and understanding each other by helping will bring peace within us and world will be in peace. **Noticeable 2:** The most important word in the English Language is "respect". This word is important because it help considere other people despite our difference. When you respect someone, the more you are going to get something positive from that person. This word may push the world to have a new vision on how to treat people. To conclude, respect is a word that facilitates interaction between people by recognizing the potential of each other. In the world of respect, we can be able to obtain something positive from another, and make easy the development. **Noticeable 3:** The most important word in the English Dictionary is "trust". Trust leads to respect and guidance. Respect becomes mutual and giving permission or allowing one to guide you through hard times. Sharing personal experiences and secrets is of the most importance and is what we, as individuals, value most. **Distinguished 1:** Love would be the most important word in the English Language. It is a word expressed amoung all human being, in so many different ways. The feeling of being loved is greater than any other feeling, as we all long to be loved. Even in the simplest way, in the form of a hug. **Distinguished 2:** The most important word in the English Language is "Love". The word is important because it simbolises care, affection and respect among people. Care, affection and respect are fundamental factors or personalities that creates peace among people as well as the country as a whole. Leading to a crime free nation. **Distinguished 3:** The most essential word in the English language is "Love". Love helps people to support each other, it brings harmony between people and nature. When two people are in love, they respect each other and have affection for others. This is why love is important.

247

I am, however, inclined to view my students' writing not as 'objective' linguistic productions but as cultural productions, which by virtue of being dynamic and discursive will continue to grow (Kern, 2000; Kramsch, 1993; Pavlenko, 1998).

I regard my investigation, as being metaphorized as a 'path', which means that the path metaphor in my narrative(s) avoids telling through any type of predictive/restrictive definitions of what my paths are like, where they start and end. I believe that in our real life situations, we do not get to know all the aspects of our path beforehand, therefore, our pathways, 'if they are truly human, unfold and take shape all the time as we move along, there is no need to define and name them in advance in exact terms' (Lehtovaara in Kohonen et al, 2001: 147). This intends to emphasize that in narrative knowing, theoretical orientations cannot be pre-stated in the same way they are stated by experimental researchers in quantitative/rationalistic studies (Polkinghorne, 1988; Pavlenko & Lantolf in Lantolf, 2000: 155-177; Willet, 1995).

In keeping with what Alosaimi (2014) believes, I believe that narrative writing has recently become an emergent research methodology and pedagogy in L2 studies in which writing, self-exploration, and reflection are interrelated fields. She also mentions that advocates of narrative writing genres explicated its potentiality as a methodological and pedagogical tool for exploring an individual's lived experiences or those of his/her community (Canagrajah, 2012; Chamcharastri, 2013; Lapidus et al., 2013; Loureiro-Rodriguez, 2013; Park, 2013a; Park, 2013b). Even though there may be many studies that use narrative as a research method, researchers tend to use various expressions to conceptualize personal narrative writing such as autobiography, auto-ethnography, narrative enquiry, and life history (Park, 2013b).

At this point, I feel that it is necessary for me to explore and explain further theoretical possibilities that relate to my hermeneutical understanding of my experience and this will also allow me to make use of additional theoretical layers in this chapter and Chapter 6, to orate about my experiences and understanding of my students' engagement with writing.

5.4 Discussion on Writing

My understanding is that writing and what writers do during writing cannot be artificially separated from the social-rhetorical situations in which writing is done, from the conditions that enable writers to do what they do, and from the motives writers have for doing what they do (Reither, 1985: 621).

Teachers have no idea of the impact they have on the learner and that when they read a learner's work they can bring to the reading of the learner's work all their knowledge of his life and his context, realizing, perhaps intuitively, that what they already know about that [student] and his thinking when they read his work enables them to understand and appreciate something that may be incomprehensible to another.

Barrit (1981: 110) reiterates this argument: "Teachers who live with and within the daily situation where writing is taught have immediate, valuable information available only to outsiders after careful, extensive observation. And even then, outsiders cannot learn what teachers know". I thought I would include the above mentioned quotations as I thought it is of value to mention it in relation to my study. Also I believe that it is useful when the teachers that teach writing not only get to know the students and the way they think, but also prepare the student for outsiders to observe their work, however, outsiders cannot know what teachers know or experience what teachers experience when teaching students to write.

The research questions in my study embrace a process of writing by students in a language programme. This means that the students' writing constitutes the bulk of my investigation.

The data analysed in the previous chapter can attest to the effectiveness of this dynamic and its encompassing nature of my research questions and the intrinsic nature of my data discussed in my previous chapter. Therefore, I intend to construct the interpretations integratively rather than isolatingly since everything is connected in the 'story' of students' writing. My further intention is to signpost a river like flow in my study.

5.5 Fluency in Writing

Discussing the writing that was observed in my research, according to Schoonen et al (2002: 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 (cf. Grabe & Kaplan, 1996). This means that writers' lexical knowledge or vocabulary size is likely to influence the quality of their texts. In light of this, I believe that measures of lexical richness of the texts provided to the students correlated substantially with holistic ratings, which can be seen in section 4.6 of Chapter 4. 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 intercorrelated, which meant that limited lexical resources seemed to reduce writers' possibilities for expressing their ideas. 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 constituents 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 (cf. Grabe & Kaplan, 1996).

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 simultaneously with all the constraints writing a text poses (cf. Flower & Hayes, 1980) 'juggling with constraints'). In view of this, Schoonen and De Glopper (1996) show that

proficient writers have more declarative knowledge about writing than less proficient writers and that they have a different perception of what is important for a text to be adequate: proficient writers focused more on text organization compared to poor writers who focused on mechanics and layout (Schoonen, et al, 2002: 5). All the above mentioned issues and insights relate to the skilled and less-skilled writers (see chapter 2) which I have discussed in my study so far. I believe that the same stated above can clarify as to what constitutes a skilled and less-skilled writer. I acknowledge that I have not labelled my participants as skilled or less-skilled, but rather metaphorically labelled them as noticeable and distinguished (chapter one) for the purpose of analysing the data and discussing the responses. I viewed the noticeable student as the less-skilled writer and the distinguished at the skilled writer.

I now wish to discuss and interpret the issues that constitute fluency in writing and this necessitates a discussion of the first research question proposed:

1) *How do students' participating in this case study understand expressive writing?*

As suggested by a study conducted by Sivasubramaniam (2004), I intend to incorporate and propose a bi-polar approach for the purpose of discussion, which will refer to two orientations of teaching and learning:

- Factualist orientation
- Constructivist orientation

I have decided to include the following two orientations, because I believe that it can help strengthen my discussion of my study. I intend for these orientations to serve as a preamble, addressing how the use of literature of an evolutionary nature/daily living in the investigation promoted fluency in writing and learning through understanding and response. Furthermore, I expect that my discussion will serve to explain the occurrence/prevalence of motivation and achievement in second language learning.

5.5.1 A Factualist Orientation

A factualist orientation demands conformity from students to facts and to some pre-determined norms with reference to the statements of understanding what they produce while reading texts.

The above mentioned statement stresses that a factualist orientation in L2 classrooms encourages a teacher-centred approach to language learning, thereby favouring a transmission model of teaching. This form of teaching shows a self-referent position of the teacher as "the correct-answer guru" and the absence of an educational need for negotiated answers, create a learning situation where being correct is not only a matter of uniformity but also one of an educational priority as imposed by an institution (Marshall, Smagorinsky & Smith, 1995). In a transmission model, most, if not all, of the activities are not seen as a coherent whole, which means that there may be little or no scope for the teacher to continually discuss with students how and why they are being asked to do certain tasks, and this in turn leads to the students being left with no alternative but to pick up on a 'survival orientation' (Breen, 1987: 26). My observation in such a situation is that the students perform the tasks because the teacher expects them to complete it, which means that it might not be possible for the students to feel either involved or engaged with the tasks. Furthermore, the task might evidence their anxiety and demotivation. It is very likely, in this situation, that even the bright student in a class will feel demotivated by the orientation. The survival orientation referred to in this section of the discussion, can serve as a corollary to the factualist orientation. My own teaching experience suggests that L2 classrooms often turn into breeding grounds for student anxiety and reticence which not only demotivate the students from learning but also frustrates the teacher in his/her efforts to teach. Anxiety is associated with a feeling of failure or loss. In L2 classrooms anxiety becomes 'a profoundly unsettling psychological proposition' (Guiora, 1983: 8). In a study conducted by Garcia (2014) engagement is seen as an intrinsic part of

such interaction as a result of motivation and social interest for professional achievement (Stoykova, 2013). I intend to discuss this further in my next chapter.

In section 4.7 of Chapter 4, my students first discussed the article as a class and then wrote a summary on what the article was about. My observation with this kind of interaction was the motivation for my students to enjoy writing the article. The topic of rape and the cause of it, was of so much interest to the students that you can see from their 'responses', some of them also gave their own opinion on the topic. On the contrary, I found their performance in the very first course-based exam, which can be found in the appendix 1, where there was more teacher-centred work done, they did not perform that well. This meant that the student's grades dropped. Admittedly most of the students were able to tackle the summary which they had to write in this exam, as seen in appendix 1 with some difficulty in their sentence structures. My impression was that their way of expressing themselves in the first exam was very poorly executed. Have a look at the first exam in the appendix 1.
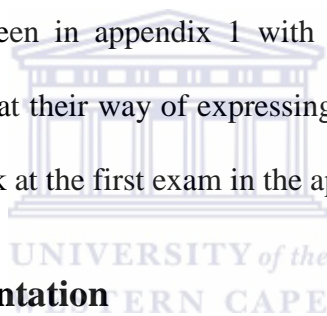
5.5.2 A Constructivist Orientation

A constructivist orientation does not envisage teachers providing the structure for discussions, initiating beginnings, conclusions, and topic shifts. In this respect it is antithetical to the transmission model, informed by a factualist orientation. Basically, students are allowed a lot of room to bring their own knowledge and language to bear on the information and tasks used in the class, which means that the meaning constructed from texts and tasks reflects the students' characteristics, which in a way is empowering them (Sivasubramaniam, 2004). I believe that in such a case, the students understand the purpose of taking part in activities and tasks. This leads to the 'how' and 'why' of all that they do to influence them into adopting an 'achievement orientation' (Breen, 1987: 26). Teachers are the driving force that can drive motivation by focusing on constructivist approaches with respect to the instructional practices and procedures they use in their classrooms (Gordon,

253

2009; Keaton & Bodie, 2011; Sivasubramaniam, 2011). Broadly speaking, both ability groups in my research were beneficiaries of the achievement orientation. This, in general, is attested by the journal entries and class assignments, which can be seen in sections 4.5, 4.6.1.1, 4.6.1.2, 4.7.1 in Chapter 4. My observation was that having the possibility to write about topics that was of interest to them, gave them the confidence and freedom to write, knowing that their writing is not being scrutinised for grammar correction and punctuation. In the journal entries, I observed that my students really showed some form of freedom about their emotions and they were not shy to write about how they felt.

5.5.3 The Inter-Connected Issues of Fluency, Proficiency, Response and Learning

My discussion thus far, has addressed how an achievement orientation, emanates from a constructivist epistemology. I have looked at how and why the students did what they did. Looking at the inter-related and inter-connected issues of fluency, 'response' and learning which my research has set out to explore, I am however inclined to view my research in terms of a 'philosophy of conflict' (Kramsch, 1993: 1), in that I have attempted to reverse and dismiss a traditional view of language teaching which seeks to express universal meanings (Sivasubramaniam, 2004).

5.5.4 Overcoming Demotivation

For L2 writing the process of writing is challenging in an academic environment and I believe that the only way for these students to improve their writing is to keep writing and with enough practice they will improve their writing. In their school teaching, which is based on an interventionist approaches to language teaching; there is failure to provide convincing explanations as to how to establish a link between linguistic forms and social structure, which

means they have ignored the interactive, creative, constructive and differential aspects of language use.

I believe that they have brought about a kind of language teaching and learning characterized by the reluctance of teachers to let their students interpret and construct their own social realities, which could lead to a reason for the anxiety and demotivation perceived in L2 classrooms. I surmise that the reason for teachers taking on this above mentioned stance towards teaching has to do with the fact that they have a set syllabus, which they need to complete, however this does not leave them with much room to explore with too many pedagogical methods.

Coming from a background of set methods and materials given to the students in my study, they functioned under these set ways imparted to them from school. By becoming an innovator of reality, my students have rejected an objective method of writing in their search for meaning and have learnt to view writing as an instrument of empowerment. This kind of empowerment referred to here can be seen in their autobiographical writing (Chapter 4 in 4.6.2).

Teachers have to realise that 'writing as a way of knowing' (Park's study 2013b), reveals that adult ESL students' writings that deals with their lived experiences can provide them with a platform to unfold their life histories. As affirmed by Alosaimi's (2014) study, accordingly, ESL writers can 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" (Park, 2013: 344).

My data analysed in section 4.6.2, autobiographical writing and 4.7.2, summary of the article as seen in the previous chapter might help explain how by using elaborative processing the students learnt to apply new information to their own lives in order to relate meanings to experience. This meant that in practice, their reading of the literature of their daily

living/evolutionary nature helped them translate new information into new formations while their elaborative processing helped them conceptualize their encounters with it. I believe that this method could help to promote a relaxed concentration in language use. Thus, it is evident from my data referred to in my previous chapter, that the students were not affected by the pressure and stress of one right 'reading' or one right 'writing'.

The epistemological stance of my study is aimed at challenging the assumption that individuals and their behavior in tasks can be controlled and objectivized. As evidenced by my data presented so far, using the power of my student's consciousness earmarked them with the ability to construct an environment that was imaginative and assign a location to that environment in their real world through the use of writing. I believe that this very act as shown by my data, challenges the Cartesian notion that human behavior can be explained in reductionist/predictive terms (Polkinghorne, 1988). Therefore, viewed in the light of the context discussed in the Introduction, such charges do not merit any attention.

5.5.5 Motivation for Writing

In a study conducted by Garcia (2014) he mentions Gongs' (1999: 17) definition of motivation, which I thought was very fitting for my study because I believe that students' should be motivated by educators regularly:

> To understand other issues related to motivation, you cannot go past knowing what it is. Motivation is an influence or a stimulus. This stimulus, whatever it might be, drives people towards the achievement of something in their lives. People's efforts are expended on a given task in which their behavior simultaneously changes towards reaching the goal.

The students in my research testified to their motivation for writing. Their journal entries and autobiographical writing and class assignments provided an emotional release and a digressing viewpoint signifying their continuing involvement with reading the literature of their daily living which is of an evolutionary nature. The level of engagement appears to have been so gratifying that never once did they show any sign of tedium or demotivation.

256

Furthermore, if my participant's final course-base exam is any measure of their writing proficiency, the coefficient progress shown with reference to the criteria used in the exam is of considerable significance. My observation was that all my participants became more aware about their writing confidence (see 4.7 in Chapter 4), so, did it instil in them a belief that the more they wrote, the better would they get at it, and the better they got at writing, the more confidence they would gain in themselves. My view is that the best way to gain confidence and facility in writing is to master each skill so thoroughly that it becomes automatic, like riding a bicycle or driving a car …. As my students continued to write essays for other courses, they will discover that it is possible to concentrate more and more on *what* they are writing and forget about *how* to write, for these methods will have become natural and automatic.

At this juncture, I will refer again to the beliefs and convictions underpinning my research. In my discussion in the Introduction and Methods chapters, I have addressed the myth surrounding writing. In doing so, I have encompassed in motivation and personal 'response' to initiate fluency rather than accuracy in writing. Furthermore, the Data Analysis chapter pointed out in section 4.8 the futility of trying to teach students to write accurately. In the context of my research, writing about themselves is seen as a process of response in which personal constructions of meanings/ideas have assumed noticeability and substance.

My study aimed to identify this inception as a constructive influence, a result of relaxed concentration arising from a confident engagement with writing (Bilton and Sivasubramaniam, 2009).

As Kern (2000) points out, writing sentences free of surface errors need not be the primary goal of language writing, but it must be seen as an instrument of creative and critical thought. I surmise that this position of Kern serves to suggest that creative and critical thought might

unfold only through fluency, and that fluency plays a more far-reaching role in meaning constructions than does accuracy.

What learners actually do when they read can only be judged through their written responses. I tend to view accuracy as an hallucination, because in my experience of teaching, I have graded writing that was written in accurate English but lacked an emotional appeal and expressiveness because it sought after fluency. By contrast, I found that writing which had many surface errors often showed remarkable creativity and fluency. In their autobiographical written piece, I have noticed that there were discernible signs of creativity, even though it was not very fluent. I have the same opinion about the summary writing which can be seen in section 4.7.

A random look at the data from journal entries (section 4.5.1 and 4.6.1.1) and autobiographical writing (section 4.6.2) can reveal how the students were able to transcend the barriers that accuracy normally imposes on writers, through a fluency which they identified with as a motivating force. This would be an appropriate time to point out the holistic scoring scales used to assess the essay question in the final course-based exam and the quantum of progress made by students with reference to the essay question. The noticeable improved their performance by 16% and the distinguished had no real improvement in their grades. This can be seen in their results in Table 12 of Chapter 4. However, the distinguished students showed no major improvements in their results in the final exam because I believe that they never took the writing exercises that seriously. Most of them were just writing for their enjoyment and also they wanted to be part of the language programme. This performance percentage might serve to explain how, by a fluent use of language, the students were able to write better (see sections 4.8 and 4.9 of the previous chapter). In addition to this, the elaborative processing evidenced in the journal entries, and

the absence of tension associated with linearity and conventional structures of discourse can help account for the meaning potential evident in the fluency of writing by the students.

5.5.6 Summary of the Points Discussed thus Far

The discussion in this part of my study has drawn attention to:

- The factualist and constructivist orientations of teaching and learning.

- The demotivation that arises in a factualist orientation and motivation and relaxed concentration that accrues in a constructivist orientation.

- The inter-connected issues of fluency, response and learning alerted to the dangers of using a transmission model of teaching.

- Motivation for writing.

The points discussed so far might serve to interpret the role of expressive writing in promoting writing proficiency and fluency in writing by helping students develop their creativity by understanding and response.

5.6 Interpretation for Love of Writing

I now would like to discuss and examine the issues that constitute interpretation and love of writing. This necessitates a focus on the second research question of the study:

2. *How does the (socio) cognitive process influence the participating student's ability to write?*

5.6.1 Writing Engagement —A Continuous Development of Writing

My study views writing engagement as a continuous process of development. Therefore, I underline my belief in writing engagement as evidenced in the writing process of the students in my study. My interview data along with the journal entries, class assignments and course-

based exam scores, all point to the involvement, commitment and enjoyment in the students' writing.

I do not believe that personalization of writing can materialize in the absence of a love of writing; but, more importantly, the students' responses to writing tasks in section 4.6.2 and 4.7 in Chapter 4 indicate their 'appraisals of pleasantness or appealingness of agents, activities or objects in the language learning situation' (Schumann, 1999: 37).

This suggests that intuitive and aesthetic responses seen through the data can lay the groundwork for a continuous development of reading and writing through a love of writing. My view on this issue is that my students had to write something in a reaction to what they read and this in a sense can be viewed as aesthetic reading. My intention was to get my students to write in this manner, where there was no real closure of focus. At this juncture, I find it difficult for my study to ignore the liberating ambivalence of writing, which underlies my students' sense of engagement with it. The data from the interviews, journals, class assignments and course-based exam, points to an avoidance of closure, meaning, a noticeable preference for 'tentativeness' in interpretation. The following explanation of Bogdan (in Hayhoe & Parker, 1990: 70) provides awareness into the role of tentativeness in interpretation:

> 'To engage with' is to render natural, transparent and unself-conscious. To be ambivalent is to speak for and against this engagement. To be ambivalent is to engage with language reflectively without having to repress or kill what is signified. To be ambivalent is to be at once accepting and critical. It is to embrace otherness without self-abnegation… To be ambivalent is to attempt transcendence without appropriation, to disengage from the spontaneous overflow of powerful feeling long enough to recognize absence in progress, difference in oneness.

The views expressed in the quotation can be viewed as epitome of democratization of reading and writing. Based on the views expressed there, I wish to state that all the students in my research gave themselves over trustingly to a process and person they did not know in order to nurture the writer in them.

The data from the questions I analysed in sections 4.6 and 4.7 of the previous chapter offer variable support for the discussion here. When I looked at the entries that points to the tentativeness in my students' attempts to interpret meanings, I also noticed that, in the absence of a pressure to construct correct responses to a text, the students experienced a strong motivation to read and interpret.

It is evident from the data presented in sections 4.5.1-4.7.2 of the previous chapter that the students used the journal and the class assignments as a space for understanding the objective, subjective and inter-subjective features of an evolving text.

Based on the arguments presented above, I assert that language is not merely linguistic but 'eminently aesthetic' (Kramsch in Lantolf, 2000: 152) because it is meant to realize higher emotional and mental processes through the potential it offers for lived experiences (Rosenblatt, 1978, 1995). I believe that only then can the use of language empower human beings into understanding the need for constructive educational and social change in their societies as a preparation for democratic citizenship (Freire, 1972; Rosenblatt, 1995).

My data points to a development of rhetorical maturity with reference to the writing done by the students that leads to a definite need to redefine rhetorical maturity in the scheme of things in my research. Writing theorists often tend to discount the merits of expressive writing by alluding to its egocentric credentials and are skeptical of its efficacy to foster maturity of thought and objectivity in writing. I believe that such criticisms border around the principles and values of the important experiences that underlie the educational development of human beings' and these should not be bypassed. I find that if expressive writing is banished for the sake of promoting cognitive and thought maturity, then it might result in a kind of writing that is lacking of human emotions and feelings. I am therefore inclined to view cognitive development as a way in which the affective and actional dimension have a

role to play (Sivasubramaniam, 2004). I surmise that these dimensions might serve to suggest that cognitive maturity in writing needs to factor in egocentric writing as a basis for promoting alternate views of reality and knowledge without which cognitive development might come to mean uniformity of thought rather than a maturity of thought characteristic of the diversity and liberty that every educated human being seeks to express (Odell in Freedman; Pringle & Yalden, 1983: 102).

5.6.2 The Basis for Experiential Learning

My view is that the efficacy of writing as a personal construction speaks for itself in this investigation. The personal constructions evidenced in my students' writing appear to have gone through a process of maturation as they developed along a continuum of increasing responsiveness. I found that what happened in their writing of journal and class assignments initiated a move away from the concept of textual meanings vested in the author's hands and a move towards a linguistic pluralism (Trudghill, 1985). In light of this, my study is based on the love of writing in the personal interrelationship of language and the process of learning it.

From a literary perspective, 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: 83). This is evident in the summary writing of the article (see 4.7 in chapter 4).

I found it meaningful and valuable to acknowledge my students' personal construction as experiential acts of learning through writing. It might be useful, at this juncture, to refer to section 4.5.1-4.6.2 of the previous chapter, where the analysis of the students' journal entries and autobiographical writing indicates how through personal constructions, the student have attempted to relate the texts to their own emotions and relationships. Furthermore, these entries offer verifiable support as to how my students used their personal constructions as a

basis for thinking about the different aspects of human existence. By doing this, they were able to experience a sense of cross-referentiality that touches the core of all human experiences, meaning that their attempts at personal constructions of meanings were acts of experiential learning (Sivasubramaniam, 2004). By using entries of self-report to promote expressive thinking my students have been able to discover the importance and inspiration to continue writing in a journal. This can be confirmed with reference to the response of question 5 of the second interview (4.8 in Chapter 4). I believe that an L2 writer's creative engagement should be understood as a dynamic process. Researchers argue that, the competent reader/writer is not fully constrained by the context of meaning-making, "but may and must freely decide to adapt to the context and act within the framework in question" (Parodi, 2010: 26). My intention was to help my students adapt to the context in which they were working and at the same time act within the framework in question.

5.6.3 Summary of the Points Discussed thus Far

The discussion in this part of study has looked at:

- The individual interpretation and response as the mainstays of reading and writing.

- Writing engagement – as a continuous development of reading process.

- The basis of experiential learning.

At this juncture, I believe that the points discussed here so far can serve to explain the role of literature of daily living/an evolutionary nature in developing a capacity for interpretation and critical reading.

In addition, they might also help explain a love of writing as evidenced in the personal construction of meanings seen in the students' writing.

5.7 Knowledge versus Accessibility

I will discuss and interpret the hurdles that constitute literacy and language awareness in this segment. I now will focus on my third research question:

3) Which type of writing exercises will help the participating students to improve their writing?

My study proposes to discuss this question, by rejecting the conventional meanings assigned to literacy and language awareness, and by discussing the need to examine these two terms in the context of my investigation.

In the Introduction, my study points out the unbeneficial implications of using the literal meaning of the term literacy. In this connection, my study addressed the lack of functional ability in university students across the world to read the world and their lives in an inter-connected way. In addition, it refers to the intrinsic risks of socio-cultural degeneration that affects our university students who have been consumed by their original addictions to visual culture and electronic gadgetry. I believe that writing is a difficult and a complex activity and for many students as they are accustomed to the electronic world, they are left with inadequate ability to read. This has left them with the daunting task of looking at themselves, which results in them not being able to write down their thoughts by means of expressive writing. My intention here is to point out the imminent failure of literacy and the unavoidable decay of democracy and social harmony as its consequences. As my research aspires to promote a view and understanding of literacy as a democratizing force, it needs to address urgently the how and why of it with reference to the phenomenon that has been investigated.

I find that given the complex relationship between spoken and written language, a linguistic notion of literacy might prove to be an unbeneficial one, as it might waste all the available focus on the controversies encompassing the notion of 'text' (Kern, 2000). In light of what

Byrnes, et al (2010: 60) has said, spoken language is not syntactically fragmented or unsystematic compared to the ideal form of language. The written language as Halliday (2002a: 345) asserts is that each mode of meaning-making—"speakable wordings" and "writeable wordings" —operates with a complexity of its own:

> The different features that combine to distinguish spoken and written discourse can be shown to be related and encompassed within a single generalization, only when we express this generalization in semantic terms—or at least in terms of a functional, meaning-oriented interpretation or grammar. Speech and writing will appear, then as different ways of meaning: speech as spun out, flowing, choreographic, oriented towards events (doing, happening, sensing, saying, being), process like, intricate, with meanings related serially; writing as dense, structured, crystalline, oriented towards things (entities, objectified processes), product like, tight, with meanings related as components.

The above mentioned implies that very often there may be a high degree of grammatical metaphor in writing and this is perhaps its single most distinctive characteristic.

Widdowsons's theory (1978) as a point of departure, suggests that literacy is a set of communicative abilities that signify mode which outperform 'linguistic abilities' that relates to 'medium' (ibid: 65-7). Widdowson's explanation offers a distinction between literacy with reference to medium and literacy with reference to mode. I believe that while literacy with respect to medium centers on constructing meanings through written texts, it has however raised objections to objective native speaker versions of language learning. My view of literacy, then, will draw on a use-centered model, one in which the learner is empowered through interpretive practice focussed on cultural awareness and critical reflection. I reckon that the goal of such literacy would be to optimize the literate environment of the class where the students and the teachers practise a multi-voiced discourse (Kramsch, 1995b). I believe that interpretive practice as being able to explain how and why literacy is not free from social influences, which link individuals and society (Vygotsky, 1978).

I assume that practice alone may improve fluency in writing, but if students' errors are not pointed out and corrected, they can become ingrained 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 diverges in more or less permanent ways from the target language grammar" (Odlin, 1994: 13). Fossilized errors can be problematic in writing because the errors become ingrained, like bad habits, in a learner's repertoire, and they reappear despite remediation and correction. It is believed that it can be common among immigrants who have learned much of the L2 "on the street," where the emphasis is on fluency and not linguistic correctness. Errors in writing, fossilized or otherwise, can be glaring, especially to the reader who has had little experience interacting with L2 speakers and texts (Myles, 2002: 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. Some of these mistakes can be seen in 4.6.1.2 (Chapter 4). I will now illustrate a few of the common syntax or grammatical mistakes from the various groups. **Noticeable 1:** I once met a young guy pilot who spoke to me about is studies how he started until the time he was called pilot. He said it was not easy for him because the studies cost too much and need too much reflexion. **Noticeable 2:** I once meet a manager of Russells in Elsies River. He is a funy man once you are around him you can not be quite. He will keep talking funy stuff jut to make you laugh. Russells manager is a good man whom a person can relay on. He is a good adviser, helper, and friendly. **Noticeable 5:** I was meet a teacher of Maths who could talk to anyone. He was able to talk about Maths to Aljabra about explain to me. All student they happy what could I suggested to us. When student were with him, they felt like were happeness, important and intersting. **Distinguished 1:** I met Mrs Habane the Quantity Surveyor form Marry and Robberts. It was my wish to have an conversation with Qualified Quantity Surveyor. She was very kind and talkactive and I noticed that she is a good listener because of the way she looked at me while I was telling her how much I'm keen to be a Quantity Surveyor like her.

Distinguished 3: I once met a professional soccer player lately in Green Point Stadium. He was so amazing to see him playing with a ball. He was also able to relate the most and popular past events in soccer. He was able to speak four languages as the he travelled all over the world. **Distinguished 5:** I met a female marketing executive a few months ago who despite many disadvantages and obstacles still managed to make a success of her career and life. She is intellectual, funny and a really has a heart of gold. She know about every aspect of life and helps so many people come into existence, are you born that way or do certain challenges mould you to become that way?

I believe that overly detailed responses from teachers on correcting students' errors may overwhelm L2 writers and discourage substantive revision, whereas minimal feedback may result in only surface modifications to the text (Myles, 2002).

5.7.1 Literacy: A Phenomenon Created by Society

According to Vygotsky (1978) literacy is not the 'personal, idiosyncratic property of an individual, but rather a phenomenon created by society and shared and changed by the members of that society.' At this juncture I find it important to mention the difference between L1 and L2 writers, so that there will be a better understanding in the distinction in the two groups, as I find that it is important to mention it in my discussion.

As mentioned in Chapter two, when writing in a first language (L1), words and grammatical structures may be readily available in an automatized way, as they are in speaking. In light of this the speed of lexical and grammatical retrieval may not discriminate well between writers at higher levels of language proficiency. This expectation is in line with reading research findings that show low correlations between reading proficiency and word recognition speed at higher levels of reading proficiency (Stanovich, 1991). However, Benton et al. (1984) shows that proficient and less proficient (L1) writers differ in their 'elementary information processing programs'. They claim that proficient writers can keep information in working

memory while manipulating the content of text (e.g. reordering) far better than weak writers. Benton et al (1984) suggests that proficient writers have automated certain components of the writing process which less proficient writers have not. Other researchers have demonstrated a relationship between the efficient use of working memory resources (reading and writing span) and writing fluency. They found that the relationship between working memory resources and writing quality, however, was less easy to establish (Ransdell & Levy, 1999). In sum, proficient and less proficient L1 writers may not only differ in their linguistic and metacognitive knowledge, but also in their efficient use of working memory. I noticed this use of their working memory in their autobiographical writing (see 4.6.2. in Chapter 4).

In second language (L2) writing, the situation is likely to be different, compared to L1 writers, L2 writers will not only differ in their linguistic knowledge of the (second) language, but – due to differences in exposure to the L2 – they most likely will also differ in their 'fluency', i.e. the ease with which words and grammatical structures can be assessed during writing (Schoonen et al, 2002). I believe that differences in degree of fluency among L2 writers can also be expected to be larger than the differences among L1 writers, due to differences in L2 exposure, L2 instruction and language learning aptitude. Chenoweth and Hayes (2001) were able to demonstrate that even two to three semesters of L2 instruction made a difference in L2 writing fluency. Their assumption was that difficulties in fluent retrieval of words or grammatical structures in L2 writing will burden the working memory and thus hinder the writing process as such, not just with respect to writing fluency, but also with consequences for the quality of the text, thus they expect that the contribution of these kind of fluency variables to the overall writing proficiency will be larger for L2 writing than for L1 writing (Chenoweth & Hayes, 2001). It appears that the L2 writer may be so much involved in these kind of 'lower order' (Chenoweth & Hayes, 2001) problems of word finding and grammatical structures that it may require an overload of conscious attention,

leaving little or no working memory capacity free to attend to higher level or strategic aspects of writing, such as organizing the text properly or trying to convince the reader of the validity of a certain view. This implies that the discourse and metacognitive knowledge that L2 writers are able to exploit in their L1 writing may remain, unused, or underused, in their L2 writing. Jones and Tetroe (1987) conclude from their think aloud protocols:

> (…) that there is some decrease in performance simply due to the fact that it is in a second language, that working in an unfamiliar language does take up cognitive capacity that would be used for other tasks, such as monitoring and revising the plan, in first-language composing. (o.c.:53).

Based on my observation of the students in the classroom I am inclined to believe that the L2 learners had spent more time monitoring and planning their work than the L1 learners. They of course did this only when they had the time.

The data analyzed supports my observation as it reflects my L2 students' sense of growing up or self-making, which directed their personalized writing to reinforce my belief that writing can be meaningful to the students only when they are allowed to express emotional, irrational and unconscious aspects in their thinking and acting (Jaatinen in Kohonen et al, 2001).

I interpret the element of self-expression in my students' writing as an indication of their sense of involvement with the reading of the texts. The idea evidences their bold attempts to work out the meanings of the texts. The use of first person narratives (section 4.6.1.2 & 4.6.2, Chapter 4) has strengthened their voice and expressed their growing interest in and confidence to grapple with the ideas of the text. The affordances of the texts have steered their focus on the different aspects of human existence. This appears to show that the elements of self-referentiality and coss-referentiality evidenced by the data should be viewed as indicators of the students' growing sense of confidence and curiosity in their lived through experience of writing about the texts which they have read. I believe that my programme has provided writing opportunities as a non-threatening venue for exchange of views, the students

269

felt encouraged to try out their hunches through their tentative interpretations of their everyday world (Rosenblatt, 1995). This can be seen in 4.7 of Chapter 4 when the students summarized the article seen in appendix 3. I will now include some examples from this summary for ease of reference. **Noticeable 2:** In India men treat women very badly and sexual abuse and rape to women is out of hand. Women are being raped and abuse by Indian politions and people in high power positions. Government in India has uped the time offenders would spend in jail hoping to decrease rape stats in their country. Major political figures such as Mr Mahut Magundi is very involeed in rape and awareness in the country. Rape is a violent crime and all offenders should spend time in jail if found guilty. **Noticeable 4:** There were two women who got raped in India within a month. One of them got raped on the way from school. Their families are very worried about them because they though that they are going to lose them. Justice is still carring the investigation on their cases. The constitution on India says the rapist or criminals must rot in jail. The community members suggested that the rapists must be castrated or expelled from India. The police discovered that other lady was raped by someone who is close to the family. My opinion: I agree with community members. **Noticeable 5:** this article speaks about riping in India against womens and all. The events does tooks place in India after that. To be more deep it tells about a young ladi student who was riped new deli in ride the taxi bus by many mens and drawn out of that bus after being riped without any intervation of any one in the bus. She was blooding antile death but the ripers was arrested by police and tooked to the court with out a several sanction. It caused some manifestation of people reclaiming that the ripers should be more santionned than what they was by the court. The primier minister of India went to berival seremonial with some of his ministers. The father of that young ladi sayed that his dother wanted to be a doctor and her are the testified that she was a very good sister and he will misse her for ever. For me it not acceptable to not given several sometime to ripers and very inacceptable to treat

womans like that that is really crazy. How com a normal man take be force a woman who doesn't belong to him? That's very animously. According to me ripers must be punished strongly. **Distiguished 1:** On the 16th of December a young lady aged 23 years old by the name of Geoti Patel, who also was a physiotherapist student and her boyfriend went to watch a movie, "Life of Pie". What was a romantic evening turned into a bus horror, when six males, including the bus driver Ram Sing, gang raped Geoti. Investigators say this brutal attack lasted for 40 minutes, and within that attack they raped her until she lost conscious before one of the rapist had pulled out her intestines with his bare hands and throwing her and her partner out of the tinted bus. Geoti died 13 days after the attack after doctors had told her family she had minimum chances of survival. She couldn't speak but scribbled not suggesting she wanted to live. Her father Bobby Sing Patel identified her body. Her rape sparked protests and vigils by women in large numbers. During one protest 100 people, 2o police were injured and only one death reported. All lawyers do not want to represent the accused for various obvious reasons. **Distinguished 2:** A young lady raped in India. The doctors didn't expect her to survive because most of her intestine were removed. Due to that, she went through three major surgical operations 13 days after her attack, she had a severe injury in her brain.The commities protested for her, in order to forbid the devastating murderous act of rape and assult to woman. 3000 people protested and rally for the prosecution of anti rape law.Geoti was also a limit of assult, when she went to the cinema on the 16th of December. She was physically and sexually abused by 6 men in the bus including the driver. The assault happened over the period of 50 minutes and she was left to bleed for two hours before should get help. Her death touches everyone has she died brutally in the hands of set hungry man. The new year party was councilled in commemoration to her death.Geoti was an intelligent girl, who wanted to become a medical doctor. She helped her family boost the financial income by giving tuition to children a young brilliant girl was killed due to rape. Rape must

be a forbidden act. It mustn't be accepted in any way, and a severe purnishment must be held to. **Distinguished 3:** The article talks about the violences that Indian women are facing everyday. Women in India are raped beaten violently by using imen rod for instance. The consequence of thise kind of violation causes a lot of psychic issues in the life of Indian women. To find a solution to this problem the government of Indian directed by the Premier Minister Sonia Gandy had decided to punish hardly all the people accused for violation on women. Politicians who are also involved in the crime on women are severely punished by the law of the country. Sonia Gandy showed the support to violated women by defending their course.

5.7.2 Resisting Positivist Notions of Literacy

My discussion in this section attempts to demolish some of the notions of literacy emerging from a positivist orientation. This means that the demolition is necessary because these notions have done more harm than good to humanity and the educational opportunities available to it (Toulmin, 1990). With the intention of promoting an objective version of literacy, language educators and literacy advocates have tried to promote a strong text explanation of literacy in the sixties, seventies, eighties and even in the early nineties (Brandt, 1990). I believe that the strong text notion of literacy favours a rejection of social involvement as an underlying condition of interpretation and imposes logical, literal, message-centered conventions of language. The intention here was to seek out a literate orientation in terms of a technology characterized by alphabetic writing. The implication here is that the essence of this orientation is that written language can work as a 'detached and self-referential system of meaning' (ibid: 5), thereby under-rating inter-subjectivity in meaning construction.

My view and belief that a strong-text orientation to literacy runs counter to qualities such as openness to questions, ideas, new ways of thinking and respect and concern for independent thinking. Having discussed these qualities as a basis for posing fundamental questions about the nature of human experience in the Introduction chapter, my research should signal resistance to any notion of literacy that fails to capture experiences because of its emphasis on de-contextualized meanings.

5.7.3 A Process View of Literacy

My students' act of writing, as the data has shown, speaks of their social involvement. My assumption was that the students must have realized that endorsing meaning in their writing required them to endorse the very process of writing. Basically, they were not exceedingly concerned with 'What does that say?' or 'What do I make that say?' Rather, as my data reveals, they were concerned with keeping the process of writing going. However, they might have faced some difficulties. My findings suggest that my students were more interested in making what they were *doing* make sense rather than making a text make sense.

My data analysed in section 4.6 of the previous chapter can help illustrate this discussion. The students used their class assignments to practice expressive writing. In doing so, they learned to write better by moving along the continuum of increasing responsiveness. As a result, they were able to develop their analytical ability and relate it to the experiential aspects of their reading and writing 'response'.

My data analysed in section 4.7 of the previous chapter can offer further support to my discussion here. I surmise that writing along the continuum of increasing responsiveness, my students learned to look at the issues in texts from multiple perspectives. My data in that section not only illustrates the process characteristics of literacy underlying its evolutionary nature but also demonstrates how an absence as well as an avoidance of conventionality and

linearity associated with positivist notions of literacy, might expand the meaning potential available to the language user. My intention is to propose a process view of literacy, which is synonymous with my students' context-making ability and that in the light of this discussion, I would argue that the students have used their social involvement to emancipate themselves by pulling together and maintaining contextualized meanings as readers and writers. Once my students came to understand the usefulness of 'involvement' in everything they did in my course, they were able to demonstrate their sense of involvement in learning to read literature of an evolutionary nature and write about it.

It must also be noted here, that the students did not look upon the texts as fixed artifacts, but rather looked at it as an evolvement and a construction of meanings. My data shows how by staying involved with their acts of reading and writing they were able to overcome the problem of purposefulness a text might impose when it is used for producing objective meanings. My intention was to help them understand that texts can make sense to human beings only through the possibilities that interpretive practice offers and not through a literal, decontextualized message-centered language orientation (Sivasubramaniam, 2004; Berger, 2007; Dillard, 2008; Green, 2007; McCornack, 2008; Bodie & Burlesen, 2008). In this regard the journal entries analysed in section 4.5.1 and 4.8 of the previous chapter, attest to the process of expectations build-up, climax and effect as consequences of using literature in L2 classroom. I believe that this process helped awaken the students' capacity to recognize how their expectations are manipulated. Personal engagement with texts provided space for personal creations of meanings. Thus whatever meanings the students have tried to relate to their classmates as people, of place, time and action. This might serve to explain their continual need to interpret through involvement. Conversely, this can also serve to illustrate the message-rich and involvement-poor (Brandt, 1990) writing of people who view the text as a self-sufficient and self-referential instrument of literacy. My study, I believe has made a

bold attempt to divorce literacy from its text-centric and technological aspects, I however, propose and argue in favour of a pluralistic view of literacy, which seeks to promote a process of social involvement, that can be seen as a process view of literacy which is synonymous with interpretive practice and involvement. My intention was that my students' create a role, over and over, by bringing the outside into the game, recalling forgotten and forgetting the "obvious" (Schuermann, 1984: 534-544). By doing this, they can overcome the rules designed to contain it. I believe that we cannot really teach students to write, but we can show students how to construct themselves in the language.

As my findings suggest that L2 writers have special needs, I propose that these students be given the option of taking writing classes designed especially for them, that is, not forced, in sink-or-swim fashion, into 'mainstream' writing classes which may be inappropriate, and perhaps even counterproductive, for them (Silva, 1993). I wish to pursue further discussion on this matter in my next chapter.
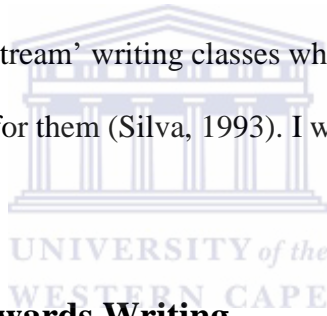
5.7.4 Change in Attitude towards Writing

My students' viewed their pool of memories as an origin for expressing meaningful content in a literacy practice, where the written language was directed by their expressive needs.

I believe that one of the greatest benefits of writing in a journal is that it can/will help students get over the fear that they may have of writing in a non-native language and that may lead to more self-confidence and a willingness to write (Jones, 1991a & Voit, 2009: 18). I surmise that students at first may feel afraid to write, but after some encouragement and experience writing in the non-threatening context about a subject matter they enjoy, will help develop confidence and a more open attitude toward writing (Jones, 1991a & Voit, 2009: 18). My aim with the writing tasks given to them was to move the students away from a personal approach to a more critical approach to the readings (section 4.6 – 4.7.3 in Chapter 4). My

intention was not for them to regurgitate others' ideas, but develop an independent viewpoint. I wanted my students to develop the ability to acknowledge the points of view of others but still "question and critique established authorities in a field of knowledge" (Coles & Wall, 1987: 299).

5.7.5 Discussing and Solving Problems

The acts of thinking, brainstorming, and note-making that is believed to precede actual composing took place even after the writing began, illustrating that "planning is not a unitary stage, but a distinctive thinking process which writers use over and over again during composing" (Flower & Hayes, 1982: 375). Thus, some of my L2 students who started out by creating an informal list of ideas or questions to consider may have found themselves totally thrown out of process once they undertook the writing itself. It appears that while some planning would have been beneficial to help them think through the topic, they were quite willing to shift directions once they discovered an alternative, and more satisfying, solution.

I surmise that writing in journals can be completely open-ended and happen during a time when students can freely express themselves (Peyton and Read, 1990). This freedom of expression can take the pressure off when writing and allow the student to simply enjoy it.

I believe that when a student learns more about the writing process and gains confidence, this can serve as a bridge to academic writing. I have observed (in sections 4.8 and 4.9 of the previous chapter) skills such as expanding on a topic or writing with awareness of the audience are items important in formal academic writing, but that can be practised within the realms of dialogue journaling and autobiographical writing.

While conducting my interviews, my impression was that my students' main determination was to improve their writing skills. When asked about their understanding of what expressive writing meant in the first question, some of them responded in a quite interesting manner.

Just to quote a few responses from the noticeable students: "It a free way of thinking and expressing yourself."; "Think deeply and express yourself the way you think."; "Thinking is the way of expression."; "Is the way man get solutions about something." A few responses from the distinguished students were: "Is the way an artist or anyone can express themselves to make himself understood and the way he sees the world."; "Given a topic and put down everything that comes to mind. Try to explain yourself a bit more. Reminded about what you writing about. Continuous thinking of one thing, while thinking of something else."; "Think of a way of expressing yourself and carry the message across. It's a way to communicate."

When asked in question 11 of the first interview, whether they had problems in writing and what their problems were, they were quite quick to answer. Most of them mentioned that they had problems with spelling and the use of punctuation and grammar. In regards to the second interview (section 4.8 of previous chapter), I found it particularly interesting when asked whether they were interrupted while writing in their journal. My reason for asking this question was to see their frame of thought if they were interrupted and also whether they can remember what they were writing. My observation was that for an L2 student, when they are interrupted while writing, they did tend to lose their train of thought and their writing process declined. This I noticed, when they were writing their course-based exam, where they were stressed because of the time limit, as well as watching other students leave the exam room. I believe that it is advisable for L2 students to make notes for themselves before writing, however I am aware that many of them will not do it. When asked about the main thing they learnt during this writing period in question 7. Some of the responses of the: Noticeable students were: "Learnt to write. Learnt to express myself in writing. Learnt new vocabulary."; "Learned to open up and not to judge people. Writing can be easy if you put your mind to it. Write down what you feel."; "Learnt about the language, spelling. Compared Xhosa with English. Felt as if English is a dry language compared to Xhosa.". Some of the responses of

the distinguished students were: "Felt Afrikaans easier. Some things in Afrikaans caught his attention. Write whatever you want. Conform to the rules in language. Pick-up mistakes easily. Want everybody to read it. Help if most people could read it."; "Learnt how to write without making too many mistakes. Instead of talking about a problem with anybody, you can figure it out yourself."; "Help of exercises, sentence structures, punctuation. Write whatever you feel and be honest as you can be." I felt some sense of relieve when listening to their responses that they had learnt something during this period that I had been working with them. When I looked at their final exam, I believe that it could definitely attest to their answers this is seen especially among my noticeable student.

When asked about receiving feedback, most of them gave the similar answer. In South Africa, where the classes are overcrowded, it is sometimes difficult for educators to give feedback to all the students. My impression about the feedback they had received from me, they appreciated, but would have liked me to give more feedback to their writing.
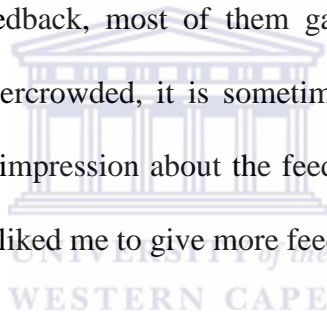
5.7.6 Ability to Communicate Through Writing

My work proposes that one of the areas that can greatly benefit from writing in a journal is fluency, that is, the ability to communicate fairly easily and effectively through the written word (Jones, 1991a).

There are four areas that I want to consider necessary for fluency in writing. First of all, one should be able to write easily and not spend a lot of time agonizing over what or how to write something. Secondly, the meaning must come across in understandable sentences. Thirdly, one should be able to use writing for many different purposes. Finally, writing should be creative and imaginative (Gutstein, 1987 & Jones, 1991a).

Many researchers have found that when a learner starts writing in a journal they might begin with just a few sentences. This leads to their growth in confidence, so does their ability to write more easily and quickly (Kreeft, 1984; Shuy, 1980 & Jones, 1991a). Additionally, speaking in a journal helps students get their meanings across clearly. Misunderstandings can be cleared up in future entries, thus encouraging understandable sentences. Voit (2009: 23) mentions that journaling regularly makes use of a multitude of functions– from giving personal information to asking questions to complaining – all necessary functions of language. Finally, creativity can accrue through practice, again, encouraging fluency (Jones, 1991a). All of the above mentioned insights and issues have become obvious to me as I read through their journals. It was mainly the female students who wrote the most in their journals compared to the male students. There were some male students that began writing only a few sentences at the beginning, but with time started to write more and felt more comfortable writing in the journal. Some of the male students even enjoyed writing in the journals near the end of the programme. As mentioned in Chapter four the students' confidence grew as they wrote, but also they trusted me with the personal information that they wrote in their journals.

5.7.7 Dismissing a Traditional Notion of Language Awareness

I hasten to remind my readers that my study also focussed on the role of literature in promoting language awareness. In other words, I want to question the traditional view of language awareness, which favours literal meanings instead of figurative meanings (Gibbs, 1994).

Given my disbelief in native-speaker models of language and the use characterized by an overemphasis of correct grammar and, my belief in fluency-based approaches to language use, I am disinclined to favour figurative language as a basis for language awareness. I have

discussed this in detail in Chapter 3. I am however unable to see any convincing rationale for an avoidance of figurative language in methods and materials directed at L2. For a long time now, the practice of L2 teaching has failed to expose L2 learners to figurative language, and as a result the learners have been denied an opportunity to experience an emotional engagement with the target language (McRae, 1991).

Students' writing should be motivated by their feelings about and responses to a topic with which they have had some experience (Judy, 1980: 39; Lauer, 1980: 56). This does not mean, however, that writing assignments need to be entirely student generated or that they involve only personal accounts, but rather that even academic writing should allow students to become involved in a subject (Weiss, 1980: 146) or provide them with a way into the topic (Perl, 1980a: 31).

My view is that L2 students may still be in the process of acquiring language skills, it needs to emphasize that grammar-based approaches to teaching writing serve neither as substitutes nor prerequisites for instruction in the process of composing (Lauer, 1980: 54). Extensive research has shown that grammar study may have little to do with composing (Zamel, 1976: 72-74), and it has been pointed out that even low-level students should be given the opportunity to explore this process (Taylor, 1976: 310-311, Raimes, 1976: 3). I believe that writing taught as a process of discovery implies that revision becomes the main focus of the course and that the teacher, who traditionally provides feedback after the fact, intervenes to guide students through the process (Zamel, 1983: 206). For this reason I avoided giving too much feedback because I did not want to demotivate my students in any way.

### 5.7.8 Assessing Language Awareness

I believe that in the context of what the students did during my research project, it might not be helpful to assess their language awareness in terms of their capacity to produce literal

meanings. I find that having voiced my preference for a non-conformist view of language awareness, I must now look at what underlies the use of language. While it has been assumed that an ability to speak and think literally provides a basis to theorize mind, language and meaning, there have been linguists and philosophers' who has offered convincing explanation for what it means to speak and think literally, which can be seen in previous chapter.

Faigely and Witte (1981: 412) reiterate this notion:

> Verbal protocols require writers to do two things at once—they must write and they must attempt to verbalize what they are thinking as they pause. Perhaps some subjects can be trained to do both tasks with facility, but many writers find that analysing orally what they are doing as they write interferes with their normal composing processes, interrupting their trains of thought.

Here, I would argue that it is better for my students to develop awareness for figurative language as a way of developing language awareness. I believe that figurative language might help them understand the realities of daily living better as perceived and experienced in my students' literature of daily living.
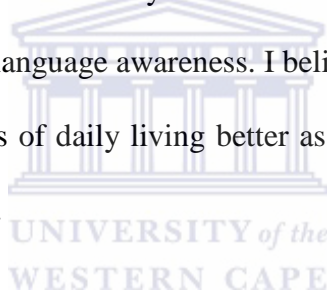
The following quotation from Gibbs (1994: 85) might offer an explanation as to how figurative language offers a better understanding of daily realities:

> … the poetic structure of mind suggests that figurative language reflects fundamental aspects of everyday though. People do not find figurative language any more difficult to process than literal discourse, because both types of language arise from figurative schemes of thought that are a dominant part of our conceptual system.

I surmise that the above mentioned quotation suggests that figurative language could exist without the literal language as research from psycholinguistics points to how the poetic structure of mind facilitates the use of figurative language in everyday discourse contexts (Sivasubramaniam, 2004). It suggests here that literal language because of its problematic nature might not be able to exist without figurative language.

The personal construction of the students and their performance in the course based exams suggests that I should not ignore the poetic structure of mind. The data dealing with the course-based exam, analysed in section 4.9 of the previous chapter, provides verifiable support for the point that is being discussed here. The essay question used in the exam was designed to test the critical appreciation and imaginative responses of students. The students' performance percentage in the essay segment, points to their ability to use language as an instrument of creative and critical thought while they were being guided along the continuum of increasing responsiveness (Kern, 2000). The quantum of progress shown by the students in this segment of the exam proves how the students found it involving to use literal language as a basis for expressing their imaginative response (see chapter 4, 4.7.3).

Taking ownership of English, or appropriating the language by confidently using it to serve one's own interests according to one's own values, helps develop fluency in English (Canagarajah, 2006: 592).
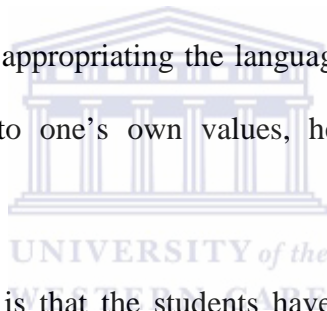
The point of the argument here is that the students have made an attempt to use literary language to deal with the fundamental aspects of everyday thought. Their discourse points to a literal scheme of thought in which figurative meanings have little or no importance. It is apparent that the indeterminate nature of literary language could well have made its meanings attractive and involving compared to the ordinary and primary meanings of literal language (Gibbs, 1994; Rosenblatt, 1995). My findings point to the therapeutic influence of metaphorical language that the students came into contact with in their reading of literature of an evolutionary nature and in their writing about it. The data from the exam analysed in sections 4.12 of the previous chapter can provide some insights into the language generating potential of the text used for their exam.

My students' performance in the exam points to how they used literary/figurative language in order to signal a meandering viewpoint of their reading and 'response'. The data from the exam might further help explain how the use of literary language facilitated their learning of textual materials (see sections 4.7.3 in chapter 4). The 'image evoking conceptualization' (Gibbs, 1994: 133) seen in the personal constructions of the students might attest to the use of literary meaning. In the context of the problem discussed in the Methods chapter, this shift might explain how the students became aware of their language use through their daily contact with literary language in the use of the text that they were given to work with. I believe that if their language awareness did not help them make sense of themselves and their world because of its literal characteristics, then there is no need for them to have such awareness.

I observed that none of my students' viewed grammar or other mechanical considerations as areas of particular concern. I believe that this was due to the fact that they demonstrated good syntactic control (seen in section 4.7.3 of previous chapter) and because they knew how and during what part of the process to exercise this control.

L2 writing ceases to be a tool or a final product, but becomes a personal resource for reconstructing life experiences that leads to personal and emotional insights; it is "a way of "knowing"—a method of [self-] discovery and analysis" (Richardson, 2000: 923). Such realization not only endorses new perspectives on L2 writing, but also adds profound insights into the main purpose for language learning and use.

I believe that any personal expression and reflection situated at the core of literacy practice, the real purpose for language learning and use relates to "widening one's experience resources and positioning oneself in a multicultural and multilingual world" (Hanauer, 2012: 10). Hence, learners use language to make sense of themselves and the world they live in

(Hanauer, 2012; Park, 2013b). Even though my research design consists of a consciousness raising exercise on the role of meaningful literacy, some arguments such as increasing one's lexical knowledge to best express thoughts and true feelings might support learners' understandings of language learning as a human endeavour (Alosaimi, 2014).

This meaningful literacy consciousness raising exercise cannot be considered as a full experience of meaningful literacy, it introduces multiple understandings of L2 writing as a personal resource to reconstruct and reflect on past experiences and memories. My understanding is that through this personal reflection, language learning and writing becomes a human activity involving "an emotional and embodied experience in addition to being a cognitive process" (Hanauer, 2012: 4).

In summing up my discussion here, I wish to dismiss traditional views of language awareness which dismiss literary language as frozen semantic units and on the strength of the social cognition indicated by the data, factor in literary language as an instrument of language awareness and human cognitive processes (Gibbs, 1994; Rosenblatt, 1978).

5.7.9 Summary of the Points Discussed Thus Far

The discussion in this part of the study:

- Literacy a phenomenon created by society

- Resisted positivist notions of literacy.

- A process view of literacy.

- Change in attitudes towards writing.

- Discussing and solving problems.

- Ability to Communicate Through Writing.

- Dismissing a traditional notion of language awareness

- Assessing language awareness.

I feel that the issues discussed so far in this segment reinforce the research questions regarding the role of the literature of daily living in promoting literacy and language awareness. In addition, they serve to reiterate my interpretation that the use of this kind of literature can promote literacy and language awareness in students.

5.8 Conclusion: Explaining Triangulation

According to Altrichter et al. (2008: 147), triangulation "gives a more detailed and balanced picture of the situation". I believe that this strategy assisted me in ensuring greater credibility and validity for my study because the four different sources of data gave me more opportunities to verify that participants' answers were similar themes, and categories emerging through my various interactions (Garcia, 2014).

Triangulating data from journal entries, interviews, and various writing tasks was

processed using low-inference descriptors, verbatim, and direct quotations, during the

process of combining, integrating, and summarizing the findings (Garcia, 2014). I wish to

allude to what Ary et al. (2010: 500) said in view of the point discussed here: "these

descriptions are very detailed, helping the reader „see" the setting, or if reporting themes

from interviews, using the actual words of the respondents". I believe that this strategy is

valuable as it demonstrates trust between me and my students.

The interpretation of an interpretation that I have presented so far has helped me to address the research questions in my study. I have found that with the help of this description, I needed to produce a set of conclusions as a way of providing closure to this inquiry. Before attending to this in my next chapter, I will make some tentative observations on the triangulation of data seen in my study and my rhetorical stance underlying my students' evolving rhetorical maturity.

5.8.1 Triangulation of Data

The four types of data collected from my study have provided verifiable support of my answers to the research questions explored in my study. Data from the interviews points to a growing awareness in the students' for writing. By laying the groundwork for cognitive, affective and actional dimensions in the process of writing, it assisted the students to develop an aptitude for writing.

Data from the journal have served to legitimate the meaning constructions of the students. The data explain the effectiveness of the space provided by the journal for the students to democratize their personal experiences and in doing so find a basis for their intellectual, emotional and critical growth. I wish to argue that these journal entries as seen in section 4.5 and 4.6.1 in Chapter 4, and appendix 5 not only signal a positive emotional change but also affirm my belief in the puissance of positive reinforcement factors in my study used in its deployment of expressive writing.
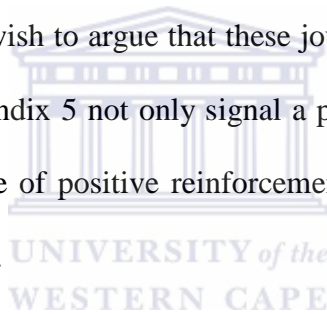
Data from the class assignments provided a venue for experimenting with a personal engagement with literature of an evolutionary nature and building confidence for meaning construction. I find that the assignments appeared to have a played a role in fostering language awareness. By doing the assignments the students gained a sense of involvement for writing (see 4.6.1.2 and 4.6.2. in chapter 4). This means that the indications point to an engagement in the process of writing due rather than disengagement due to demotivation. I believe that writing coherently in academia is as much about what happens during the actual writing as the strategies the writer adopts before engaging in the actual writing process (Tshotsho, 2006). My study shows that the noticeable writers did not know the stages of academic writing. They experienced problems with composing, formulating ideas and putting

together new concepts. They clearly lacked practice in composing, developing and analysing ideas. This relates to Bereiter and Scardamalia's (1987) argument that ESL students writing in an L2 have to formally learn to use the language as well as ESL writing strategies, techniques and skills or they will not succeed. My findings show that the noticeable students do not plan their work and if they sometimes do, they do it haphazardly. They also revise their work at a superficial level. My findings on academic writing show that my students are not that familiar with academic writing as a genre since they do not even know the steps followed in academic writing. The distinguished students were more competent and they had a tendency to read through their work before handing it in. They also had fewer errors in their writing.

Data from the autobiographical writing allowed my students to really open up as seen in the previous chapter. Writing very personal things as they have done gave them some kind of 'freedom' in writing. This is in keeping with the ethos of their literature of daily living. It is not easy to write down your memories especially when it is not in your native language, but they were able to tackle the challenge. They were given time to write a rough copy and then the final copy and that made a difference in their writing. The specific language used by each student in his or her autobiography with respect to challenges faced as a writer. It seems reasonable to speculate that challenges like getting going, getting something down, and being at least moderately interesting to a reader loom as large issues early in the development of all writers but become smaller concerns as writers gain experience and become aware of even more difficult challenges. Autobiographical reflection (Galindo & Olguin, 1996; Pavlenko, 2003) can help them recapture personal experiences with Otherness and being othered themselves—experiences that inevitably occur, even in fairly homogenous communities (Menard-Warwick, 2008: 637).

Data from the course-based exams confirm that my students were able to match their performance with the criteria of assessment used in the exam. Their performance in the exam points to their increasing motivation and their decreasing anxieties regarding passing or failing. The training space provided by the journal entries, autobiographical writing and the class assignment was of a particular help to the students in handling the expected task in the exam.

Data from the interviews provided the required attitudinal flavour to the inquiry in that it brought to light the students' account of 'their lived through experience' of daily living. The interviews showed that the students over-exaggerated their writing skills, by stating that they did not have problems with writing. What I observed in their writing was the direct opposite of their responses in the interviews, as their writing showed that they had some syntactic, spelling and grammatical problems.

The responses to the questions 1,2,3,4 and 8, as seen in the data (seen in Chapter 4), provide a fuller explanation of how the students' related to their understanding of expressive writing. In the absence of predetermined meanings, messages and the anxieties associated with the need to master them, 70% of my students made a bold attempt to cross the border of their first language into a second to reconstruct their world and their 'selves'. My students' responses to the interview questions attest to my belief in the efficacy of the 'feeling process' that influence an act of writing. I surmise that emotions and feelings underlie the transactional or dialogic nature of writing. In the absence of emotions and feelings, meanings will lose their discursivity and dynamism thereby causing language to become a static container of fixed meanings (Rosenblatt, 1978, 1995; Kramsch, 1993; Kramsch in Byrnes, 1998: 24; Lantolf & Pavlenko in Lantolf, 2000: 155-177; Sivasubramaniam, 2004). It should be noted that these interviews were primarily intended to foster beliefs and value-systems in the students by which they would view the knowledge of their world constructivistically. This

288

was also an attempt to make them view writing and relate it to its associative, facilitative and negative qualities and helped them to view writing as a dynamic and discursive in structure.

My data also testifies to a growing sense of 'achievement orientation' in my students. All in all, the data collected from my study helped me to understand the inter-connectivities that came into being in my investigation of expressive writing. The four types of methods used in my research can provide useful explanations for a classroom-based research that was centered on the tentative writing responses of the students. I found that they also emphasize how, by following a constructivist, rather than a factualist orientation to teaching and research, learning-centered language pedagogics can be promoted.

5.8.2 Discussion and Implications

My study is meant to investigate factors contributing to the success and sustainability of my program through student-instructor engagement and instructional motivation. My findings confirm that learning success is a result from such engagement associated with mentorship offered by the instructor, who can deliver content based on student-centered methodologies that include the use of summative and formative assessment. Such factors based on a constructivist approach may improve 'retention' through students' persistence in wanting to improve their writing (Garcia, 2014).

My data gathered from all the participants suggests that students' inter- and intra- textual purposes are strongly related to their models of writing – to the way they conceived of writing in a school setting and have integrated it into their lives (Anson, 1985: 22). In light of this, the impression I gathered after my interviews with the participants was that writing had little or no importance, perhaps because so little in their lives has encouraged them to write for any intrinsic purpose. Writing remains for students a purely scholastic exercise. I have observed that students simply recognise the centrality of written discourse in the lives of

thinking, literate individuals and that these attitudes towards writing and its use are perhaps the most important determinant of the way the students responded to writing tasks and talked about what they are doing and why (Anson, 1985: 22 & Sivasubramaniam, 2004)

At this juncture I wish to point out that learning to write in a second language has three relatively distinctive, though necessarily interdependent, ways (see chapter 2). Cummings (2001: 8) claims instructional modelling of second-language writing probably should include not just modelling of text forms but also modelling of composing processes and of the socio-cultural purposes and functions that writing in the second language serves.
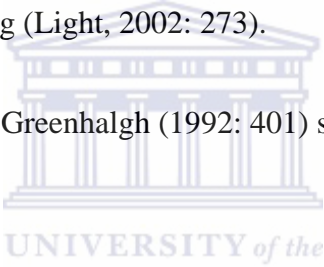
My findings suggest that the nature and quality of perceived challenges change as growth takes place. Interestingly, few of the themes addressed issues of writing processes or the quality of one's work. In essence, though a very small portion of the interim stage(see chapter 4) samples mentioned being descriptive and being boring as challenges (suggesting at least a minimal awareness of quality issues) (Underwood, 1998: 22), how to go about composing a piece and what goes into the creation of high-quality pieces were not perceived as challenges.

The general assumption of researchers on writing is that, in contrast to essay writing, creative writing provides a writing opportunity which permits students to tap into a much more private, personal emotional reality for their ideas and material. This is characterized by freedom from the non-personal, external demands of facts and other people's ideas, comments and forms. For the most part writing is concerned with original, creative, personal experiences and feelings that can be discovered by the 'self' and which provides the basis for their material.

In view of what Light (2002: 273) argues despite the convergence in the study of student assumptions of 'subjectivist epistemology' which is attributed to the practice of creative writing as opposed to that of essay writing, the results do not support the view that creative

writing is a fundamentally different form of writing vis-à-vis the writing self, as suggested by the work of Briton (1970) and Emig (1971). My present findings suggest a different epistemological departure point and, as a result, categories of understanding with a different and an illuminating epistemological slant (Light, 2002: 273). I believe that there is no support in the findings for suggesting that these different modes of writing are anything other than differences of degree. My study has highlighted the student-writer as personal producer/consumer of meaning in terms of the other, as opposed to the student as public consumer/producer of meaning in terms of the 'self'. I find that in both cases, the discussion is of the same phenomena (differentiated by the different kind of disciplinary writing involved), the focus on their variance here emphasises more clearly the dialogical nature of meaning and student understanding (Light, 2002: 273).

I am inclined now to uphold what Greenhalgh (1992: 401) states as the dilemma a teacher of writing can face in a writing class:

> Teachers of writing regularly face the task of advising students about their work-in-progress. The task is problematic because it raises many practical and theoretical issues. Not least is the ethical issue of rights and responsibilities with respect to texts. Researchers recommend that a teacher must somehow make it possible for students to take control of their own writing. A responsible teacher, then, would be a responsive reader, one who helps students identify and solve writing problems but avoid[s] unwittingly appropriating the draft. Responsible students would, in turn, be their own best readers, taking responsibility for solving writing problems of their own making.

I believe that a teacher should find ways to comment on a student's writing while at the same time respecting the differences between a teacher and students' responsibility for an emerging text. Teachers of writing regularly face the task of advising students. Finally, while the teacher is the expert resource concerning academic prose and discourse communities, students must be taught to authentically engage in choice making and problem solving, and to accept responsibility for their own writing (Reid, 1994: 289).

5.9 Conclusion

My investigation has so far reinforced the notion that writing is indeed a process of discovering and making meaning. I believe that through the act of writing itself, ideas are explored, clarified, and reformulated and, as this process continues, new ideas suggest themselves and become assimilated into the developing pattern of thought (Zamel, 1983: 166). 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: 166). Thus, I view this way that they approximate more closely in writing what may only have existed on an intuitive level.

I conclude by saying that although I had anticipated presenting data that would reflect the various stages of my students' composing process. These stages are usually characterized as pre-writing, writing, and revising, however, my students' writing behaviours were not entirely amendable to this type of breakdown, but rather a fact which in and of itself attests to the non-linear nature of writing. This was generally a case for all 14 writers, both skilled and unskilled. The thinking, brainstorming, and note-making that is believed to precede actual composing took place even after the writing began, illustrating that "planning is not a unitary stage, but a distinctive thinking process which writers use over and over again during composing" (Flower & Hayes, 1981: 375). I observed that students who started out by creating an informal list of ideas or questions to consider may have found themselves totally discarding it once they undertook the writing itself. It appears that while some planning was necessary to help them think through the topic, they were quite willing to shift directions once, they discovered an alternative, and more satisfying solution (Zamel, 1983: 172). I will discuss this in greater detail in my next chapter.

Because writing is an act of confidence, we must help students to see both the potential and the problems in their writing, and we must be able, through our intervention, to send our students back into the writing process with a concrete plan for improving their writing (Reid, 1994)

I thought that the following quotation from the late Nelson Mandela, would be very fitting to end my discussion chapter in that, when we write we should write as if everyone is about to read what we have written.

> *"Live life as though nobody is watching, and express yourself as though everyone is listening."*
> *(Nelson Mandela, 2010)*

CHAPTER SIX

CONCLUSION

"How can I know what I think until I see what I say"
(E.M.Forster, 1927)

In the previous chapter I discussed the findings I gathered while conducting my research investigation. In this chapter, I will share what I learned in response to my initial research questions and what limitations I faced in doing my research. Additionally, I will look at the bonus findings, what suggestions I have for future research in this area, and various suggestions for other teachers who are teaching at a tertiary level. In sum and spirit, I undertook this study because of my growing concern of the students' writing ability.

6.1 Impressions

The process of my investigation discussed so far is of a longitudinal nature. My investigation was mainly intended to observe and describe the dynamics and ramifications of an L2 phenomenon set off by the deployment of literature of an evolutionary nature. I believed in encouraging my students to produce literature of daily living in which they would feel free to voice and address their fears, joy, hopes, doubts and initiatives which I believe would serve as the route of their expressive writing. Most importantly, my investigation was aimed at demonstrating the educational and social values of literature of the above mentioned nature.

The subjectivist/constructivist epistemology of my research and the attitude and beliefs underlying it compelled me to search for ideas and views that were constituent with such an epistemology. In light of this, my literature reviews identified an array of theoretical and practical issues that were meant to support a constructivist approach to my investigation.

The review of literature relevant to writing models led my study to identify the role of self-discovery and empowerment in the acts of my students' writing. As a result, my study was intended to use expressivist models of writing to foster response to literature of an evolutionary nature.

My purpose was to use the deployment of literature of an evolutionary nature that accrued in my classroom, which led the literature review to visit the different approaches to writing. In keeping with the subjectivist epistemology of my research, I decided to use a personal-response approach to the writing I used. My decision to use texts of daily living, which I surmised could help, supported my choice of approach in my study.

I examined the 'why' of my research, pointing out the gaps of my understanding of expressive writing and the need for empowering teachers through reflective practice, which lead to my resolve upon carrying out my investigation.

My choice of research design and methodology in my investigation was meant to capture the essence of the 'response' phenomenon in its fitting details and my aim was to provide a fuller explanation of it. Given that quantitative/reductive methodologies often failed to provide a fuller account of the phenomenon in focus, my study attempted to overcome that drawback by using a qualitative methodology of my informed choice. My research questions used in my investigation facilitated a research design that allowed for a sufficient amount of data collection. My intention was that the envisioned data triangulation would demonstrate the benefits of promoting subjectivity as an instrument of education inquiry with students. My triangulation of data, I believe has helped reinforce the overall educational ideology of my research. The readings and interpretations of the literary texts of an evolutionary nature featured in the personal-response interviews, journals, class assignments and course-based exams, all support the perspective of aesthetic reading which according to Rosenblatt (1995)

is the principal objective of literature in educational practice. Connected to this, my findings point to the influence the affective, attitudinal experiential dimensions of literature of an evolutionary nature can have on my students' writing. By the same token they, determine the willingness and ability of my students to read literature of daily living by creating more of it through their motivations to write and read what they write about.

I believe that the texts used in my study were well suited to foster literary competence, that is, the skills and strategies the students can acquire as a result of an awareness-raising process via their understandings of their emotions, intuitions, joys, sorrows and their varying socio-mental states. My view was that the involvement with literature of an evolutionary nature could accrue only through a personalization of the literature text attempted by the learner. My aim was to make use of personal response to the texts demonstrating their efficacy in fostering emotional involvement from my students and facilitating their response to literature of daily living.
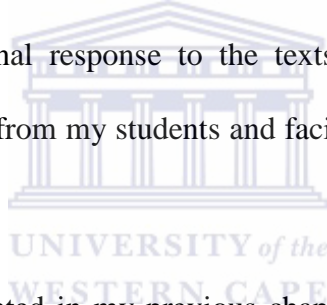
My discussion of findings presented in my previous chapter illustrated the effectiveness of literature of an evolutionary nature in developing knowledge of the target language at the levels of vocabulary and textual organization. By offering a wider exposure to English than the more limited materials of a general course book, I believe that the texts used in my study appear to have contributed to the language development of my students.

It is evident from the findings that a sense of self-esteem and achievement has dominated the students' attempts to read literature of an evolutionary nature and write about it.

Based on my low-fail rate, it could be said that the texts in question have provided the students with the stimulus to read, write, explore and develop meanings and ideas for communication, enabled the exploring and developing of ideas, which allowed the students to

discover how their use of their language goes beyond simplistic identification and reference, and how it could become ideational and move into abstract realms.

In summing up the advantages of using literary texts of daily living for the language development activities, I wish to cite what the French grammarian, Michael Breal announced over a century ago (quoted in Aarsleff, 1982: 381):

> 'A language does not consist exclusively of words; it consists of groups of words and phrases. It is not the word that forms a distinct unity for our mind: it is the idea.'

I surmise that any text, which encourages or initiates an engagement with the world of ideas and subsequently with the world of imaginative language, is a text that affirms and maximizes the readers' capacity to read the world (Sivasubramaniam, 2004).

6.2 The Role of Writing in Thinking

I thought it would be appropriate to include a view on the role of writing in thinking because I believe that thinking about what you are going to write is important. According to Applebee (1984: 577) the role of writing in thinking is usually attributed to some combination of four factors:

(a) the permanence of the written word, allowing the writer to rethink and revise over an extended period;

 (b) the explicitness required in writing, if meaning is to remain constant beyond the context in which it was originally written;

(c) the resources provided by the conventional forms of discourse for organizing and thinking through new ideas or experiences and for explicating the relationships among them; and

(d) the active nature of writing, providing a medium of exploring implications entailed within otherwise unexamined assumptions.

My understanding is that if these four factors are used effectively the writer is left with an exemplary work of art. In my research, I wanted to see if using journals would have a positive effect on the writing accuracy of my L2 students, including those non-formally educated and with low-literacy skills (Voit, 2009). Additionally, I wanted to determine if recasts in the instructor response would impact the accuracy of my students writing. In the two semesters that I used recasts in my journal replies, I can say verifiably and pointedly that the students preferred the recasts. They liked seeing their mistakes and the correct forms. They liked to know when they had made a mistake. My impression was that the responses were positive from both groups, but the noticeable group made more references to "receiving more feedback" and "expressing themselves better." This can be especially seen in section 4.13 from Chapter 4. However, my view was that this form of response did not seem to make a difference in any measurable success during the two semester study period.

6.3 Relating the Outcomes of my Study to the Research Questions

I find it helpful to relate the research questions of my study to the outcomes discussed in Chapters 4 and 5. This is what my study proposes to do in this section of the conclusion.

I hope that the following explanations relating to my research questions of my study, will contribute meaningfully to my conclusion.

I intend to view my following explanations as confirmations that support the relevance of 'context to human behaviour, and the centrality of the subjective belief systems of those involved in research to the process and outcomes of research' (Nunan , 1992: 71). I found that my conclusions did not seem be atemporal affirmations of objective knowledge that has

accrued from a scientific/rationalistic investigation, but rather that they came across as context-dependent, context-based confirmations of constructivist knowledge proposed through a chain of narratives representing my students' experiential learning to write (Freire, 1972; Vygotsky, 1978, 1986; Freire & Macedo, 1987; Searle, 1992; Willet, 1995; Bailey & Nunan, 1996; Pavlenko, 1998; Polkinghorne, 1988; Kramsch in Lantolf, 2000: 133-135; van Lier in Lantolf, 2000: 245-259; Pavenko & Lantolf in Lantolf, 2000: 155-177; Kohonen et al, 2001). At this juncture, I hasten to say that in this section of my study I am faced with reinforcements, not generalizations, of what I have perceived as the 'context-bound characteristics' of perspectival/speculative knowledge (Bailey & Nunan, 1996: 2; Sivasubramaniam, 2004)

6.3.1 Research Question 1: How do students' participating in this case study understand expressive writing?

My intention in my study was to explore a possible escape route through expressive writing, and report and experiment with writing samples that lead to introduce one kind of expressive writing responding to personal writing in the journal or autobiography. I believe that my results could be viewed with reference to the increase in my students' motivation, care for their writing, and my pleasure in reading their work, which for me was as if I had climbed 'a peak in Darien' (Keats, 1994[1816]).

My students' writing as seen recorded in my data illustrates what their attempts at input generation, meaning negotiation and motivational benefits coming as a result of their writing endeavours. My intention was that the interviews, journal and class assignments would became avenues for exploring meaning. The elaborative processing pointed out in Chapter 4 was meant to illustrate how my students learnt to apply new information to their own lives as a way of relating meanings to their gathered experience. I observed a relaxed concentration with which they wrote as a way of conceptualizing their experiences with writing. I would

like to emphasis here that their elaborative processing and relaxed concentration underlay their writing proficiency.

The above mentioned was stated in my Introduction and Methods chapter. I looked at how my research was to operationalize the notion of expressive writing. Additionally, I have mentioned in my discussion chapter that a process view of expressive writing is better placed to appreciate the educational and social values encompassing my research. With this in mind, it cannot assume the status of pre-set scales (Clark, 1987) that satisfy the tidy rationalist ideal of an all-knowing, all-seeing scientific researcher.

I believe that there is not one single right form of writing which promotes expressive writing, but rather that an informed way of writing which could promote fluency in writing. I found that there was a kind of emotional release that came as a result of students' expressing themselves in their writing. My study aimed at encouraging my students to view their writing as personal constructions of meanings and that they should try and use their journal entries and class assignments to operationalize their effective and emotive use of language. I observed the motivating force of fluency that came about as a natural outcome through their attempts to write and this helped them to overcome the barriers that accuracy imposes on writers.

My holistic scoring scaling (i.e., the writing assessment discussed in Section 4.7 of Chapter 4) which I used in my course-based exams and looking at the progress made by the students with reference to the essay, should be viewed as a verifiable indicator of their writing fluency centred on their personal constructions of meaning. My data analysed in Chapter 4 attests to the writing fluency of the students. The elaborative processing evidenced in the journal entries which points out the absence of tension associated with linearity and conventional structures of discourse, can be viewed as an account of the meaning potential evident in the writing fluency of the students. With the use of literature of an evolutionary nature I viewed

its presence in my study as a promotion of continuous 'response' by the students. By sustaining the students' motivation to write, literature of this nature appeared to have promoted the students' proficiency and fluency in my investigation.

The writing fluency dealt with by the students writing about themselves and dealing with text of a revolutionary nature, encouraged the students to learn through a response of dealing with topics which dealt with daily living, like fears, joy, hopes, doubts, initiations, intuitions which constitute the route of expressive writing. Finally, there was a need for their involvement with the text in a literary manner. Viewed in light of the aim, rationale, scope and contextual setting of my study, my close-knit explanations can serve as my warrant (Edge & Richards, 1998) to justify the outcomes of my research.

My study came to view my students' writing of an autobiographical nature to be seen as a self-representation of how they viewed themselves. I discovered that with the entries of self - representation and that without using literature text to promote expressive thinking, I believe this would give them sufficient stimuli to read later.
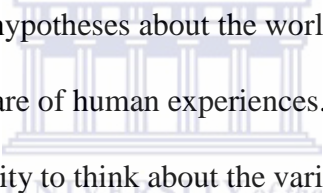
My study has pointed out that writing is a difficult and complex activity and in concurrence with the electronic world, it does lead the young people to becoming inadequate readers. The aim of my research was therefore to allow the students to look at themselves and to incorporate what they thought and the way they lived, which I believe should be an integral part of their expressive writing.

6.3.2 Research Question 2: How does the (socio) cognitive process influence the participating student's ability to write?

In view of their writing discussed in the previous chapter, I viewed it as a facilitating condition for democratizing their literature of an evolutionary nature and for allowing freedom in their democratic potentialities. I surmise that the writing experience indicated in

the students' responses as shown in my data, stressed a social view of writing and how the students have used it to assign a fresh view to their writing experience. In light of this point, I am led to believe that a 'right' writing method, resulting in an individual's interpretation of texts, may variably be seen as results affecting the social events both in and outside the classroom.

The students' journal entries analysed in the subsections of 4.5.1 in Chapter 4, offer verifiable support for promoting students' capacity for interpretation of expressive writing. It should be stressed again that the students' capacity for interpretation came as an outcome of a process of involvement of what they believed and disbelieved. The data referred to in 4.8 of chapter 4, indicates an involvement of students' personal-responses :

- The students developed a hypotheses about the world.

- Students became more aware of human experiences.

- They were granted the ability to think about the various aspects of human existence.

As shown by my data, the students' interpretations represent their bold attempts to explore meanings. In light of this, I believed that the use of literature of an evolutionary nature was able to strengthen the students' capacity to interpret through writing.

I surmise that the analysis of students' journal entries points to how, through personal information about themselves, they could write about their emotions and relationships. Moreover, I believe that journal entries offered verifiable support as to how the students used their writing as a basis for thinking about different aspects of human existence. This appears to have - helped them experience a sense of cross-referentiality that touches the core of all human experiences. This meant that their attempts at creative writing provided them with an experiential understanding of what they wrote. My study could be viewed as one which constitutes an internalist perspective on knowledge and creative writing. This could also help

promote the process of experiential learning and encouraging the use of an internalist perspective as a basis for developing cross-referentiality. As such literature of an evolutionary nature appears to have demonstrated its role in developing the students' ability through creative writing.

I believe that the teachers at schools are partially to blame for the poor writing abilities of the students and it could be that too often writing instruction consists of copying from blackboards or from teacher dictation (Applebee, 1981). Writing is too infrequently the creative, cyclical, planned, multi-staged act we have assumed throughout. I thought it was of interest to include some literature material at this juncture, so that we can see the link between the teacher, student and writing. I will now point out the three primary classes of problems with schools as viewed from Pea and Kurland (1987: 303-304):

(1) teachers' attitude about writing,

(2) the status of the child-as-writer, and

(3) helping students to mobilize openness and trust in their writing.

1. Teachers. One class of problems stems from teachers' attitudes toward and involvement with writing activities. If teachers do not value writing as a cognitive activity in which anyone can engage, why should their students believe they can learn to write well? Not all writing instructors think of themselves as writers, and many do not have available metalanguage for advising students on the problems they encounter with rhetorical prose. This situation may improve with the increasing use of instructional texts based on cognitive writing research (e.g., Beaugrande, 1982; Flower, 1981). In the meantime, teachers' self-perceptions and misunderstanding of writing processes will inevitably influence their students' reactions to the introduction of cognitive writing technologies in classrooms.

   Teachers, as well as children, need a cognitive process model of writing, one that emphasizes the flexibility of orchestrating writing subprocesses and the goal that each writer find the writing methods that best suit him or her. This "diversity" model of instruction would give the teachers a different attitude about reviewing students' writing; each draft could be seen as one stage in the development of a work, in which students are constructing in their minds the standards of the adult literary world that the teacher implicitly expresses through supportive criticisms.

2. Child as writer. The second class of problems has three main aspects, all involving the status of the child-as-writer: the kinds of writing practiced, writing for effects on readers, and writing for voice. The kind of writing children practice is an important issue. More writing activities are needed where children's purposes and interests serve to fuel the writing process. Kenneth Burk (personal communication, September 1983) pleads that people need to get "heated" to write, even "psychotic," in the positive sense of being obsessed with their topic. As one way of embodying these goals, larger literary works such as stories or books could be imagined, discussed, designed, and created by child writers, to make the writing take place over extended periods and be more like writing that occurs in the world beyond the school walls.

Furthermore, like most adults, children need to do writing that, like the oral mode of speech that comes so naturally to them, has effects. Student writing should be able to move things or people in the world, rather than merely meeting short-term instructional goals (Smith, 1982). We need to make a greater effort in schools to have a student's goals rather than a teacher's commands serve as engines for writing. As many have recently pointed out, motivating children to write in early writing programs can be facilitated by carrying features of oral communicative contexts into the classroom, such as social interaction and sharing of experiences (Dryson, 1983; Graves, 1975, 1983; Rubin and Bruce, in press; Tannen, 1982). But such expressive writing activities, since they are basically knowledge-telling and do not require goal-related planning, are best viewed as a bridge to other types of writing (Briton, 1982; Scardamalia and Bereiter, 1985). For writing to become purposeful and to involve reflective planning about goals and goal-directed text creation, more effective interventions need to be introduced, such as strategy instruction, procedural facilitation, product-oriented instruction, and inquiry learning.

Developing "voice" in writing deserves special emphasis, since it is a quality widely acknowledged to be essential for writing to have "life" and interest—key qualities in capturing a reader's attention and getting effects. Karl Kraus, the masterful Austrian writer and literary critic, illuminated the centrality of voice:

There are two kinds of writers, those who are and those who aren't. With the first, content and form belong together like soul and body; with the second, they match each other like body and clothes. (Auden & Kronenberger, 1981: 275)

Problems with attaining and maintaining voice may be exacerbated by software that serves as "critics" of text in terms of such standards as sentence length, word complexity, and other evaluations that lead to a homogeneous writing style. Our cognitive writing technologies should help facilitates rather than restrict the emergence of the writer's distinctive voice. A major way to do this will be to recognize that written voice is rooted in oral voice. Burke (personal communication, September 1983) has argued that people should be taught to speak well first then to write, and that we should then emphasize not only eye-reading from the screen (and page) but voice-reading—going back and forth from the orality of the body to the structures of the written language, so as never to lose the voice of the body "behind" the text (cf. Elbow, 1981).

3. Openness and trust in writing. If the first two classes of problems with schools were solved, the third would probably mind itself. Children need, as Wason (1980, 1983; Green & Wason, 1982) has so elegantly argued for novice adult writers, to "mobilize their trust" in their writing, to have confidence in what they say, in the messages of their voices as they develop through their writing. For children to have confidence in their writing processes, they need to know that learning to write takes time, but that with practice, reading of genres, and careful attention to their work and what other say about it, their writing will continue to improve. To feel this confidence, it is important that evaluation, revision, and other writing activities that involve the teacher's tutorial efforts be done in an atmosphere of friendship and collegiality rather than in a reproving, inimical manner.

All of my students spent a great deal of time thinking about their essays at the outset, trying to figure out how to proceed. Several of them tried to transcribe their thoughts in the form of notes, lists, or diagrams that mapped out their thought processes, others looked at their blank pages or into space until a beginning seemed to suggest itself (Zamel, 1983). My observation was that whether their ideas were written down or not, seemed to have little to do with the students' writing skills, for both the least skilled and some of my best writers wrote nothing before actually beginning the essay. It appeared to me then that these writers have developed their own individual strategies for "getting into" a topic, strategies that may not necessarily involve pre-writing at all. It should be noted that this method does not mean that their papers were error-free. On the contrary, problems with articles, agreement, and usage, for example, were still in evidence, but having observed the diligence with which my students edited, it became obvious that these errors were more the result of an incomplete control of the language than the result of carelessness (Zamel, 1983).

6.3.3 Research Question 3: Which type of writing exercises will help the participating students to improve their writing?

I believe that a love of writing can take time to manifest itself in students. My data points to the students attempt at expressing themselves in writing. My study identifies a constructive

influence, which came about as a result of writing and a sense of a relaxed concentration arising out of a confident engagement with literature of an evolutionary nature. Data from the journal entries, the class assignments and course-based exams illustrate the students' attempts to internalize the views of the texts. I do not believe that the personalization of the writing can happen in the absence of a love of writing. The love of writing can be seen in their autobiography as presented in Chapter 4. My impression was that they felt free while writing their autobiographies. Writing about themselves and their emotions awoke some kind of freedom of expressive responsiveness in them. An alternative interpretation featured in the journal entries and class assignments which in my view illustrated a persuasive discourse of the students and this has just allowed them to be able to use their 'voice'. The students were able to tell the story of their lives because they loved what they wrote. It should be noted that the interview data along with the journal entries, class assignments and course-based exam, all illustrate the involvement, commitment and enjoyment in the students' writing about it.

My observation from my data was that my students were interested in making what they were doing to make sense rather than making a text make sense.

The data analysed in the sub section of 4.6 in Chapter 4 can attest to this. The class assignments provided space for them for the practice of expressive writing. My view was that moving along a continuum of increasing responsiveness, I thought the students were able to relate their analytical ability to the experiential aspects of their writing.

My data analysed in section 4.7 can provide further verifiable support for this discussion. The expressive writing used by the students taught them how to look at the issues raised in the texts and view it from multiple perspectives. I surmise that my data in this section not only intended to illustrate the process features of writing but also demonstrates how an absence of

conventionality and linearity associated with positivist notions of writing, can enhance the meaning potential available to the person using the language.

The journal entries analysed in section 4.5.1 and 4.6.1.1 of Chapter 4 support the point discussed above in that it was meant to illustrate the process of expectations-build-up, climax and affect consequences of using literature in communication classroom. The findings in my study aimed to illustrate how my students have tried to relate to people, place, time and action. The findings demonstrate their continual need and willingness to construct meanings through their expressive writing. My intention was to constantly encourage my students to express in their own words how they viewed their real-life situations and they found it an engaging reward and endeavouring to write about it.

The data from the journal entries and class assignments evidence the students' attempts to construct a semiotic universe.

The use of literature of an evolutionary nature has demonstrated to my students that the fundamental aspects of everyday thought and the use of literary language are inseparable. This implies that the indeterminate nature of literary language that the students came into contact with in literature of evolutionary nature, encouraged their involvement with the text instead of discouraging their engagement with it. The data from the course exam analysed in section 4.12 of Chapter 4, provide insights into the language generating potential of the literary text (Duff & Maley, 1990). My students' performance in the exam explains how the use of literary language facilitated their handling of textual materials in the study.

Because my students became aware of their use of literary language in their writing as pointed out by the findings referred to in my discussion, the students, made a bold attempt to make sense of themselves and their world through an involvement with figurative meanings. In making such an attempt, they did not allow the formal characteristics of language to de-

307

motivate them or discourage them from their engagement with the texts. With the attempt to involve the students with the use of literary language, literature appears to have promoted language awareness in the students.

My observation during my study was that students find it difficult to develop purposes for writing that are free from the impositions of the curriculum. I found that they take few risks, writing short texts without much rhetorical or stylistic experimentation (Anson, 1985: 11) as seen in section 4.6.1.2 of Chapter 4. They tend to view their texts as demonstrations of competence, of what they have learned or what they knew, not as a way to learn or to know and they are also very much preoccupied with "what the teacher want," often asking for clarification of an assignment or hints as to how they should respond to it, what is the "correct way" (Anson, 1985: 11). I found that their global purposes for their writing in the classroom tend to be tied closely to a performance-oriented, dualistic, mechanistic view of writing.

I noticed that when my students wrote to a non-classroom audience, they sometimes play roles effectively, so that the resulting text shares all the characteristics we might find in actual texts written in the extracurricular context.

As Freedman and Pringle (1980: 314) point out, "writing done in such a context of writing about an artificial topic implies a composing process that is radically different from the process each of us undergoes in the course of our normal writing". They continue to explain why it is important to examine writing that students actually do for course assignments:

> Such essays have two advantages: first, they are typical of the writing most students do most often; second, they entail far more intense intellectual engagement in the process than the conventional one-session assignment and consequently involve the students in [the] composing process (Freedman & Pringle, 1980: 314).

In relation to the above mentioned I noticed that my students write significantly better when they wrote about a topic which was not academically based.

6.4 Significance of my Study

The choice of research practices used and the research questions I posed in my study are warranted by the context and setting of my study. Therefore, the outcomes discussed in the previous sections should be viewed in the light of what was laid out in the context/The Introduction and The Methods Chapters.

My outcomes could be seen in relation to an in-depth understanding of the phenomenon, which my study has chosen to investigate. In light of this, the outcomes reinforce the effectiveness of the data triangulation that my research used to capture the 'response' phenomenon and present it as an understanding on what expressive writing entails.

I also looked at this form of writing because I believed that it was the self-reporting way to go and I would like to mention that I was not mainly concentrating on their grammar and punctuation. I wanted to look at topics that were humanistic; human centred which dealt with the beliefs and enthusiasm in the students' life.
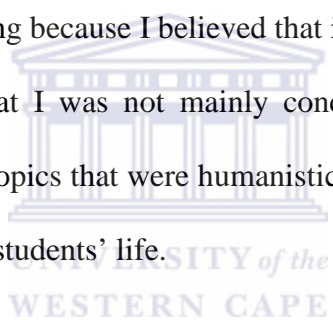
6.5 The Importance of Receiving Feedback

As seen from the response of the students in section 4.3 in Chapter 4, most of them never really received feedback from their teachers, while at high school. In my study, I have given them feedback, but they would have appreciated it if I had given them more feedback as they mention in the post data collection interview questions in section 4.8 of Chapter 4. Given the continual disruptive nature, of students coming from very unstable family backgrounds, which interrupted their attendance, they were therefore unable to attend class regularly and I could not give them more feedback that they would have liked me to give. They did feel that the feedback I gave them had helped them in their writing.

6.6 Limitations of my study

That being said, it stands to reason that there were many limitations within this study; some were foreseen, others were not. In this section I will look at those limitations.

One of the reasons I wanted to do this study was that there was very little research focusing solely on expressive writing with tertiary students. Most of the research I came across focused on reading, literature, but not much on expressive at writing on a tertiary level, especially in the new South Africa.

I would like to mention that the students in my study do not represent the extremes of the student population—that is, they do not represent extremely weak or extremely strong writers but rather they came to learn to perceive qualitatively the different challenges facing them as writers—from simply doing the writing to doing the writing well. What these students told me over the course of this study suggests that expressive writing may be a necessary component of writing instruction for most of our students.
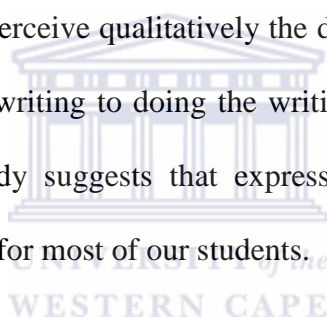
6.6.1 Institutional Setting

Doing my research in an institutional setting, I had to abide by the systemic constraints and administrative constraints imposed on me. This meant that I had to design my study in terms of course requirements and evaluation standards, which restricted my autonomy. So, in practice, I had to adapt my language programme with the stipulated time of 16 hours of instruction per week over two semesters. Ideally, I would have preferred to use all my teaching time and have an ongoing scheme of assessment for my students. I believe that this arrangement would have given me an opportunity to meet my students on a daily basis instead of twice a week and would have also provided time for a deeper understanding of their writing. It might also have been possible to employ a wider range of language-based activities in class. It might further have been possible to promote more pedagogical focus

which presented writing development through diverse stages of process writing (mapping, teaching genres, using models, and revising and editing) and as a palette of writing activities in an array of categories (e.g., copying, dictation, grammar exercises, controlled composition, analytical essays, creative writing, computer conferencing).

6.6.2 Journal Entries

All my students were full time students, with other subjects to focus on as well. Expecting them to have time to write regularly in their journal turned out to be unrealistic. The students certainly tried, but the length of most entries was too short to get a statistical indication of improvement.

Another aspect contributing to this limitation could be seen as the ability for me to respond to the journal entries in an appropriate time frame. Having 14 students using the journals at the same time put incredible stress on me because I was teaching over 100 first year students. Fortunately, I was able to continually get their journals back to the students right away, but they needed to leave them with me over the weekend. In a perfect world they would have the journals with them all the time.

6.6.3 Apartheid Regime in South Africa

The prevailing attitude to writing in South Africa is another serious limitation to my study. I believe that writing has been an inadequate as well as an incapacitating experience because of the apartheid regime in the past, which did much to stifle the writing of the young people. After speaking to the students I have been under the impression that many schools never really focused on writing as such because they were more focused on completing the syllabus prescribed by the education department. As seen in section 4.3 of chapter 4, from the responses of the students, many of them never really did autobiographical writing in class or even received feedback from their teachers. Many of them were not even familiar with the

term expressive writing. Many high schools in the Western Cape Province and the rest of South Africa, I believe mainly focus on teaching the materials of the books that they are doing in class. If my memory serves me right, I remember that at high schools we were asked to develop neat outlines, instead of being encouraged to work with tentative lists and notes. What happened was that while the good writers may have been able to design a mental blueprint of their composition and retain this plan even as they develop and reconstruct it, unskilled writers may have little insight into the direction of their ideas and may be helped by creating what Shaughnessy (1977) called a "conceptual map". Instead of assigning essays that were supposed to represent ideal rhetorical models and which are often the imitation of such models, students should be helped to understand that the decisions about form and organization only makes sense with reference to the particular ideas being expressed (Zamel, 1983: 181). This lead to the tendency to do otherwise, to "appropriate" students texts by taking " primary control of choices that writers make," gave these students the impression that what they wanted to say was less relevant than the teacher's expectations about how they should have said it (Brannon & Knoblauch, 1985: 158).

6.6.4 Time Limitations

An aspect of the time limitation was the length of the study itself. My impression was that two semesters, entailing one entire semester and the start of the second semester, as I discovered, is simply not enough time to gauge statistical improvements needless to say that I am not a devotee of statistical truths and confirmations. This is because, my value-based educational foundations inspire me to believe that experiential truths for outweigh the simplistic asocial projections that statisticians would call "atemporal and absolute truths" (Sivasubramaniam, personal communication, 2013). Ideally, I believe I could have seen better results accruing if I had more time to work with my students.

One more limitation would be the hesitation of those students who had a very low level of literacy. Despite my encouragement, they were very hesitant to write anything. Once they understood they could just write a few words or write how things sounded they were better able to take on the task, but to get to that point was very difficult.

6.6.5 Methodological Limitations

I thought that the data collected in my study on the whole was limited because it could not account for all the aspects of second language learning in a classroom. I also found that the procedures used in my investigation might not have been able to provide a fuller picture of my students' writing. As such I felt that my presentation of writing was done from a restricted angle of investigation. I believe that a period of an entire year seemed to be required for these learners to realize substantial changes in the syntactic complexity of writing. However, even with these significant limitations, there were many positive findings that were not measurable. But this should not detract away from the merit of this investigation as what is not measurable is not necessarily less in value or meaning in an educational context.

6.6 Positive Outcomes

First of all, the student reported that they loved writing in the journals. It increased their confidence, and many asked if they could keep their journals when I was done with them, to look back on how they felt their writing had improved. At first they were hesitant because they were anxious about making mistakes, but with time they then discovered what a wonderful tool it was in communicating with me and they felt a sense of pride.

In addition, to the students loving the journals, as the "responder" (Kim, 2005), I did, too. I really looked forward to their entries and felt very appreciated when I was able to give them feedback. I observed that the students used the journals as less academic and more of a

313

reflection of their lives. I got to know the students significantly better from what they wrote in their journals. Jones (1991) proposed that positive changes could be made in the students' attitude toward writing; this certainly was the case.

I found the journals to give me specific grammatical areas that would be beneficial to the students. I thought the students were fortunate to be using writing for genuine communication (Peyton & Reed, 1990), and also had the additional opportunity for reading (Peyton & Reed, 1990; Jones, 1991a).

My impression was that my students' developed a sense of purpose for their writing, the way they discussed their writing and revising, and the way they conceived of themselves, rhetorically, in relation to their intended audiences.

The key findings of my study suggests that students' purposes for writing are closely tied to their "models" of writing – sets of ideational constructs which relate to the students' conceptions of writing as an academic and ultimately, a social activity (Anson, 1985: 10). As stated by Anson (1985) at the highest level, these models either inhibit or enhance the students' thinking processes by restricting or opening up possibilities for more specific purposes within and beyond the texts they are producing. What this means is that the students write primarily for the purpose of completing the assignment and their texts tend to include references to the assignment or the class, and when they are given a context or audience for writing beyond the classroom, their responses are artificial, written to vaguely defined or surrogate readers (Anson, 1985).

My observation from the second course-based exam as presented in section 4.7.3 of Chapter 4 was that the students definitely understood what writing entails because they knew how to anticipate, how to pace themselves, and what to focus on as they wrote. I thought that while each of them may have had individual strategies for dealing with different aspects of the

composing process, it appeared that these strategies seems to reflect a shared understanding about the process. My impression was that it appeared that they all considered making meaning first, then how to order it, and finally how it can best be expressed. It should be noted that these considerations did not necessarily reflect the sequence of writing events, given the constant evaluation and reformulation, but rather the writers' sense of priorities (Zamel, 1983).

6.7 Implications for Further Research

With these positive outcomes related to the journaling, I do believe further research should be done in this area in the country. A time frame of longer than an entire semester and the start of a second semester, but rather an entire year, would be beneficial. It would be good if they started doing more journal entries at schools over a longer period of time. Some other findings related to the field of dialogue journaling, could be explored, meaning if classrooms targeted lessons in the specific grammatical morpheme areas focused on, dialogue journaling, could harbour positive literary outcomes. A look at spelling improvement, length of entries or just different grammatical morphemes, would all be additional areas that could be looked at. Another area that would be interesting to explore would be area of feedback. Maybe the instructor could actually meet with the student and go over the recasts verbally and give the student a chance to specifically practice the morpheme.

I believe that we should pay more attention to what our courses are doing to the way students think about writing, not only to the way they go about doing it. And these sorts of focuses must begin at the very first stages of children's writing, both in school and at home.

I find that providing an environment that encourages students to leave behind their learning-sterile, dualistic models of writing is not easily accomplished and if we are to build purpose-

oriented writing curricular, however, we must begin to accord a higher priority to several important principles of instructional design (Anson, 1985).

I believe this is possible if we encourage the enrichment of students' writing models. The kind of writing instruction we implement, will have to deal openly with students' discourse models, encouraging them to write and talk about the place that writing plays in their lives. I surmise that this kind of meta-focus will not help all students with a dualistic view of knowledge to think of writing more contextually and relativistically (Perry, 1970; Anson, 1985). In light of this, enough discussion of writing may help many young writers to break the bonds of their performance-based models of academic writing and at the same time, teachers must be sensitive to the way their own instruction reinforces particular models of writing.

I believe that encouraging students to take risks by providing contexts rich in feedback, particularly in terms of the students' own expressed purposes, we are then able to give students the opportunity to write for a variety of discourse purposes to a variety of audiences; limiting them to artificial practice essays – what Britton calls "dummy runs" (Britton et al, 1975) – only students that do not want to participate in these opportunities are left without the chance to explore the purposes at the heart of all writing events.

I believe that teachers need to encourage more students to bring into the instructional setting the writing they are doing on their own. It is possible that an entire course can be designed in which there are no pre-established writing tasks; instead, class members are compelled to share their writing in a "workshop" atmosphere which allows them to develop intrinsic purposes for everything they do.

Anson (1985: 25) argues that when we respond to students' writing "unnaturally" by looking for errors of syntax, organisation, or diction, we violate the student's intention to mean. My

view is that if we intend to help students to improve the surface features of their prose, then we would have to respond naturally and point out how such problems affect our understanding of their intentions. I believe that such an approach might help them to think of error relativistically, recognising how it affects different readers in different ways depending on context and purpose and this more intuitively-based treatment of error is more easily integrated into long-term memory because it takes place within the real communicative contexts, rather than as abstract rules to be memorized without function (Anson, 1985).

By engaging in the kind of inquiry that I have been suggesting, teachers can apply what we have learned from research in the most profound way. In the process of investigating their own practice and the extent to which this practice affects what students do, teachers themselves may be transformed into researchers, thus truly closing the gap between research and pedagogy (Zamel, 2002).

My study shows that there is a need to improve academic writing skills. Writing skills must be practiced and learnt through experience. As indicated in earlier sections of my study, writing involves composing, conducting research, developing ideas, analyzing ideas, writing the first draft, editing and writing the final draft. I believe it is the act of composing that at times creates problems for those writing in an L2 in academic context. Thus, academic writing requires conscious effort and practice in composing, developing and analysing ideas. This implies that the writing process incorporates pre-writing activities such as brainstorming, drafting, revising and editing and multiple drafts (Tshotsho, 2006).

My view is that L2 writing teachers will need to devote more time and attention across the board to strategic, rhetorical, and linguistic concerns. Teachers need to provide realistic strategies for planning, transcribing, and reviewing that take into account their L2 students' rhetorical and linguistic resources. I believe there seems to be a clear need for more extensive treatment of textual concerns, however, L2 writing teachers may need to familiarize their

students with L1 audience expectations and provide them with strategies for dealing with potentially unfamiliar textual patterns and task types they are likely to have to produce (Silva, 1983). It may also be necessary for L2 writing teachers to work to enhance their L2 writers' grammatical and lexical resources.

My understanding is that a curricular framing of writing development seems indispensable, given the nature of the task of developing advanced writing abilities. In turn, that curricular approach to writing will benefit from a strong literacy orientation that affords opportunities for developing the kind of agency, authority, and power that is part of learning and knowing content. To be sufficiently language-based, such a literacy orientation must itself be grounded in and expressed in terms of a theory of language that is meaning-oriented (Byrnes et al, 2010).

I believe that my study represents an attempt to further examine the composing processes of ESL students. It is based on the assumption that only by studying these processes can we begin to evaluate the appropriateness of our teaching methods and approaches. My assumption is that not only do these processes underlie native composition research but also the work carried out by researchers in second language acquisition.

My impression is that ESL students should be allowed the opportunity to explore ideas with reference to a topic that truly engages them and also to make decisions about the most effective way to communicate these ideas. I find that students must be taught the understanding that writing is some kind of problem solving, as writers they should try and discover solutions as they go along, which thus enables them to modify their discourse as it become necessary.

Instead of imposing some predetermined order, I think teachers should start asking students about their intentions and focus on the discrepancies that exist between what the writer wanted to communicate and what is in fact communicated.

6.8 Final Thoughts

Doing this entire investigation has been a valuable learning experience for me. My research methodology has made me more aware of the activities I chose to do with my students in classroom, which has caused me to question the measurability of expected results and also to appreciate the importance of follow through. Since doing this study I have become much aware of the grammatical morphemes my students use in their writing, and I wonder if my results would have been different if I had chosen to allow the students to write longer in their journals or done more writing tasks in class. Additionally, my study has made me more aware and intentional about the feedback I give my students. I seldom give feedback and I need to supply more feedback.
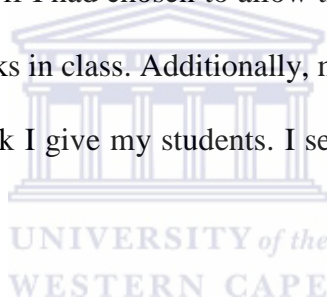
I am very pleased with the results of my study – even though they did not turn out the way I expected them to. I definitely formed a closer relationship, which held forged bonding with my students who participated in my study. My impression was that they trusted me enough to put the time and energy into their writing, they shared personal details that would not have come out in the general classroom context, and eagerly looked forward to my responses and suggestions. I sincerely appreciate and value that experience. Despite the lack of measurable progress in the grammatical morphemes, I hope that tertiary students everywhere can look at this study and consider the immeasurable benefits of using journal entries and autobiographical writing.

My view is that for English L2 writers, the process of writing in an academic environment is challenging. I kept telling my students that the only way to improve their writing is to keep

writing—thinking that with enough practice in writing and revision (involving problem solving and reflection), they would eventually acquire the fundamentals, or at least the standard, required of academic discourse (Yau, 1991). I believe that the process approach to instruction, characterized by practice, collaboration, and the opportunity for revision, may be suitable for most English L1 writers, while it is apparent that many L2 writers do not have the necessary linguistic ability to reap the benefits of the approach.

[A]lthough we should not cripple our students' interest in writing through undue stress or insistence on grammatical correctness, the influence of second language factors on writing performance is something we have to reckon with and not pretend that concentrating on the process would automatically resolve the difficulty caused by these factors (Yau, 1991 & Myles, 2002: 13).

I surmise that for L2 writers there is a process or discovering and exploring ideas and constructing a framework with which to best present these ideas. In this process there is the appearance to be creative and generative and this may not always be based on a clear sense of direction or explicit planning, but rather a plan that allows further discovery and exploration. I believe that this plan involves integrating new ideas, revising those that have already been recorded, and may entail reconstructing one's framework to accommodate these changes, hence it requires the ability to assess clarity of thought and logic and to distance oneself from the text, thereby taking into account the reader's point of view (Zamel, 1983). Even though there may be concern with language-related difficulties, these difficulties do not seem to interrupt the ongoing process, but rather are addressed in the context of making and communicating meaning.

I find that language-related difficulties could be more productive if we created an approach and a syllabus which are more student-centred. I believe that by studying what it is our

students do in their writing, we can learn from them what they still need to be taught. We could discover individual problems with reference to syntax, vocabulary, and spelling and then find out which errors are the results of carelessness. I believe that such an approach is especially noticeable in ESL students' who tends to be quite advanced in their oral language skills, but whose writing might reflect a different situation entirely.

I surmise in light of what Zamel (1983: 184) states, a premature focus on correctness and usage gives students the impression that language form, rather than how language functions, is what is important and may discourage them from making further serious attempts to communicate.

I found the following quotation very fitting to my intention of my study.

> *If we pre-empt the writer's control by ignoring intended meanings in favour of formal and technical flaws, we also remove the incentive to write and the motivation to improve skills.*
>
> (Brannon & Knoblauch, 1982: 165)
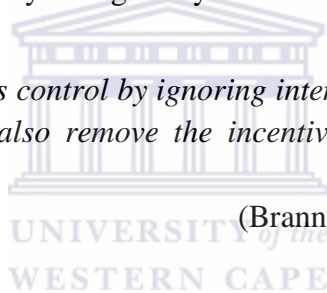
REFERENCES

Aarsleff, H. 1982. *From Locke to Saussure: Essays on the Study of Language and Intellectual History.* London: Athlone.

Abbott, R.D., Berninger, V.W. & Foyal, M. Longitudinal Relationships of Levels of Language in Writing and Between Writing and Reading in Grades 1 to 7. *Journal of Educational Psychology 2010*, Vol. 102. Pp.281-298.

Adler, P.A., & Adler, P. 1994. *Observational Techniques*. In N.K. Denzin& Y.S. Lincoln (Eds.), *Handbook of Qualitative Research*. pp. 377 – 392. Thousand Oaks, CA: Sage Publications.

Akbari, R. 2008. Postmethod Discourse and Practice. *TESOL QUARTERLY*. Vol.42. No. 4.

Akram, M. "Asian EFL Journal"<http://www.asian-efl-journal.com/ March_09_ss.php>December 2008 Edition.

Alber-Morgan, S., Hessler, T. & Konrad, M. 2007. Teaching Writing For Keeps. *Education and Treatment of Children*. Vol. 30. Pp. 107-128.

Allwright, D. & Bailey, K.M. 1991. *Focus on the Language Classroom.*

Cambridge: Cambridge University Press.

Alosaimi, M.S. 2014. A Consciousness Raising Exercise in Meaningful Literacy: ESL Female Teachers' Perspectives and Recommendations. *Master's Thesis Unpublished*. Indiana University of Pennsylvania.

Altrichter, H., Feldman, A., Posch, P. & Somekh, B. 2008. *Teachers investigate their work; An introduction to action research across the professions* (2nd ed.). London: Routledge.

Andreou, E., Andreou, G. & Vlachos, F. 2008. Learning Styles and Performance in

      Second Language Tasks. *TESOL QUARTERLY*. Vol. 42, No. 4.

Anson, C.M. 1985. Exploring the Dimensions of Purpose in College Writing.

      Educational Resources and Information Centre (ERIC). Pp.3-31.

Applebee, A.N. 1977. ERIC/RCS Report. Writing across the curriculum: The

      London Projects. *English Journal*. No.66 (9). Pp.81-85.

Applebee, A.N.1981. *Writing in the Secondary School*. Research Monograph

      No. 21. Urbana, IL: National Council of Teachers of English.

Applebee, A.N. 1984. Writing and Reasoning. *Review of Educational Research*.

      Vol. 54. No. 4. Pp. 577-596.

Applebee, A.N. 1992. 'The Background for Reform'. In Langer, J.A. (Ed.)

      Literature Instruction: Focus on Student Response. Pp. 1-18. Urbana, Illinois: NCTE.

Archibald, A. 2001. Targeting L2Writing Proficiencies: Instruction and Areas of Change

      in Students' Writing over Time. *International Journal of English Studies*. Vol.1.

      No.2.pp.153-174.

Archibald, A. 2009. Writing in a Second Language. *Centre for Language Linguistics*

      and Area Studies. Pp.1-10.

Aristotle. 1965-1979. *Aristotle in Twenty-Three Volumes* (With and English translation

      by Harold P. Cooke et al.) Cambridge, MA:Harvard University Press.

Arnold, J. (Ed.).1999. *Affect in Language Learning*. Cambridge: Cambridge

      University Press.

Artiles, A.J. & Ortiz, A.A. 2002. *English Language Learners With Special Education*

      Needs: Identification, Assessment, and Instruction. Washington, DC:

      Center for Applied Linguistics.

Ary, D., Cheser Jacobs, L., & Sorensen, C. 2010. *Introduction to research in education*

(8th Ed.). Belmont, CA: Wadsworth Thomson Learning.

Atkinson, D. & Ramanathan, V. 1995. Cultures of writing: An ethnographic comparison

of L1 and L2 university writing/language programs. *TESOL Quarterly*.

Vol. 29. pp. 539-568.

Attride-Stirling, J. 2001. Thematic networks: an analytic tool for qualitative

research. *Qualitative Research*. Vol.1 (385).

Auden, W.H. & Kronenberger, L. 1981. *The Viking Book of Aphorisms: A

Personal Selection*. New York: Penguin.

Auerbach, E.R. 1999. The Power of Writing, the Writing of Power: Approaches to

Adult ESOL Writing Instruction. *Focus on Basic 3* (D).

Retrieved August 15, 2007, from http:www//ncsall.net/?id+341

Austen, V.J. 2005. 'The Value of Creative writing Assignments in English

Literature Courses', *The International Journal for the Practice and Theory of

Creative Writing*. Vol.2(2). Pp. 138-150.

Baddeley, A. 1986. *Working memory*. London: Oxford University Press.

Bagley, T. & Gallenberger, C. 1992. Assessing Students Dispositions: Using Journals

to Improve Students' Performance. *The Mathematics Teacher*. Vol. 85:8.

Pp. 660-663.

Baikie, K.A. & Mcllwain, D. 2008. Who does expressive writing work for? Examination

of alexithymia, splitting, and repressive coping style as moderators of the

expressive writing paradigm. *British Journal of Health Psychology*. 13. 61-66.

Baikie, K.A. & Wilhelm, K. 2013. Emotional and Physical Health Benefits of

Expressive Writing. Royal College of Psychiatrists. *Advances

in PsychiatricTreatment*. Vol.11.

Bailey, L. 1993. Inventing Writing: How ESL Writers Use Commonly Taught

Prewriting Techniques. *Educational Resources Information Center*. Pp.2-25.

Bailey, K.M. & Nunan, D. 1996. 'Introduction'. In Bailey, K.M. & Nunan, D. (Eds.) *Voices from the Language Classroom*. Cambridge: Cambridge University Press. Pp. 1-10.

Bakhtin, Mikhail. 1984. *Rabelais and his World*. Indiana: Indiana University.

Barba, J.J.2012. Editorial. From the Dream to Qualitative Research in Education, to the Journal Qualitative Research in Education. *Qualitative Research in Education*. Vol.1. No.1. pp.1-3.

Barjesteh, H.; Vaseghi, R. & Gholami, R. 2011. The Effect of Diary Writing on EFL College Students' Writing Improvement and Attitudes. *International Conference on Languages, Literature and Linguistics*. IPEDR vol. 26. IACSIT Press, Singapore.

Barnier, A J., Sutton, J., Harris, C. B., & Wilson, R. A.2008. A conceptual and empirical framework for the social distribution of cognition: The case of memory.*Cognitive Systems Research.*Vol. 9.pp. 33-51.

Barr, R., Kamil, M.C., Mosenthal, P.B. & Pearson, P.D. 1991. *Handbook of Reading Research. Vol. II*. Mahwah, NJ: Lawrence Erlbaum Associates.

Barret, K., Bower, B. and Donovan, N. 2007. Teaching Styles of Community College Instructors. *The American Journal of Distance Education*. Vol. 21. No. 1. Pp. 37-49.

Barrit,L. 1981. 'Writing/Speaking:A Descriptive Phenomenological View'.In B.Kroll and R.J.Vann(Eds.). *Exploring Speaking-Writing Relationship:Connections And Contrasts.*Urban IL.NCTE

Barritt, L.S. & Kroll, B.M. 1978. Some Implication of Cognitive-Developmental Psychology for *Research on Composing*. In C.Cooper and L.Odell (Eds) Research on Composing. Urbana, IL: National Council of Teachers of English.

Barro, A., Jordan, S. & Roberts, C. 1998. *Cultural Practice in Everyday Life: The*

Language Learner as Ethnographer. In Language Learning in Intercultural Perspective. Approaches Through Drama and Ethnography. M. Byram & M. Fleming (Eds). Cambridge: CUP.

Barthes, R. 1982. Authors and Writers. In S. Sontag (Ed.), *A Barthes Reader*. New York: Hill & Wang. pp. 185-193.

Bartholomae, D. &Petrosky, A. 1986. *Facts Artifacts and Counterfacts. Theory and Method for a Reading and Writing Course.* Portsmouth: Boynton/Cook Publishers Inc.

Barton, D., Hamilton, M. and Ivanič, R. (Eds.) 2000. Situated Literacies: Reading and Writing in Context. London: Routledge .

Beach, R. 1975. *Writing About Ourselves and Others*. Illinois: ERIC/RCS & National Council of Teachers of English.

Beach, R. 1977. "Conference Overview", in Perspectives on Literacy: Proceedings of 1977 Perspectives on Litearcy Conference. Beach, R. & Pearson, P.D. (Eds). Minneapolis: University of Minnesota. College Composition and Communicatin. Vol. 28. Pp. 1-8.

Beaugrande, R. de 1982. *Writing Step by Step*. Gainesville: University of Florida. Office on Instructional Resources.

Beaugrande, R. 1984. *Text Production: Toward a Science of Composition*. Norwood, NJ: Ablex.

Becker, H.S. 1989. 'Tricks of the Trade'. *Studies in Symbolic Interaction*. Vol. 10. Pp. 481-490.

Benton, S. L., Kraft, R. G., Glover, J. A., & Plake, B. S. (1984). Cognitive capacity differences among writers. *Journal of Educational Psychology.* Vol.76(5). Pp.820-834.

Bereiter, C. & Scardamalia, M. 1982. From Conversation to Composition: The Role

of Instruction in a Developmental Process. In R.Glaser (Ed.), *Advances*

in Instructional Psychology. Hillsdale: Erlbaum. Vol. 2. Pp. 1-64.

Bereiter, C. & Scardamalia, M. 1983a. Does Learning to Write Have to be so Difficult?

In A Freedman, I. Pringle, & J.Yalden (Eds.). *Learning to Write: First*

Language, Second Language. Lodon: Longman's International. Pp. 20-33.

Bereiter, C. & Scardamalia, M. 1985. Cognitive Coping Strategies and the Problem of

"Inert Knowledge". In S. Chapman, J.W.Segal, & R. Glaser (Eds.). *Thinking*

and Learning Skills: Current Research and Open Questions. Vol. 2.

Pp. 65-80. Hillsdale, NJ: Erlbaum.

Bereiter, C. and Scardamalia, M. 1987. The Psychology of Written Composition,

Hillsdale, New Jersey: Lawrence Erlbaum Associates Publishers.

Berger, C. R. 2007. Plans, Planning, and Communication Effectiveness. In B. B. Whaley

& W. Samter (Eds.), *Explaining Communication: Contemporary Theories and*

Exemplars. Mahwah, NJ: Lawrence Erlbaum. pp. 149–164.

Berger, P.L. & Luckmann, T. 1987. *The Social Construction of Reality. A Treatise in*

the Sociology of Knowledge. Harmondsworth: Penguin Books.

Bilton, L. & Sivasubramaniam, S. 2009. An Inquiry Into Expressive Writing:

A Classroom-Based Study. *Language Teaching Research*. Vol. 13.

Blackmore, T. 2002. Play Your Cards Right: a Narrative of First – Year Students'

Reader-Responses. *The Journal of General Education*. Vol. 51. No. 2. Pp. 43-67.

Bleich, D. 1985. The identity of pedagogy and research in the study of response

To literature. In Cooper, R.C. (Ed.), *Researching Response to Literature and the*

Teaching of Literature: Points of Departure. Norwood, NJ: Ablex

Publishing. pp. 253–72.

Blumer, H. 1969. *Symbolic Interactionism: Perspective and Method*. Englewood cliffs,

New Jersey: Prentice Hall.

Bodie, G. D., & Burleson, B. R. 2008. Explaining Variations in the Effects of

    Supportive Messages: A Dual-Process Framework. In C. Beck (Ed.), *Communication*

    yearbook 32. New York: Routledge. pp. 354–398.

Bogdan, D. 1990. 'Feminism, Romanticism and the New Literacy in Response

    Journals'. In Hayhoe, M. and Parker, S. (Eds.) Reading and Response,

    Milton Keynes: Open University Press. pp.62-72.

Boiarsky, C. 1982. Prewriting as the Essence of Writing. *English Journal*. 71 (4). Pp. 44-47.

Boisvert, D.R. 2008. Expressive-Assertivism. *Pacific Philosophical Quarterly.*

    Vol. 89. Pp. 169-203.

Boone, T. K. 2013. *Multiple measurements regarding the competence of the*

    andragogical learner. (Doctoral dissertation). Retrieved from Dissertations and

    Theses @ Walden University. (UMI No. 3554531)

Börner, W. 1987. Schreiben im Fremdsprachenunterricht: Überlegungen zu einem

    Modell [Writing in the foreign language classroom: thoughts on a model]. In

    W.Lörscher, & R. Schulze. *Perpectives on Language in Performance, Studies in*

    Linguistics, Literary Criticism and Language Teaching and Learning. Tübingen:

    Narr. Vol. II. Pp. 1336-1349.

Brandt, D. 1990. Literacy as Involvement: The Acts of Writers Readers and Texts.

    Carbondale: Southern Illinois University Press.

Brannon, Lil, and C. H. Knoblauch. 1982. On Students' Rights to See Their Own Texts: A

    Model of Teacher Response. *College Composition and Communication*. 33 (2):

    pp. 157-166

Breen, M. 1987. 'Learner Contributions to Task Design'. *In Language Learning*

    Tasks (Lancaster Working Papers in English, Language Education. Vol. 7. London:

    Prentice-Hall. Pp. 26-30.

Breen, M. 2001. 'Navigating the Discourse: On What is Learned in the

Language Classroom'. In Candlin, C. & Mercer, N. (Eds.) *English Language*

Teaching in its Social Context. London: Routledge. Pp, 306-322.

Britton, J. 1970.Language and Learning, Harmondsworth: Penguin Books.

Britton, J. 1972. *Language and Learning*. New York: Penguin.

Britton, J.N. 1972. "Writing to Learn and Learning to Write." *The Humanity of*

English. Urbana, Ill.:National Council of Teachers of English.

Britton, J. 1978. "The Composing Processes and the Functions of Writing." *In Research*

on Composing: Points of Departure. C.R. Cooper and L.Odell. (Eds). Urbana, IL:

National Council of Teachers of English. Pp. 13-28.

Britton, J. 1980. Shaping at the Point of Utterance in A. Freedman and I. Pringle

(Eds). *Reinventing the Rhetorical Tradition*. Las Vegas: Long and Silverman.

Britton, J., Burgess, T., Martin, N., McLeod, A. & Rosen, H. 1975. The Development

of Writing Abilities (ll-18). *Schools Council Publications*. London:

Macmillan Education Ltd.

Brooks, E. 1985. Case Studies of "Unskilled" ESL College Writers: An Hypothesis

About Stages of Development. *Educational Resources Information Center*. Pp.2-42

Brumfit, C. 2001. Individual Freedom in Language Teaching, Oxford: Oxford

University Press.

Brumfit, C.J. & Carter, R.A. 1986. *Oxford Applied Linguistics. Literature and*

Language Teaching. Oxford: Oxford University Press.

Brumfit, C. & Mitchell, R. (Eds.) 1990. *Research in the Language Classroom –*

ELT Documents 133. London: Modern English Publication.

Bruner, J.S. 1983. *Child's Talk: Learning to Use Language*. New York: Norton.

Bruner, J. 1993. "The Autobiographical Process". Ed. R.E. Folkenflik. *The Culture*

of Autobiography. Constructions of Self-Representation. Stanford, CA: Stanford
University Press.

Bryman, A. 2006. Integrating Quantitative and Qualitative Research: How Is It
Done? *Qualitative Research*. Vol.6(97).

Byram, M. and Fleming, M. (Eds.).1998. Language Learning in Intercultural
Perspective, Cambridge: Cambridge University Press.

Byrnes, H. (Ed.). 1998. *Learning Foreign and Second Languages*. New York:
The Modern Language Association of America.

Byrne-Armstrong, H., Higgs, J. &Horsfall, D. 2001.*Critical Moments in
Qualitative Research.* Oxford: Butterworth-Heinemann.

Byrnes, H. Maxim, H.H. & Norris, J.M. 2010. Realizing Advanced Foreign
Language Writing Development in Collegiate Education: Curricular Design.
Pedagogy. Assessment. *The Modern Language Journal*. Vol. 94. Pp.1-235.

Canagarajah, S. 2006. The Place of World Englishes in Composition:
Pluralization Continued. *TESOL Quarterly*.

Candlin, C.N. 1983. *Learning to Write: First Language/Second Language.*
New York: Longman.

Candlin, C. and Mercer, N. 2001. *English Language Teaching in Its Social Context:
A Reader (Teaching English Language Worldwide).* London: Routledge.

Carducci, R., Pasque, P.A., Kuntz, A.M. & Contreras-McGavin, M. 2013.
Disrupting Façades of Clarity in the Teaching and Learning of Qualitative Research.
Qualitative Research in Education. Vol.2 (1). Pp.1-26.

Carter, R. and Long, M.N.1991. *Teaching Literature*. United Kingdom: Longman Group.

Carson, J. 2001. Second language writing and second language acquisition. In T. Silva
and P.Matsuda (Eds.), *On second language writing*.Mahwah,
 NJ: Lawrence Erlbaum Associates. pp. 191-200.

Cazden, C. 1992. Performing expository texts in the foreign language classroom.

In C. Kramsch & S. McConnell-Ginet (Eds.), *Text and context: Cross-disciplinary*

perspectives on language study. Lexington, MA: D.C.Heath and Company. pp. 67-78.

Chamcharatsri, P. B. 2013. Emotionality and second language writers: Expressing

fear through narrative in Thai and English. *L2 Journal, 5*(1), 59-75.

Chenoweth, N.A. & Hayes, J. R. 2001. Fluency in Writing: Generating Text in L1 and

L2. *Written Communication 2001*.18. pp.80 -98.

Chopra, D. 2000. *How to Know God*, London: Rider

Christie, F. 1989. *Language education.* Oxford: Oxford University Press.

Christie, F. 2005. *Language Education in the Primary Years*. Sydney: University

of New South Wales, Ltd.

Cisero, C.A. 2006. Does Reflective Journal Writing Improve Course Performance?

College Teaching. Vol. 54. No. 2. Pp. 231-236.

Clark, J. 1980. 'Lothian Region's Project on Graded Levels of Achievement in

Foreign Language Learning'. *Modern Languages in Scotland*. Vol. 19. Pp. 61-74.

Clark, J. 1987. *Curriculum Renewal in School Foreign Language Learning*. Oxford:

Oxford University Press.

Clark, C. & Medina, C. 2000. How Reading and Writing Literacy Narratives

Affect Preservice Teachers' Understandings of Literacy, Pedagogy,

and Multiculturalism. *Journal of Teacher Education*. Vol. 51:63.

Clifford, J. 1988. *The Predicament of Culture*. Cambridge, Massachusetts: Harvard

University Press.

Coelho, P. 1992.*The Valkyries*. New York: Harper Collins Publishers.

Cohen, E. 2008. Where is the center of the world? Teaching ESL at a border college. In

S.P. Murphy (Ed.). *Academic cultures: Professional preparation and the teaching*

Life. New York, NY: The Modern Language Association of America. pp. 99-110.

Cole, C. 2009. *Learning to Write*. Griffith Review. No. 26.

Coles, N. & Wall, S.V. 1987. Conflict and Power in the Reader-Response of Adult

      Basic Writers. *College English*. Vol.49. pp. 298-314.

College Board. 2003. *National Commission calls for a Writing Revolution*.

      Retrieved September 19, 2007. From

      http://www.writingcommission.org/pr/pr_4_25_2003.html.

Collie, J. and Slater, S. 1987. *Literature in the Language Classroom*. Cambridge:

      Cambridge University Press.

Collins, C.D.1979. *The Effect of Writing Experiences in the Expressive Mode Upon*

      the Reading, Self-Esteem, Attitudes and Academic Achievement of Freshman in

      a College Reading Course. Doctoral Dissertation. Rutgers University.

      Dissertation Abstracts International. Vol. 40. No. 7.

Collins, C. 1985. The Power of Expressive Writing in Reading Comprehension.

      Language Arts. Vol. 62. No. 1. Pp. 48-54.

Collins, A. & Gentner, D. 1980. A Framework for a Cognitive Theory of Writing.

      In L.W. Gregg & E.R. Steinberg (Eds.). *Cognitive Processes in Writing*.

      Hillsdale, NJ: Erlbaum. Pp. 51-72.

Colyar, J. 2008. Becoming Writing, Becoming Writers. *Qualitative Inquiry*. Vol.15.

      No.2. Pp. 421-436.

Connelly, F.M. & Clandinin, D.J. 1990. Stories of Experience and Narrative

      Inquiry. *Educational Researcher*. Vol.19. No.5. pp.2-14.

Conway, M., and Pleydell-Pearce, C. W. 2000. The Construction of

      Autobiographical Memories in the Self- Memory System. *Psychological Review*.

      107. Pp.261-288.

Cook, V. 1996. *Second Language Learning and Language Teaching*. London: Arnold.

Cooper, R. C. (Ed.) .1985. *Researching Response to Literature and the Teaching*

    of Literature: Points of Departure. Norwood, New Jersey: Ablex Publishing

    Corporation.

Corcoran, B. and Evans, E. (Eds.) .1987. *Readers, Texts, Teachers*. Portsmouth,

    New Hampshire: Boynton/Cook.

Crossley, S.A., Weston, J.L., McLain Sullivan, S.T. & McNamara, D.S. The Development

    of Writing Proficiency as a Function of Grade Level: A Linguistic Analysis. *Written*

    Communication 2011. 28. Pp.282-311.

Cumming, A. 2001. Learning to Write in a Second Language: Two Decades of

    Research. *International Journal of English Studies.* Vol. 1(2). Pp. 1-23.

Cunningham, P.M., Cunningham, J.W. and Allington, R.L. 2002. *Research on*

    the Components of a Comprehensive Reading and Writing Instructional Program.

Denzin, N.K. & Lincoln, Y.S. 1998. *Collecting and Interpreting Qualitative*

    Materials. Thousands Oaks, California: Sage Publications.

Denzin, N.K., & Lincoln, Y.S. 2000. The Discipline and Practice of Qualitative Research.

    In N.K. Denzin & Y.S. Lincoln (Eds.), *The Handbook of Qualitative Research*.

    Thousand Oaks, CA: Sage. Vol. 2. Pp 1-28.

Denzin, N. K., & Lincoln, Y. S. 2005.*Introduction: The Discipline and Practice of*

    Qualitative Research.Thousand Oaks, California: Sage Publications. pp. 1-32.

Derrida, J. 1997. *Of Grammatology*. (G.Spivak, Trans.). Baltimore: Johns Hopkins

    University Press.

Dillard, J. P. 2008. Goals-plan-action theory of message production. In L. A. Baxter

    & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication:*

    Multiple perspectives. Thousand Oaks, CA: Sage. pp. 65–76.

Doll, W. Jr. 1993. *A Post-Modern Perspective on Curriculum*. New York: Teachers

    College Press.

Donato, R. and McCormick, D. 1994. 'A Sociocultural Perspective on

    Language Learning Strategies: The Role of Mediation'. *The Modern Language*

    Journal. Vol.78. No. 4.pp 453-464.

Dörnyei, Z. & Thurrell, S. 1991. Strategic Competence and How to Teach It. *ELT Journal*

    Vol. 45/1. Oxford University Press.

Duff, A. and Maley, A. 1990. *Literature*. Oxford: Oxford University Press

Eakin, P. J. 1985. *Fictions in Autobiography: Studies in the Art of Self Invention*.

    Princeton: Princeton University Press.

Eakin, P. J. 2008. *Living Autobiographically: How We Create Identity in Narrative*. Ithaca

    and London: Cornell University Press.

Earl, L., Watson, N., Levin, B., Leithwood, K., Fullan, M. and Torrance, N. 2003.

    Watching and Learning 3: Final Report of the External Evaluation of

    England's National Literacy and Numeracy Strategies. Toronto, Ontario:

    Ontarion Institute for Studies in Education, University of Toronto.

Earnshaw, S. 2007. *The Handbook of Creative Writing*. Edinburgh: Edinburgh

    University Press.

Edge, J & Richards, K. 1998. May I See Your Warrant, Please?: Justifying Outcomes

    in Qualitative Research. *Applied Linguistics*. Vol. 19. No. 3. Pp.334-356.

Eells, J.E. 2006.*Expressive Writing, Relationships, and Health*. Unpublished. PhD

    Thesis, University of Missouri, Columbia, U.S.A.

Elbow, P. 1973. *Writing Without Teachers*. New York: Oxford University Press.

Elbow, P. 1981. *Writing With Power: Techniques for Mastering the Writing Process*.

    New York: Oxford University Press.

Elbow, P. 1983. Teaching Thinking by Teaching Writing. *Change*. Pp. 37-40.

Elbow, P. 2000. *Everyone Can Write: Essays Toward a Hopeful Theory of Writing*

and Teaching Writing. New York: Oxford University Press.

Elliot, J. 1991. *Action Research for Educational Change*. Milton Keynes:

Open University Press.

Ellis, R. 1994. *The study of second language acquisition.* Oxford: Oxford University Press.

Ellis, R. 1997. *Second Language Acquisition*. Honkong: Oxford University Press.

Ellsworth, E. 1989. *Why doesn't the feel empowering? Working through the repressive*

myths of critical pedagogy. Harvard Educational Review. Vol. 59(3).pp. 297-324.

Emig, Janet. 1971. The composing processes of twelfth graders. Urbana, IL:

National Council of Teachers of English.

Emig, J. 1977. "Writing as a Mode of Learning." *College Composition and*

Communication. No. 28. Pp. 122-128.

Emig, J. 1978. Hand, Eye, Brain: Some "Basics" in the Writing Process. In C.Cooper and

L. Odell. (Eds). *Research on Composing*. Urbana, IL: National Council of Teachers of

English.

Englert, C. S., Raphael, T. E., & Anderson, L. M. 1992. Socially-mediated

instruction:Improving student's knowledge about writing. *Elementary School Journal*.

Evans, J.F. 2012. *Expressive Writing*. Psychology Today. http://psychologytoday.com.

Faigley, L.L. 1986. Competing theories of process: A critique and a

proposal. *College Composition and Communication*. Vol. 48. pp. 527–42.

Faigley, Lester, and Stephen Witte. 1981. Analyzing revision. College Composition

and Communication. Vol. 32 (4).pp. 400-414.

Faucette, P. 2001. A Pedagogical Perspective on Communication Strategies: Benefits

of Training and an Analysis of English Language Teaching Materials.

Second Language Studies. Vol. 19 (2). Pp. 1-40.

Fernsten, L. 2008. Writer Identity and ESL Learners. *Journal of Adolescent & Adult Literacy*. Vol. 52(1). pp.44-52.

Ferris, D. R. 2004. The "Grammar Correction" Debate in L2 Writing: Where are we, and where do we go from here? (and what do we do in the meantime …?). *Journal of Second Language Writing.* Vol. 13. Pp. 49-62.

Fish, S. 1980. Is There a Text in this Class? The Authority of Interpretative Communities, Cambridge, Massachussetts: Harvard University Press.

Fleckenstein, K. S. 1996. Images, Words, and Narrative Epistemology. *National Council of Teachers of English.*Vol. 58. No. 8. Pp. 914-933

Flower, L. 1979. "Writer-Based Prose: A Cognitive Basis for Problems in Writing." *College English,* Vol.41. 19-37.

Flower, L. 1988. *The Construction of Purpose in Writing and Reading. College English.* Vol.50. pp.528-550.

Flower, L. & Hayes, J.R. 1980a. The Cognition of Discovery: Defining a Rhetorical Problem. *College Composition and Communication*. No.31. Pp. 21-32.

Flower, L & Hayes, J.R. 1980b. The Dynamics of Composing: Making Plans and Juggling Constraints. In L.W.Gregg & E.R. Steinberg (Eds.). *Cognitive Processes in Writing*. Pp. 31-50. Hillsdale, NJ:Erlbaum.

Flower, L. & Hayes, J.R. 1981a. A Cognitive Process Theory of Writing. *College Composition and Communication*. 32. Pp. 365-387.

Flower, L. & Hayes, J.R. 1984. Images, Plans, and Prose: The Representation of Meaning in Writing. *Written Communication*. 1(1). Pp. 120-160.

Foley, D.E.2002. *Introduction. International Journal of Qualitative Studies in Education.* Vol.15.p383.

Fontana, A. & Frey, J. H.1994. *Interviewing: The Art of Science*. In N.K. Denzin &

Y.S. Licoln (Eds). *Handbook of Qualitative Research*.pp. 361-376. Thousand Oaks, California: Sage Publications.

Forbes, R.H. 1976. Director. *Expressive Writing. Selected Results from the Second National Assessment of Writing*. Colorado: National Assessment of Educational Progress.

Forster, E.M. 1956. *Aspects of the Novel. The Timeless Classic on Novel Writing*. Orlando:Harcourt Inc.

Foulk, D. & Hoover, E. 1996. *Incorporating Expressive Writing into the Classroom.* Technical Report Series. No. 16. Minnesota: University of Minnesota.

Fredericksen, C.H.1983. *Writing as Structure-Building: Notes toward a Cognitive Theory of Text Production (with observations on instruction),* Unpublished manuscript. Department of Psychology. McGill University. Montreal. Canada.

Freebody, P. 2003.*Qualitative Research in Education: Interaction and Practice.* London: Sage Publications.

Freedman, Aviva, and Ian Pringle. 1980. Writing in the College Years: Some Indices of Growth. *College Composition and Communication*. Vol. 31 (3). Pp.311-324.

Freedman, A.; Pringle, I. & Yalden, J. (Eds). 1983. *Learning to Write: First Language, Second Language*. New York: Longman.

Freire, P. 1972. *Pedagogy of the Oppressed*. New York: The Continuum Publishing Corporation.

Freire, P. 1998. *Pedagogy of Freedom*. Lanham, MD: Rowman & Littlefield.

Freire, P. & Macedo, D. 1987. *Literacy: Reading the Word and the World*. Connecticut: Bergin and Garvey.

Fulkerson, R. 1996. *Teaching the Argument in Writing*. Urbanan, IL: NCTE.

Fulwiler, T. 1982. "The Personal Connection: Journal Writing Across the Curriculum",

in *Language Connections*. Ed. Fulwiler and A.Young. NCTE.

Fulwiler, T. 1987. The Journal Book. Ed. Teaching with Writing.

Boynton/Cook: Heinemann.

Galbraith, D. 2009. Cognitive Models of Writing. *German as a Foreign Language-Journal*. No. 2-3/2009. pp 7-22.

Galbreat-Jernigan, C. 2004. What do Students Expect to Learn? The Role of

Learner Expectancies, Beliefs, and Attributions for Success and Failure in

Student Motivation. Current Issues in Education. Vol. 7. No. 4.

Arizona State University.

Galindo, R. & Olguin, M. 1996. Reclaiming Bilingual Educators' Cultural Resources:

An Autobiographical Approach. *Urban Education.* Vol. 31. Pp. 29-56.

Ganske, K., Monroe, J. K. & Strickland, D.S. 2003. Questions Teachers Ask about

Struggling Readers and Writers. *The Reading Teacher*, Vol. 57. No. 2.

pp 118-128.

Gibbs, R.W. 1994. *The poetics of mind, figurative thought and language and understanding*.

Giroux, H.A.1978. Writing and Critical Thinking in the Social Studies. *Curriculum*

Inquiry. Vol. 8. No. 4. Pp.291-310.

Glasswell, K., Parr, J.M. & McNaughton, S. 2003. Working with William:

Teaching, Learning, and the Joint Construction of a Struggling Writer. The Reading

Teacher. Vol. 56.No. 5. pp. 494-500.

Go, A.S. 1994. Prewriting Activities: Focus on the Process of Writing.

Educational Resources Information Center. Pp.2-9.

Goody, J. 1977. *The Domestication of the Savage Mind*. New York: Cambridge

University Press.

Gordon, M. 2009. Toward a Pragmatic Discourse of Constructivism: Reflections
on Lessons from Practice. *Educational Studies: Journal of the American Educational Studies Association.*Vol. *45*(1). Pp.39-58.

Gortner, El, Rude, S. & Pennebaker, J. 2006. Benefits of Expressive Writing in
Lowering Rumination and Depressive Symptoms. *Behaviour Therapy*.
Vol.37. pp. 292-303.

Grabe, W. & Kaplan, W. 1996. *Theory and Practice of Writing: An Applied
Linguistic Perspective.* Harlow: Longman.

Graham, S. & Harris, K.R. 1989. Improving learning disabled students' skills at
composing essays: Self-instructional strategy training. Exceptional Children. *National
Institutes of Health*. Vol. 59. Pp. 201-214.

Graham, S., Harris, K.R. & Chorzempa, B.F. 2002. Contribution of Spelling Instruction
to the Spelling, Writing, and Reading of Poor Spellers. *Journal of Educational
Psychology*. Vol. 94. No. 4. Pp. 669-686.

Graham, S. Harris, K.R. & MacArthur, C. 2006. Explicitly Teaching Struggling
Writer: Strategies for Mastering the Writing Process. *Intervention in School
and Clinic.* Vol. 41. No. 5.

Graham, S., Harris, K.R. & Mason, L. 2005. Improving the Writing
Performance, Knowledge, and Self-Efficacy of Struggling Young Writers:
The Effects of Self-Regulated Strategy Development. *Contemporary Educational
Psychology*. Vol. 30. pp.207-241.

Graham, S. & Perin, D. 2007. A Meta-Analysis of Writing Instruction for
Adolescent Students*. Journal of Educational Psychology*. Vol.99. pp. 47-56.

Grainger, T., Goouch, K. & Lambirth, A. 2005. *Creativity and Writing: Developing
Voice and Verve in the Classroom*. London: Routledge Falmer.

Grant, S. 2003. *History Lessons.* Mahwah, New Jersey: Lawrence Eribaum Publishers.

Graves, D.H. 1978. *Balance the Basics: Let Them Write*. A Report to the Ford
Foundation. New York: Ford Foundation.

Greene, J. O. 2007. Formulating and producing verbal and nonverbal messages: An
action assembly theory. In B. B. Whaley & W. Samter (Eds.), *Explaining
communication: Contemporary theories and exemplars*. Mahwah, NJ:
Lawrence Erlbaum. pp. 165–180.

Green, D.W. & Wason, P.C. 1982. Notes on the Psychology of Writing. *Human
Relations.* Vol.35. Pp. 47-56.

Greenfield, P.M. 1972. Oral and Written Language: The Consequences for
Cognitive Development in Africa, the United States, and England.
Language and Speech. Vol.15. Pp. 169-178.

Greenhalgh, A.M. 1992. "Voices in Response: A Postmodern Reading of Teacher
Response." College Composition and Communication. Vol. 43. No. 3. Pp. 401-10.

Gruenbaum, E.A. 2012. Common Literacy Struggles with College Students: Using
the Reciprocal Teaching Technique. *Journal of College Reading and Learning*.
Vol.42. No.2. pp.110-116.

Guiora, A.1983. 'The Dialectic of Language Acquisition'. *Language Learning*. Vol.33.
No.1, pp.3-12.

Gutstein, S. 1987. *Toward the Assessment of Communicative Competence in Writing:
An Analysis of the Dialog Journal Writing of Japanese Adult ESL Students*.
Washington, DC: Georgetown University Dissertation Abstracts.

Hairston, M. 1982. The Winds of Change: Thomas Kuhn and the Revolution in the
Teaching of Writing. College Composition and Communication. Vol. 33. Pp. 76-88.

Haklau, L. 1999. Representing Culture in the ESL Writing Classroom. In E. Hinkel

(Ed.), *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge
University Press. Pp. 109-130.

Halliday, M.A.K. 1993. Towards a Language-Based Theory of Learning. Linguistics
and Education. No.5. pp. 93-116.

Halliday, M.A.K. 1999. 'Language teaching and linguistic science: a new look at an
old question'. *SPELT Journal* [Sociey of Pakistan English Language Teachers]
14.4. pp.2-11.

Halliday, M.A.K. 1999. "Grammar and the construction of educational knowledge".
Roger Berry, Barry Asker, Ken Hyland and Martha Lam (Eds.) *Language Analysis,
Description and Pedagogy.* Hong Kong: Language Centre, The Hong Kong
University of Science & Techology and Department of English, Lingnan University.
pp.70-87.

Halliday, M.A.K. 2002. "M.A.K. Halliday". Keith Brown and Vivian Law (Eds.)
Linguistics in Britain: Personal History. The Philological Society. pp.116-126.

Halliday, M.A.K. 2002. *Judge Takes No Cap in Mid-sentence*
(Sinclair Open Lecture S.) University of Birmingham.

Halsted, I. 1975. Putting Error in its Place. *Journal of Basic Writing 1*. Vol. 1. Pp. 72-86.

Hammond, J. 1988. *Children's Writing*. Great Britain: Scholastic Publications.

Hammond, J. 2008. Intellectual Challenge and ESL Students: Implications of
Quality Teaching Initiatives. *Australian Journal of Language and Literacy.*
Vol. 31. No. 2. Pp. 128-154.

Hanauer, D. I. 2003. Multicultural moments in poetry: The importance of the unique.
The Canadian Modern Language Review. Vol. 60(1), 69-87.

Hanauer, D. I. 2012. Meaningful literacy: Writing poetry in the language

classroom. *Language Teaching*. Vol.45(01), 105-115.

Harbus, A. 2009. Written Autobiography as a Source of Influence on
Autobiographical Memory. *ASCS09: Proceedings of the 9ᵗʰ Conference of the
Australasian Society for Cognitive Science*. Pp.126-130.

Harre, R. and Gillett, G. 1994.The Discursive Mind, Thousand Oaks, California:
Sage Publications.

Harris, K.R., Graham, S. & Mason, L.H. 2006. Improving the Writing, Knowledge,
and Motivation of Struggling Young Writers: Effects of Self-Regulated Strategy
Development with and without Peer Support. *American Educational Research
Journal*. Vol. 43. No. 2. pp. 295-340

Hawkes, J. 1967. *An Experiment in Teaching Writing to College Freshmen
(Voice Project).* Stanford, California: Stanford University.

Hawley. R, Simon. S, and Britton,D.D. 1973. *Composition for Personal Growth.*
New York: Hart.

Hayes, J.R. 1996. A New Framework for Understanding Cognition and Affect in Writng.
In C.M. Levy & S. Ransdel. (Eds.). *The Science of Writing*. Mahwah, NJ: Erlbaum.
Pp. 1-27.

Hayes, J.R. 2012. Modelling and Remodeling Writing. *Written Communication* 2012,
Vol. 29. pp.369-388

Hayes, J. R., & Flower, L. 1980. Identifying the organization of writing processes. In
L. Gregg & E. Steinberg (Eds.), Cognitive processes in writing. Hillsdale, NJ:
Erlbaum. pp. 3-30.

Hayes, J.; Flower, L.; Schriver, K.; Stratman, J. & Carey, L 1987.Cognitive processes

in revision. In Sheldon Rosenberg (Ed.) *Advances in Applied Psycholinguistics: Vol. 2. Reading, Writing and Language Processing*. New York: Cambridge University Press. Pp. 176-240.

Heath, S. B. 1983. Ways with Words: Language, Life and Work in Communities and Classrooms, Cambridge: Cambridge University Press.

Hedgcock, J. & Lefkowitz, N. 1996. Some Input on Input: Two Analyses of Student Response to Expert Feedback in L2 Writing. *Modern Language Journal. Vol. 80. Pp.*287-308.

Heinonen, E. 2001. *Writing in English as a Second Language*. Institutionen för Språk Och Kultur. Linköpings Universitet. Grundskollärarprogrammet. pp.4-9.

Helsel, L. & Greenberg, D. 2007. Helping Struggling Writers Succeed: A Self-Regulated Strategy Instruction Program. The Reading Teacher, Vol. 60. No. 8. pp. 752-760.

Henry, E.A., Schlegel, R. J., Taley, A.E., Molix, L.A. and Bettencourt, B.A. 2010. *The Feasibility and Effectiveness of Expressive Writing for Rural and Urban Breast Cancer Survivors.* Oncology Nursing Forum. Vol. 37. No. 6.

Hirose, K & Sasaki, M. 2000. Effects of Teaching Metaknowledge and Journal Writing on Japanese University Students' EFL Writing. *JALT Journal*. Vol.22. No.1. pp.94-113.

Hoekje, B. & Williams, J. 1992. Communicative Competence and the Dilemma of International Teaching Assistant Education. *TESOL Quarterly*. Vol. 26. Pp 243-269.

Holmes, V.L. & Moulton, M.R.1997. Dialogue Journals as an ESL Learning Strategy. *Journal of Adolescent & Adult Literacy*. Vol.40. No.8. pp.616-621.

Horner, B., Lu, M., Jones Royster, J. and Trimbur, J. 2011. *National Council of Teachers of English*. Vol. 73. No. 3. Pp.303-321.

Horowitz, D. 1986. What Professors Actually Require: Academic Tasks for the

ESL Classroom. *TESOL Quarterly*. Vol. 20. Pp. 445-462.

Howarth, W.L. 1974. New Literary History. Changing Views of Character. *The*

Johns Hopkins University Press. Pp.363-381.

Hughes, J. 2007. The Writing Process. *Teaching Language and Literacy*,

K-6. faculty.uoit.ca/hughes/Writing/Writing Process.html

Hyland, K. 2007. Genre pedagogy: Language Literacy and L2 Writing Instruction. *Journal*

of Second Language Writing. Vol. 16(3). Pp. 148-164.

Iida, A. 2011. *Revisiting Haiku: The Contribution of Composing Haiku to L2 Academic*

Literacy Development. (Doctoral Dissertation). Retrieved from ProQuest

Dissertations and Theses. (UMI No. 3453596).

Irmscher, W. 1979. Writing as a Way of Learning and Developing. *College Composition*

and Communication. Vol. 30. Pp. 240-244.

Iser, W. 1978. *The Act of Reading: A Theory of Aesthetic Response*. Baltimore,

Maryland: Johns Hopkins University Press.

Issa, M. H. 2010. *Academic Writing as Social Practice: A Critical Discourse Analysis*

of Student Writing in Higher Education in Tanzania. Unpublished PhD.

Thesis. University of the Western Cape. Cape Town.

Ivanic, R. 1998. Writing and identity: The Discoursal Construction of Identity in

Academic Writing. Amsterdam: John Benjamins.

Jacobs, H. L., Zingraf, S. A., Wormuth, D. R., Hartfiel V. F. and Hughey, J. B.

1981. Testing ESL Composition: A Practical Approach, Rowley, Massachusetts:

Newbury House Publishers.

Johns, A. 1997. *Text, Role and Context* . Cambridge: Cambridge University Press.

Jones, P. 1991a. The Various Benenfits of Dialogue Journals. In J.K. Peyton &

J. Staton (Eds.), Writing Our Lives: *Reflections on Dialogue Journal Writing with Adults Learning English*. Englewood Cliffs, NJ: Prentice Hall Regents. Pp. 102-126

Jones, P. 1991b. What are Dialogue Journals? In J.K. Peyton & J. Staton (Eds). Writing Our Lives: *Reflections on Dialogue Journal Writing With Adults Learning English*. Englewood Cliffs, NJ: Prentice Hall Regents. Pp. 3-23.

Jones, S. and Tetroe, J. 1987. Composing in a Second Language. In A. Matsuhashi (Ed.). *Writing in Real Time: Modelling Production Processes*. New York: Longman. Pp. 34-57.

Jones, S.R., Torres, V. & Arminio, J. 2006. *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues*. New York, NY:Routledge.

Jourdenais, R., Mitsuhiko, O., Stauffer, S., Boyson, B. & Doughty, C. 1995. *Does Textual Enhancement Promote Noticing? A Think-Aloud Protocol Analysis*. Schmidt, R.(Ed.), Attention and awareness in foreign language learning. Technical Report 9. Honolulu, Hawaii University of Hawaii, Second Language Teaching & Curriculum Center. Pp. 183-216.

Judy, S. 1980. The experiential approach: Inner worlds to outer worlds. In T. Donovan & B.McClelland (Eds.), *Eight approaches to teaching composition*. Urbana, IL: National Council of Teachers of English. pp. 37–51.

Juel, C. 1988. Learning to Read and Write: A Longitudinal Study of 54 Children From First Through Fourth Grades. *Journal of Educational Psychology*. Vol. 80. No.4. Pp. 437-447.

Kahn, J.M. & Holody, R. 2012. Supporting Field Instructors' Efforts to Help Students Improve Writing. *Journal of Social Work Education*. Vol. 48. No. 1.

Kaspar, R. 2006. *Teach It, Write It, Test It. Descriptive, Narrative, and Expository*

Writing. Educational Publishing.

Keaton, S. A., & Bodie, G. D. 2011. Explaining social constructivism. *Communication Teacher.* Vol. *25*(4). pp.192-196.

Keats, J. 1994. *The Complete Poems of John Keats*. London:Wordsworth Edition Ltd.

Kellogg, R.T. 1996. A Model of Working Memory on Writing. In C.M. Levy & S. Ransdell (Eds). The Science of Writing. Mahwah, NJ: Erlbaum. Pp. 57-71.

Kemmis, S. & Henry, J. A. 1989. 'Action Research'. *GATEFL* Newsletter 102. Pp. 2-3.

Kern, R. 2000. *Literacy and Language Teaching*. Oxford: Oxford University Press.

Kim, J. 2005. A Community Within the Classroom: Dialogue Journal Writing of Adult ESL Learners. *Adult Basic Education*. Vol.15. No. 1. Pp. 21-32.

Kinneavy, J.L. 1971. *A Theory of Discourse*. New Jersey: Prentice-Hall. Inc.

Klein, P.D. 1999. Reopening Inquiry into Cognitive Processes in Writing-To-Learn. *Educational Psychology Review*. Vol. 11. No. 3. Pp. 203-270.

Kleinmann, H.H. 1977. Avoidance Behaviour in Adult Second Language Acquisition. Language Learning. *A Journal of Research in Language Studies*. Vol. 27. No. 1. Pp. 93-107.

Kohonen, V., Jaatinen, R., Kaikkonen, P. & Lehtovaara, J. 2001. *Experiential Learning in Foreign Language Education*. Harlow: Longman.

Kramsch, C. 1993. *Context and culture in language teaching*. Oxford: Oxford University Press.

Kramsch, C. 1995a. 'Embracing Conflict Versus Achieving Consensus in Foreign Language Education'. ADEL Bulletin 26/3: 6-12.

Kramsch, C. 1995b. 'Rhetorical Models of Understanding'. In Miller, T. (Ed.) Functional Approaches to Written Texts: Classroom Application, The TESL Journal,Paris, USIS: 61-78.

Kramsch, C. 2000. 'Social Discursive Constructions of Self in L2 Learning'. In Lantolf, J.P. (Ed.) *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press. Pp. 133-153.

Kramsch, C. 2006. Preview Article: The Multilingual Subject. *International Journal of Applied Linguistics. Vol.16*(1). pp. 97–110.

Kramsch, C. 2009. *The Multilingual Subject*. Oxford, NY: Oxford University Press.

Krashen, S.D. 1993. *The power of reading: insights from the research*. Englewood, CO: Libraries Unlimited.

Kreber, C., Castleden, H., Erfani, N., & Wright, T. 2005. Self-Regulated Learning About University Teaching: An Exploratory Study. *Teaching in Higher Education*. Vol. 10(1). Pp. 75-97. doi:10.1080/1356251052000305543

Kreeft, J. 1984. Dialogue journal writing: Bridge from talk to essay writing. Language Arts. Vol. 61(2). Pp.141-150.

Kresovich, B.M. 1988. Error Gravity Perceptions of Native-Speaking and Non-Native Speaking Faculty in EFL. (ERIC Document Reproduction Service No. ED311 732).

Kroll, B. 1978. Cognitive Egocentrism and the Problem of Audience Awareness in Written Discourse. *Research in the Teaching of English*. 12. Pp. 269-281.

Kroll, B. 1990. *Second Language Writing. Research Insights for the Classroom.* United States: Cambridge University Press.

Kuts, E., Groden, S.Q. & Zamel, V. 1993. *The discovery of Competence: Teaching and Learning with Diverse Student Writers.* Portmouth: Boynton/Cook.

Lafont, J. 2011. *A Comparison of Expressive Writing Effects on Body Image: Symtomatic Vs. Asymptomatic Women*. Texas State University. San Marcos.

Lambert, W. E., R.C. Hodgson, R.C. Gardner and S. Fillenbaum. 1960.

'Evaluational Reactions to Spoken Language.' *Journal of Abnormal and Social Psychology. Vol.* 60. pp.44-51

Lantolf, J.P. (Ed.). 2000. *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press.

Langer, J. A. (Ed.).1992. Literature Instruction: A Focus on Student Response. Urbana, Illinois: National Council of Teachers of English.

Lapidus, A., Kaveh, Y. M., & Hirano, M. 2013. ESL Teachers/ ESL students: Looking at Autoethnography Through the Lens of Personetics. *L2 Journal.* Vol.5(1). pp. 19-42.

Larcher, P. 1999. "Vues 'nouvelles' sur la derivation lexicale en arabe classique", in Edzard, Lutz & Nekroumi, M. (Eds). *Tradition and Innovation. Norm and Deviation in Arabic and Semitic Linguistics.* Wiesbaden: Harrassowicz. Pp.103-123.

Lardner, T. 1999. Locating the Boundaries of Composition and Creative Writing. *College Composition and Communication.* National Council of Teachers of English. Vol. 51. No. 1. pp. 72-77.

Larson, J. 2002. Packaging Process: Consequences of Commodified Pedagogy on Students' Participation in Literacy Events. *Journal of Early Childhood Literacy.* Vol. 2: 65.

Larson, R. 1971. Toward a Linear Rhetoric of the Essay. *College Composition and Communication*. 22. Pp. 140-145.

Lather, P. 2003. Issues of Validity in Openly Ideological Research: Between a Rock and a Soft Place. In Y.S. Lincoln & N.K. Denzin (Eds.), *Turning Points in Qualitative Research: Tying K*nots *in a Handkerchief.* Walnut Creek, CA: AltaMira Press.

Lauer, J. M. 1980. The Rhetorical Approach: Stages of Writing and Strategies for

Writers. In T. R. Donovan & Clelland (Eds.), *Eight Approaches to Teaching Composition*. Urbana, IL: National Council of Teachers of English. pp. 53-64.

Laufer, B., & Nation, P. 1995. Vocabulary Size and Use: Lexical Richness in L2 Written Production. *Applied Linguistics*. Vol.16. pp. 307-322.

Lausé, J. 2004. Using Reading Workshop to Inspire Lifelong Readers. *The English Journal*. Vol.93. No.5. pp. 24-30.

Lavelle, E. & Zuercher, N. 2001. The Writing Approaches of University Students. *Higher Education*. Vol. 42. No. 3. Pp. 373-391.

Laws, C. 2004. Postructuralist Wriitng at Wrok. *International Journal of Qualitative Studies in Education*. Vol. 17. No. 1. Pp. 113-127.

Lawson, B., Ryan, S. S. and Winterowd, W. R. (Eds.).1989. *Encountering Student Texts.* Urbana, Illinois: NCTE.

Lazar, G. 1993. *Literature and Language Teaching*. Cambridge: Cambridge University Press

Leki, I. 1995b. Good Writing: I Know it When I See it. In D. Belcher and G.Braine. (Eds). *Academic Writing in a Second Language*. Norwood, NJ: Ablex. Pp. 23-46.

Levi-Strauss, C. 1966. *The Savage Mind*. 1966. Chicago: University of Chicago Press.

Lewis, M.E. 2012. Book Review: Writing for Others, Writing for Ourselves: Telling Stories in an Age of Blogging. *Journalism & Mass CommunicationQuarterly 2012*. Vol. 89. pp. 171-173.

Light, G. 2002. Conceptions of Creative Writing in Higher Education. *Higher Education*. Springer. Vol. 43. No. 2. Pp. 257-276.

Light, G. 2002. From the Personal to the Public: Conceptions of Creative Writing in Higher Education. *Higher Education*. Springer. Vol. 43. No. 2. Pp. 257-276.

Lillis, T.M.2001. *Student Writing: Access, Regulation, Desire.* New York: Routledge.

Lightbown, P. M. & Spada, N. 1999. *How Languages are Learned (2nd edition).*

Oxford: Oxford University Press.

Lincoln, Y.S. 2005. The ethics of teaching in qualitative research. *Qualitative Inquiry*. Vol.4(3). Pp.315-327.

Lodge, D.C. 1977. *The Models of Modern Writing: Metaphors, Metonymy and the Typology of Modern Literature, Ithaca*. New York: Cornell University Press.

Lovejoy, K.B. 2009. Self-Directed Writing: Giving Voice to student Writers. *The English Journal.* Vol. 98. No. 6. Pp. 79-86.

Lowe, K. & Bormann, F. 2012. U-Can Write: Working with Struggling Writers. *Literacy Learning: The Middle Years*. Vol. 20. Issue 2. pp 22-28.

Lu, G. 2006.*Cloze Tests and Reading Strategies in English Language Teaching in China.* Unpublished. MEd Thesis. University of the Western Cape. Cape Town. R.S.A.

Lui, J. 2008. L1 Use in L2 Vocabulary Learning: Facilitator or Barrier? *International Education Studies*. Vol.1 No.2. pp. 66-70.

Liu, P. M. 2010. A journey of empowerment: What does "better English" mean to me? *TESOL Journal. Vol. 1*(3). *Pp.*389-391.

Macrorie, K. 1970. *Uptaught. Education and Teaching*. New York: Heinemann.

Maimon, E. 1979. Talking to Strangers. *College Composition and Commuication*. Vol. 30. Pp. 364-369.

Manchón, R.M. 1997. Learners' Strategies in L2 Composing. *Communication & Cognition*. Vol. 30. pp. 91-114.

Manchon, R. (Ed.). 2009. Writing in Foreign Language Contexts: Learning, teaching, and Research. Multilingual Matters.

Manchón, R., Murphy, & Roca de Larios, J. 2000. An approximation to the study of backtracking in L2 writing. *Learning and instruction*. Vol. 10. Pp. 13–35.

Mandela, N. 2010. *Conversations with Myself.* New York: Farrar, Straus and Giroux.

Marshall, J. D. 1987. The Effects of Writing on Students' Understanding of Literary

 Texts. *Research in the Teaching of English*. Vol. 21 (1). pp. 30-63.

Marshall, J. D., Smagorinsky, P. and Smith, M. W. 1995. *The Language of*

 Interpretation: Patterns of Discourse in Discussions of Literature. Urbana, Illinois:

 NCTE.

Martinez, J.G.R. & Martinez, N.C. 1987. *Are Basic Writers Cognitively*

 Deficient? Educational Resources Information Center. Pp.2-12

Maslow, A.H. 1970. *Motivation and Personality (2nd Ed.).* New York: Harper &

 Row Publishers.

Mason, J. 2006. Mixing Methods in a Qualitatively Driven Way. *Qualitative Research*.

 Vol.6 (9).

Maxwell, J. 1996. *Qualitative research design: An interactive approach*.

 Thousand Oaks, CA: Sage.

McCormick, K. 1994. Text, Reader, Ideology. New York: Manchester University

 Press. Pp.68-90.

McCornack, S. A. 2008. Information manipulation theory. In L. A. Baxter

 & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication:*

 Multiple perspectives (pp. 215–226).Thousand Oaks, CA: Sage.

McGinley, W. 1992. The Role of Reading and Writing While Composing from

 Sources. *International Reading Association*. Vol. 27. No. 3. Pp. 226-248.

McLaughlin, B.1988. *Theories of second-language learning.* Baltimore: Edward Arnold.

McLean, K. C., Pasupathi, M., & Pals, J. L. 2007. Selves Creating Stories Creating

 Selves: A Process Model of Self-Development. *Personality and Social Psychology*

 Revie. Vol.11.pp. 262-278.

McPeck, J.E. 1981.*Critical Thinking and Education*. Oxford: Martin Robertson & Co. Ltd.

McRae, J. 1991. *Literature with a Small 'I'*. London: Macmillan.

McWhorter, K.T. 1992. *Study and Thinking Skills in College*. New York: Harper Collins.

Menard-Warwick, J. 2008. *The Cultural and Intercultural Identities of Transnational*

   English Teachers: Two Case Studies from the Americas. TESOL QUARTERLY.

   Vol. 42. No. 4.

Merriam, S. B.1998. *Qualitative Research and Case Study Applications in Education.*

   San Francisco: Jossey-Bass.

Miles, M.B. & Huberman, M.A.1984.*Qualitative Data Analysis: A Sourcebook of*

   New Methods. Thousand Oaks, California: Sage Publications.

Milner, H.R. 2007. Race, Culture, and Researcher Positionality: Working through

   Dangers Seen, Unseen, and Unforeseen. *Educational Researcher*. Vol.36(7). `

   Pp.388-400.

Mironko, B.K. 2004. *An Evaluation of English Language Teaching in Two Centres*

   for Continuing Education in Rwanda. Unpublished. MA Thesis. University of the

   Western Cape. Cape Town. R.S.A.

Misson, R. 2004. 'What Are We Creating in Creative Writing?' *English in Australia*.

   Vol. 141. Pp. 32-40.

Misson, R. and Morgan, W. 2006. *Critical Literacy and the Aesthetic.* Illinois, USA:

   National Council of Teachers of English.

Mitzi, E.L. 2012. Book Review: Writing for Others, Writing for Ourselves: Telling Stories

   in an Age of Blogging. *Journalism & Mass Communication Quarterly*. Vol. 89.

Moffett, J. 1968. *A Student-Centered Language Arts Curriculum, Grades K-13: A*

   Handbook for Teachers. Boston:Houghton Mifflin.

Moffet, J. 1981. *Active Voice: A Writing Program Across the Curriculum*. Boynton/Cook.

Molle, D & Prior, P. 2008. Multimodal Genre Systems in EAP Writing Pedagogy:

Reflecting on a Needs Analysis. *TESOL QUARTERLY*. Vol. 42. No.4.

Molloy, G. 1996. *Reflekterande Läsning Och Skrivning*. Lund: Studentlitteratur.

Monroe, B. & Troia, G. 2006. Teachig Writing Srategies to Middle School Students

  With Disabilities. *Journal of Educational Research*. Vol. 100. Pp. 21-33.

Montoneri, B., Moslehpour, M. and Chou, H.C. 2012. *Applying DEA to Assess*

  English Writing Progress of University Students Using "My Access" in Taiwan.

  The Asian Conference on Language Learning.

Morris, G. & Sharplin, E. 2013. The Assessment of Creative Writing in Senior

  Secondary English: A Colloguy Concerning Criteria. *English in Education*.

  Vol. 47. No. 1. Pp. 49-65.

Morrison, T. 1987. *Beloved.* New York: Random House Inc.

Morrissey, T.J. & Maid, B.M. 1980. The Real and Perceived Writing Needs of Students

  and Graduate Professionals: A Mimetic Approach to Helping Student Writers.

  Educational Resources Information Center. Pp.2-24.

Moskowitz, G. 1978. *Caring and Sharing in the Foreign Language Class: A Sourcebook*

  on Humanistic Techniques. Boston: Heinle & Heinle.

Murray, D.M. 1980. How Writing Finds its Own Meaning. In T.R. Donovan &

  B.W. McClelland (Eds.). *Teaching Composition: Theory into Practice*.

  Urbana, IL: National Council of Teachers of English.

Myles, J. 2002. Second Language Writing and Research: The Writing Process and

  Error Analysis in Student Texts. *TESOL Quarterly*. Vol.6. No. 2.

National Association for Writing Education. 2011. *'Creative Writing*

  Benchmarks' http://www.nawe.co.uk/writing-in-education/writing-at-

  university/research.html. [Accessed 1.7.12]

Naylor, S. & Keogh, B. 1999.*Constructivism in the Classroom: Theory into Practice.*

  Journal of Science Teacher Education. Vol.10. No.2. 93-106.

Needham, S. 2008.*How do FET College Educators Explain the Role and Function of College Occupational Training Units? A Case Study.* Unpublished. MEd Thesis. University of the Western Cape. Cape Town. R.S.A.

Nunn, R.,Sivasubramaniam, S., Guefrachi, Y., Tariq, A., & Al Shami, H. 2012. "*Establishing Voice and Agency in Students' Writing.*" In Sharda, R.S. (Ed.) Hans Raj Mahila Maha vidyalaya, Mahatma Hans Raj Marg, Jalandhar, India: Proceedings of International Conference on English Language & Literary Studies.

pp 1-8.

Nunan, D. 1992. Research Methods in Language Learning, Cambridge: Cambridge University Press.

Odlin, T.1989. *Language transfer.* New York: Cambridge University Press.

Odlin, T. 1994. Introduction. In T. Odlin (Ed.), *Perspectives on Pedagogical Grammar.* New York: Cambridge University Press. pp. 1-22.

Olson, D.R. 1977. FromUtteranceto Text: The Bias of Language in Speech and Writing. *Harvard Educational Review*. 47. Pp. 257-281.

Omaggio Hadley, A. 1993. *Teaching language in context.* Boston: Heinle & Heinle

O'Malley, J. & Chamot, A. 1990. *Learning Strategies in Second Language Acquisition.* Cambridge, England: Cambridge University Press.

Ong, W.J.1982. *Orality and Literacy: The Technologizing of the Word*. New York: Methuen.

Pajares, F. 2003. Self-Efficacy Beliefs, Motivation, and Achievement in Writing: A Review of the Literature. *Reading and Writing Quarterly*. Vol. 19. Pp. 139-158.

Palinscar, A.S. 1998.*Social Constructivist Perspectives on Teaching and Learning. Annual Review of Psychology.* Vol. 49. Pp.345-375.

Panofsky, C., Pacheco, M., Smith, S., Santos, J., Fogelman, C., Harrington, M. & Kennedy, E. 2005. *Approaches to Writing Instruction for Adolescent*

English Language Learners: A Discussion of Recent Research and Practice

Literature in Relation to Nationwide Standardson Writing.

   Retrived Otober 14, 2007. http://www.alliance.brown.edu.

Park, G. 2013a. My Autobiographical-Poetic Rendition: An Inquiry into Humanizing

   Out Teacher Scholarship. *L2, Journal 5*(1). pp.6-18.

Park, G. 2013b. 'Writing is a way of knowing': Writing and identity. *ELT Journal. Vol.67.*

   pp. 336-345.

Parrish, P.E. 2004. The trouble with learning objects. *Educational Technology, Research*

   & Development. Vol. 52(1).pp. 49-67.

 Patton, M. 1990. *Qualitative evaluation and research methods.* Beverly

   Hills, CA: Sage. pp. 169-186.

Pavlenko, A.1998. Second language learning by adults: Testimonies of

   Bilingual writers. *Issues in Applied Linguistics*. Vol. *9*(1).pp. 3–19.

Pavlenko, A. 2003. "I never knew I was Bilingual": Reimagining Teacher Identities

   in TESOL. *Journal of Language Identity and Education.* Vol. 2. No.4. pp. 251-268.

Pea, R.D. & Kurland, D.M. 1987. Cognitive Technologies for Writing. *Review of Research*

   in Education. Vol. 14. Pp. 277-326.

Pennebaker, J. W. & Chung, C. K. 2007. *Expressive Writing: Connections to Physical*

   and Mental Health. Oxford Handbook of Health Psychology.

   New York: Oxford University Press.

Perl, S. 1980. Understanding Composing. *College Composition and Communication*. Vol.31.

   pp.363-369

Perl, Sondra. 1980a. A Look at Basic Writers in the Process of Composing. In L. N. Kasden

   and D. R. Hoeber (Eds.). *Basic Writing.* Urbana, IL: National Council of Teachers of

   English.

Perl, Sondra. 1980b. Understanding composing. *College Composition and*

355

Communication. Vol. 31, 4. Pp.363-369.

Perry, W. G.1970. Forms of Intellectual and Ethical Development in the College Years: A

Scheme .New York: Holt, Rinehart, and Winston.

Perry, N. & Drummond, L. 2002. Helping Young Students Become

Self-Regulated Researchers and Writers. *The Reading Teacher*. Vol. 56. No. 3.

Pp. 298-310.

Peters, C. 1990. 'Applause, applause: Evaluating Creative Responses and Projects'

Presented at the Annual Meeting of the National Council of Teachers of English

(80th, Atlanta, GA).

Peyton, J.K. 1990a. Dialogue Journal Writing and the Acquisition of English

Grammatical Morphology. In J.K. Peyton (Ed), *Students and Teachers*

Writing Together: Prospectives on Journal Writing. Alexandria, VA: Teachers of

English to Speakers of Other Languages, Inc. pp. 65-97.

Peyton, J.K. & Reed, L. (Eds.). 1990. Dialogue Journal Writing With Nonnative

English Speakers: A Handbook for Teachers. Alexandria, VA: Teachers of

English to Speakers of Other Languages, Inc.

Peyton, J.K. & Seyoum, M. 1988. *The Effect of Teacher Strategies on Students'*

Interactive Writing: The Case of Dialogue Journals. (Report no. FL 017553).

Los Angeles, CA: University of California. Center for Language Education

and Research. ERIC Document Reproduction Service No. ED 298 763.

Phairee, C., Sanitchon, N., Suphanangthong, I., Graham, S., Prompruang, J., De Groot,

F.O. and Hopkins, D. 2008. *The Teaching Practicum in Thailand: Three*

Perspectives. TESOL QUARTERLY. Vol. 42. No.4.

Phillips, A. 2004. *The Egyptologist.* New York: Random House.

Plimpton, G. (Ed.). 1981. *Writers at Work: The Paris Review Interviews*.

New York: Penguin.

Polanyi, M. 1958. Personal Knowledge - Towards a Post-Critical Philosophy,

Chicago: Chicago University Press.

Polanyi, Michael. 1962. *Personal Knowledge: Towards a Post-Critical Philosophy.*

Chicago: University of Chicago Press.

Polkinghorne, D.E. 1988. *Narrative Knowing and the Human Sciences*. Albany,

NY: State University of New York Press.

Poon, A. & Danoff-Burg, S. 2011. *Mindfulness as a Moderator in Expressive*

Writing. Journal of Clinical Psychology. Vol. 67(9). pp. 881-895.

Porter, P.A., Goldstein, L.M., Leatherman, J. and Conrad, S. 1990: An Ongoing

Dialogue: Learning Logs for Teacher Preparation. In Richards, J.C. and Nunan, D.,

editors, *Second Language Teacher Education*, Cambridge: CUP. Pp. 227–40.

Priven, D. 2008. Grievability of First Language Loss: Toward a Reconceptualisation

of Europe Minority Language Education Practices. *The International Journal*

of Bilingual Education and Biligualism. TESOL QUARTERLY. Vol. 42. No.4.

Progoff, I. 1975. Teachers and Counselors Will Find a Thorough Discussion of the

Possible Therapeutic Uses of Personal Journals. *At a Journal Workshop:The Basic*

Text and Guide for Using the Intensive Journal. New York: Dialogue House.

Protherough, R. 1983. *Encouraging Writing*. London: Methuen.

Radmacher, S.A. & Latosi-Sawin, E. 1995. Summary Writing: A Tool to Improve

Student Comprehension and Writing in Psychology. *Teaching of Psychology*.

Vol. 22. No. 2.

Raimes, Ann. 1979. Problems and teaching strategies in ESL composition. *In Language*

in Education: Theory and Practice 14. Arlington, VA: Center for Applied Linguistics.

Raimes, A. 1998. Teaching Writing. *Annual Review of Applied Linguistics*.

Vol. 18. Pp. 142-167.

Raimes, A. 1991. Out of the Woods: Emerging Traditions in the Teaching of Writing. *TESOL Quarterly*. Vol. 25. No. 3. Pp. 407-430.

Ramey, L. 2007. 'Creative Writing and Critical Theory' in S. Earnshaw, (ed.) *The Handbook of Creative Writing*. Edinburgh: Edinburgh University Press.

Ransdell, S., & Levy, C. M. 1999. Writing, Reading, and Speaking Memory Spans and the Importance of Resource Flexibility. In M. Torrance & G. C. Jefferey (Eds.), *The Cognitive Demands of Writing. Processing Capacity and Working Memory in Text Production.* Amsterdam: Amsterdam University Press. Vol. 3. pp. 99-113.

Reid, J.M. 1993. *Teaching ESL Writing.* New Jersey: Regents/Prentice Hall Publishers.

Reid, J. 1994. Responding to ESL Students' Texts: The Myths of Appropriation. *TESOL Quarterly*. Vol. 28. No.2.pp. 273-292.

Reither, J. 1985. Writing and Knowing: Toward Redefining the Writing Process. *College English*. Vol. 47. Pp. 620-628.

Richardson, L. 2000. 'Writing: A Method of Inquiry' in Denzin, N. & Lincoln, Y. (Eds). *Handbook of Qualitative Research*. 2nd Ed. Thousand Oakes, CA: Sage. Pp. 923-948.

Richardson, T.E. 2005. *Students' approaches to learning and teachers' approaches to teaching in higher education.* New York, NY: Routledge.

Roberts, B. 2002. *Biographical Research*. Buckingham:Open University Press.

Robinson, M. & Ellis, V. 1999. 'Writing in English and Responding to Writing.' In J. Sefton-Green and R.Sinker, (Eds) *Evaluating Creativitiy: Making and Learning By Young People*. Hoboken: Routledge.

Roca De Larios, J., Murphy, L. & Marin, J. 2002. A Critical Examination of L2 Writing Process Research. Studies in Writing. Vol. 11:New Directions for Research in L2 Writing. Pp. 11-47.

Rodrigues-Garcia, L.M. 2014. Influential Factors That Affect Retention and

Language Acquisition in Beginning ESL Adult Students. Unpublished

Doctoral Thesis. Walden University.

Rose, M. 1980. Rigid Rules, Inflexible Plans, and the Stifling of Language: A

Cognitive Analysis of Writer's Block. *College Composition and Communication*.

Vol. 31. Pp.389–401.

Rosenblatt, L. 1978. *The Reader, The Text, The Poem: The Transactional Theory*

Of the Literary Work. Carbondale, Illinois: Southern Illinois University Press.

Rosenblatt, L. 1987. *The Reader, The Text, The Poem*. Carbondale, IL: Southern

Illinois Press.

Rosenblatt, L. 1995. *Literature as Exploration*. New York: The Modern

Language Association of America.

Rosenblatt, L. 2005. *Making Meaning With Texts. Selected Essays*. Portmouth: Heinemann.

Rossman, G.B., & Rallis, S.F. 2003. *Learning in the field: An introduction to*

qualitative research (2nd ed.). Thousand Oaks, CA: Sage.

Rozer, J.M., Cisero, C.A. & Carlo, M.S. 1993. Techniques and Procedures for

Assessing Cognitive Skills. *Review of Educational Research*. Vol. 63. No. 2.

Pp. 201-243.

Rubin, D. C., & Greenberg, D. L. 2003. The Role of Narrative in Recollection: A View

from Cognitive Psychology and Neuropsychology. In G. D. Fireman et al. (Eds.),

*Narrative and Consciousness: Literature, P*sychology and the Brain*. Oxford: Oxford

University Press.

Russell, G., Baker, S. & Edwards, L. 1999. *Teaching Expressive Writing to Students*

with Learning Disabilities. http://www.Idonline.org/article/6201/?theme=print.

Salzman, P.C. 2002. On reflexivity. *American Anthropologist*. Vol. 104(3). Pp. 805-811.

Sartre, J. 1975. *Between Existentialism and Marxism* (J.Mathers, Trans.).

New York: Pantheon.

Sartre, J., & Contant, M. 1975. *Sartre at Seventy: An Interview*.

(P.Auster & L. Davis. Trans.). The New York Review of Books. Vol. 22. No. 13.

Pp. 10-17.

Sasaki, M. & Hirose, K. 1996. Explanatory Variables for EFL Students' Expository

Writing. Language Learning. *A Journal of Research in Language Studies*.

Vol. 46. No. 1. Pp. 137-168.

Schank, R. 1982. *Dynamic Memory*. New York: Cambridge University Press.

Schön, D.A. 1983. *The reflective practitioner: How professionals think in action*.

USA: Basic Books.

Schoonen, R. & De Glopper, K. 1996. Writing Performance on Knowledge About Writing.

In   G. Rijlaarsdam, H. van den Bergh & M.Couzijn. (Eds). Theories, Models and

Methodology in Writing Research. Amsterdam: Amsterdam University Press. Pp. 87-

107.

Schoonen, R., Van Gelderen, A., De Glopper, K., Hulstijn, J., Snellings, P., Simis, A., and

Stevenson, M. 2002. Linguistic knowledge, metacognitive knowledge and retrieval

speed in L1, L2 and EFL writing: A structural equation modeling approach. In S.

Ransdell, S. & M.L. Barbier (Eds.). 2002. *New directions for research in L2 writing*.

Dordrecht: Kluwer Academic Publishers. pp. 101-122.

Schumann, J. H. 1999. 'A Neurobiological Perspective on Affect and Methodology

in Second Language Learning'. In Arnold, J. (Ed) *Affect in Language Learning*.

Cambridge: Cambridge University Press. pp. 28-42.

Schuirmann, Reiner. 1985. "'What Can I Do?' in an Archaeological-Genealogical History."

Journal of Philosophy. Vol.10. Pp.540-47.

Scovel, T. 1978. *The Recognition of Foreign Accents in English and Its*

    Implications for Psycholinguistic Theories of Language Acquisition.

Scovel, T. 1978. 'The Effect of Affect on Foreign Language Learning: A Review of

    the Anxiety Research'. *Language Learning*. Vol. 28. Pp. 129-142.

Selinker, L. 1972. Interlanguage. *International Review of Applied Linguistics.* Vol. 10.

    pp. 209-231.

Searle, J. R. 1992. *The Rediscovery of the Mind*. Cambridge, Massachusetts:

    MIT Press.

Shaughnessy, M. 1977. *Errors and Expectations*. New York: Oxford University Press.

Sheen, Y. 2007. The Effect of Focused Written Corrective Feedback and Language

    Aptitude on ESL Learners' Acquisition of Articles. *TESOL Quarterly*. Vol. 41.

    No. 2. pp. 255-283.

Shuy, R.W.1987.The Oral Language Basis of Dialogue Journal Writing. In J. Staton et

    al. *Dialogue Journal Communication: Classroom, Linguistic, Social and Cognitive*

    Views. Norwood, NJ: Ablex.

Silva, T. 1993. Toward an Understanding of the Distinct Nature of L2 Writing:

    The ESL Research and Its Implication. *TESOL Quarterly*. Vol. 27. No. 4.

    Pp. 657-677.

Singleton-Jackson, J.A. & Lumsden, D.B. 2012. *Johnny Still Can't Write, Even if He Goes*

    to *College: A Study of Writing Proficiency in Higher Education Graduate*

    Student. Ontario.

Simich-Dudgeon, C. 1989. English Literacy Development: Approaches and Strategies

    That Work with Limited English Proficient Children and Adults (New Focus:

    OccasionalPapers in Bilingual Education, 12). Washington, DC: TheNational

    Clearinghouse for Bilingual Education.

Sivasubramaniam, S. 2004. *An Investigation of L2 Students's Reading and Writing in*

*a Literature-Based Language Programme Growing Through Responding.*Unpublished PhD Thesis, University of Nottingham, Nottingham, U.K.

Sivasubramaniam, S. 2006.*Promoting the Prevalence of Literature in the Practice of Foreign and Second Language Education: Issues and Insigts.*P.Robertson & J. Jung (Eds).*The Asian EFL Journal Quarterly*. December 2006. Volume 8, Issue 4. Tortula: Asian EFL Journal Press.

Sivasubramaniam, S. 2011. Constructivism in EIL: Issues and insights for teaching and research. *Journal of English as an International Language*, 61-20.

Smith, F. 1982. *Writing and the Writer*. Oxford: Heinemann Educational Books

Smith, M. & Smith, G. 1988. *A Study Skills Handbook*. Oxford: Oxford University Press.

Snow, M. A. 2001. Content-Based and Immersion Models for Second and Foreign Language Teaching. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language (3rd ed.)*.Boston: Heinle & Heinle. pp. 303-318.

Southwell, M.G. 1977. "Free Writing in Composition Class." *College English*. No.38. Pp.676-681.

Spack, R. 1988. Initiating ESL Students into the Academic Discourse Community: How Far Should We Go? *TESOL Quarterly*. Vol. 22. No. 1.pp.29-51.

Spandel, V. &Stiggins, R.J. 1997. *Creating Writers. Linking Writing Assessment and Instruction.* New York: Longman Publishers.

Spellmeyer, K. 1989. Foucault and the Freshman Writer: Considering the Self in Discourse. *National Council of Teachers of English*. Vol. 51. No. 7.pp. 715-729.

Spigelman, C. 1996. Teaching Expressive Writing as a Narrative Fiction. *A Journal of Composition Theory*. Vol. 16. Abington: Penn State University. Pp.119-140.

Stake, R. E. 1994. Case Studies. In N.K. Denzin& Y.S. Lincoln (Eds), *Handbook of Qualitative Research.* Thousand Oaks, California: Sage Publications. pp. 236-247.

Stanovich, K. E. 1991. Word recognition: Changing perspectives. In R. Barr & M. L.

Kamil & P. B. Mosenthal & P. D. Pearson (Eds.), *Handbook of reading*

Research. Vol. II. New York/London: Longman. pp. 418-452.

Staton, J., Shuy, R., Peyton, J. & Reed, L. 1988. *Dialogue Journal*

Communication: Classroom, Linguistic, Social and Cognitive Views.

Norwood, NJ:Ablex Publishing Corporation.

Stein, M. & Dixon, R. 1994. Effective Writing Instruction for Diverse Learners.

School Psychology Review. Vol. 23. Pp. 392-406.

Stewart, G. & Parker, J. 2008. Expressive Writing as a Coping Mechanism for

Adolescents Exposed to Domestic Violence. *Upstate Undergraduate*

Research Journal. Vol. 1.

Sticht, T.G. 1975. Applications of the Audread Model to Reading Evaluation and Instruction.

In L. Resnick & P. Weaver (Eds.). *Theory and Practice of Early Reading*. Volume 1.

Hillsdale , NJ: Erlbaum.

Stotsky, S., Traffas, J. & Woodworth, J. 2010. Literary Study in Grades 9,10 and 11.

A National Survey. *Forum: A Publication of the ALSCW*. No.4.

Stoykova, Z. H. 2013. Social Interest and Motivation. *Trakia Journal of Sciences.* Vol. 11(3).

pp. 286-290.

Street, B. V. 2003. What's "new" in New Literacy Studies?: Critical Approaches to

Literacy in Theory and Practice. *Current Issues in Comparative Studies in Education.*

Vol. 5(2). Pp. 77-91.

Strickland, D.S. 1988. ' The Teacher as Researcher: Toward the Extended

Professional', *Language Arts*. Vol. 65. Pp. 754-766.

Styati, E.W.2010. *The Effectiveness of Clustering Technique to Teach Writing Skill*

Viewed From Students' Linguistic Intelligence. English Education Department

Graduate School. Sebelas Maret University Sarakarta. PhD dissertation. Unpublished.

Suzuki, A, Sato, T. & Awazu, S. 2008. *Graphic Display of Linguistic Information in*

English as a Foreign Language Reading. TESOL QUARTERLY. Vol. 42, No.4.

Swales, J.M. 1990. *Genre Analysis. English in Academic and Research Settings*. New York: Cambridge University Press.

Swander, M., Leahy, A & Cantrell, M. 2007. 'Theories of Creativity and Creative Writing Pedagogy', in S. Earnshaw. (Ed.) *The Handbook of Creative Writing*. Edinburgh: Edinburgh University Press.

Taylor, Barry P. 1976. Teaching composition to low-level ESL students. *TESOL Quarterly*. Vol.10. No. 3. Pp. 309-319.

Taylor, S.J. and Bogdan, R. 1998. *Introduction to qualitative research methods*. New York: John Wiley.

Tetroe, J., Scardamalia, M., Bereiter, C. & Burtis, J. (in press), Goals in Composition Planning. In S. Friedman, E. Scholnick & R. Cocking (Eds.). *The Growth of Cognitive Planning Skills*. New York: Cambridge University Press.

Thomas, D.K. 1986. A Transition from Speaking to Writing: Small-Group Writing Conferences. *Educational Resources Information Center*. Pp.2-33.

Thomas, P.L. 2000. The Struggle Itself: Teaching Writing as We Know We Should. *The English Journal*. Vol. 90. No. 1. Pp. 39-45.

Tickoo, M. L. 1995. *Reading and Writing. Theory into Practice*. Singapore: Sherson Publishing House Pte Ltd. Anthology Series 35.

Tierney, W.G. 2002. Get Real: Representing Reality. *International Journal of Qualitative Studies in Education*. Vol.15. pp. 385-398.

Toepfer, S.M. & Walker, K. 2009. *Letters of Gratitude: Improving Well-Being Through Expressive Writing*. Journal of Writing Research. Vol.1(3). Kent State: Kent State University. Pp. 181-198.

Tollefson, J. 1989. "Educating for Employment in Programs for Southeast Asian refugees:

A review of the research." *TESOL Quarterly*. Vol. 23. No. 2. Pp. 337-343.

Tomlinson, S. 1990. Writing to Learn: Back to Another Basic. *New Directions for Teaching and Learning*. Vol. 42. Pp. 31-39.

Toulmin, S. 1990. *Cosmopolis: The Hidden Agenda of Modernity*. Chicago: The University of Chicago Press.

Tribble, C. 1996.*Writing*. In C.N. Candlin& H.G. Widdowson (Eds), *Language Teaching. A Scheme for Teacher Education*. Oxford: Oxford University Press.

Trifonas, P.P. 2000.*The Ethics of Writing*. Lanham: Rowman& Littlefield Publishers, Inc.

Troia, G.A. 2002. Teaching Writing Strategies to Children With Disabilities: Setting Generalization as the Goal. *Exceptionally*. Vol. 10. Pp. 249-269.

Trudgill, P. 1985. *Accent, Dialect and the School*. London: Edward Arnold.

Tshotsho, B. P. 2006. *An Investigation into English Second Language Academic Writing Strategies for Black Students at the Eastern Cape Technikon.* PhD Unpublished Thesis. University of the Western Cape.

Underwood, T. 1998. Writing with Reflective Questions and Reflective Events. *The Clearing House*. Vol. 72. No.1. pp. 18-22.

Vaezi, S. & Fallah, N. 2010. A Rigorous and Multifaceted Vocabulary Instructional Program. *European Journal of Social Sciences*. Vol. 14. No.2. pp.329-338.

Vanett, L. & Jurich, D. 1990. The Missing Link: Connecting Journal Writing to Academic Writing. In J.K. Peyton (Ed.), *Students and Teachers Writing Together: Perspectives on Journal Writing*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

van Lier, L. 1988. *The Classroom and The Language Learner: Ethnography and Second Language Classroom Research*. London: Longman.

Van Manen, M. 1990. *Researching lived experience: Human science for an action*

sensitive pedagogy. Albany, NY: SUNY Press.

Venesky, R., Kaestel, C. F. and Sum, A. M. 1987. *The subtle danger: Reflections On America's young adults.* Princeton, N. J.: Centre for the Assessment of Educational Progress, Educational Testing Service.

Viel-Ruma, K., Houchins, D.E., Jolivette, K., Frederick, L.D. & Gama, R. 2010. Direct Instruction in Written Expression: The Effects on English Speakers and English Language Learners with Disabilities. *Learning Disabilities Research & Practice.* Vol. 25(2). Pp. 97-108

Vygotsky, L.S. 1962. *Thought and Language*. (E.Hanfmann & G. Vakar, Trans.). Cambridge, MA: MIT Press. Original publication date of 1934.

Vygotsky, L. 1978. Mind in Society: The Development of Higher Psychological Processing. Cambridge, MA: Harvard University Press. Reprint with an Introduction by M. Cole, J. Steiner, S. Schribner & E.Souberman. 1978.

Vygotsky, L. S. 1986. *Thought and Language*. Cambridge, Massachusetts: MIT Press.

Warner, A.L. 1993. If the Shoe No Longer Fits. Wear it Anyway? *The English Journal.* Vol. 82. Vol. 5. Pp. 76-80.

Weiss, R.H.1980.Writing in the Total Curriculum: A Program for Cross-Disciplinary Cooperation. In T.R.Donovan & B.W. McClelland (Eds.), *Eight Approaches to Teaching Composition.* Urbana, IL: NCTE. pp.133-149.

Wertsch, J.V. & Sohmer, R. 1995.Vygotsky on Learning and Development. *Human Development*. Vol.36. No.6. pp. 332-337.

Widdowson, H.G. 1975. *Stylistics and the Teaching of Literature*. Oxon: Routledge.

Widdowson, H. G. 1978. *Teaching Language as Communication*. Oxford: Oxford University Press.

Willett, J. 1995. 'Becoming First Graders in an L2: An Ethnographic Study of L2

    Socialization'. *TESOL Quarterly*. Vol. 29. No. 3. Pp.473-503.

Wolf, S.A. and Gearhart, M. 1997. 'New Writing Assessments: The Challenge of

    Changing Teachers' Beliefs About Students as Writers', *Theory Into Practice*.

    Vol. 36 (4). Pp. 220-230.

Wilkins, K. 2009. '"Goodly Tales": Creative Writing in the Literary Studies

    Classroom', *English in Australia*. Vol.44 (1). Pp. 25-32.

Wotring, A.M. & Tierney, R. 1981. *Two Studies of Writing in High School*

    Science, Classroom Research Study. No.5. Bay Area Writing Project, School of

    Education. University of California: Berkeley.

Wray, D. 1987. *Writing*. Great Britain: Scholastic Publications.

Yau, M. 1991. The role of language factors in second language writing. In L. Malave &

    G. Duquette (Eds), *Language, culture and cognition: A collection of studies in first*

    and second language acquisition. Clevedon: Multilingual Matters. pp. 266-283.

Yin, R. K. 2003.*Case Study Research Design and Methods*. Thousand Oaks, California:

    Sage Publications.

Zamel, V. 1976. Teaching Composition in the ESL Classroom: What We Can Learn

    from Research in the Teaching of English. *TESOL Quarterly*. Vol.10. No.1. Pp.67-76.

Zamel, V. 1987. Recent Research on Writing Pedagogy. *TESOL Quarterly*. Vol. 21.

    No. 4. Pp. 697-715.

Zamel, V.1983. The Composing Processes of Advanced ESL Students: Six Case

    Studies. *TESOL Quarterly*. Vol.17. No.2. pp.165-187.

Zamel, V.1982. The Process of Discovering Meaning. TESOL Quarterly.

    Vol. 16. No.2.pp.195-209.

Zamel, V. 1985. *Responding to Student Writing*. TESOL Quarterly. Vol.19.pp.79-101.

Zamel, V. 2002. Strangers in Academia: The Experiences of Faculty and ESL

Students Across the Curriculum. In G. DeLuca, L. Fox, M-A. Johnson, &

M. Kogan (Eds.), *Dialogue on Writing: Rethinking ESL, Basic Writing, and*

First-Year Composition. Mahwah, NJ: Lawrence Erlbaum. pp. 359-375.

Zemelman, S. & Daniels, H. 1988.*A Community of Writers: Teaching Writing in the*

Junior and Senior High School. Portsmouth: Heinemann Educational Books, Inc.

Zimmerman, R. 2000. L2 Writing: Subprocesses, a Model of Formulating

and Empirical Findings. *Learning and Instruction*. Vol. 10. Pp. 73-99.

First Language. L1. 2008. http://en.wikipedia.org/wiki/First_language

Second Language. L2. 2012. http://en.wikipedia.org/wiki/Second_language

Noticeable. (n.d.) http://dictionary.reference.com/browse/noticeable

Distinguished. (n.d.) http://www.merriam-webster.com/dictionary/distinguished

UNIVERSITY *of the*

WESTERN CAPE

Appendix 1: Beginning Stage – Course-Based Exam 1

FACULTY OF ENGINEERING

DEPARTMENT OF BUILT ENVIRONMENT

COURSE	:	National Diploma: Building
		National Diploma: Building (Extended)
SUBJECT	:	Communications 1
SUBJECT CODE	:	CMM100S
		CMM110X
TEST DATE	:	28 March 2013
DURATION	:	2 Hours
MARKS	:	60
EXAMINER	:	Ms V. Pfeiffer
INTERNAL MODERATOR	:	Prof K. Barris
NUMBER OF PAGES	:	(Including this page) – 4
REQUIREMENTS	:	Answer books

INSTRUCTIONS TO CANDIDATES: Answer all questions.

Write neatly and legibly.

Marks will be deducted in question 1

for grammar, spelling, punctuation

and sentence structure.

Dictionaries may be used.

Question 1

Show how environmental pollution has plagued earth from ancient to modern times by writing a summary not exceeding 120 words. Please provide a title to your summary.

I run Green Way International, a conservation group that campaigns against and conducts research into environmental pollution. The data that we receive from all corners of the globe give us no cause for optimism -- the results of our studies and the minimal success of our crusades testify to the fact that we are fighting a losing battle.

Of course, environmental pollution is not a modern phenomenon. It began ever since people 'began to congregate in towns and cities. The ancient Athenians removed refuse to dumps outside the main parts of their cities. The Romans dug trenches outside their cities where they could deposit their garbage, waste and even corpses. These unhygienic practices undoubtedly led to the outbreak of viral diseases.

Unfortunately, Man refuses to acknowledge or correct his past mistakes. As cities grew in the Middle Ages, pollution became even more evident. Ordinances had to be passed in medieval cities against indiscriminate dumping of waste into the streets and canals. In sixteenth century England, efforts were made to curb the use of coal to reduce the amount of smoke in the air. These, however, had little effect on the people's consciences.

I think that the Industrial Revolution of the nineteenth century was the point of no return. It heralded the mushrooming of industries and power driven machines. True, the standard of living increased, but it was achieved at a great environmental cost.

In Cubatao of Brazil, for instance, industrial plants belch thousands of tons of pollutants daily and the air contains high levels of benzene, a cancer causing

substance. In one recent year alone, I discovered 13,000 cases of respiratory diseases and that a tenth of the workers risked contracting leukemia. Green Way International hoped to seek the assistance of Brazil's government officials but we were sorely disappointed. Unwilling to lose revenue from the factories, they blamed the high mortality rate on poor sanitation and malnutrition. We continue to provide medical assistance to the inhabitants of Brazil's "Valley of Death", but there is little else that we can do to alleviate the suffering.

Our planet has its own mechanisms to deal with natural pollutants. Decay, sea spray and volcanic eruptions release more sulphur than all the power plants, smelters and industries in the world do. Lightning bolts create nitrogen oxides and trees emit hydrocarbons called trepenes. These substances are cycled through the ecosystem and change form, passing through plant and animal tissues, sink to the sea and return to earth to begin the cycle all over again.

However, can the earth assimilate the additional millions of tons of chemicals like sulphur, chlorofluorocarbons, carbon dioxide and methane that our industries release each year? If the dying forests in Germany, Eastern Europe, Sweden and Norway give any indication, then the answer must be a resounding "No!". Oxides of sulphur and nitrogen from the power plants and factories and motor vehicles have acidified the soil. This has destroyed the organisms necessary to the nutrient cycle as well as injured the trees' fine root systems. The weakened trees become more vulnerable to drought, frost, fungi and insects.

Many a time, my staff have returned from their research tours around the world, lamenting the slow but sure destruction of our cultural treasures. The carvings on the Parthenon, a magnificent building in Athens, have been eroded by acid deposition. The Roman Colosseum, England's Westminster Abbey and India's Taj Mahal have
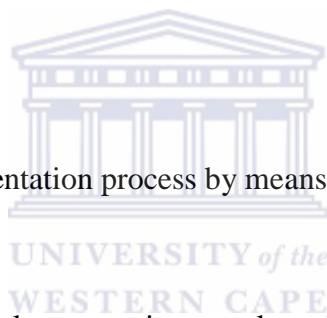
also fallen victim to insidious chemicals that float in the air. The stained glass windows of cathedrals from the twelfth and thirteenth centuries have been corroded to barely recognizable images as well.

Years earlier, I had studied a secluded island in the Pacific and found its undisturbed ecosystem in complete balance and stability. In despair, I once contemplated living the rest of my days on the island in solitude. Pollution, however, is no respecter of boundaries - when I reached the island, the beaches were awash with trash and dead marine life while the once-lush foliage were sparse and limp. It was then that I realized this dying planet needs allies and not fatalism and resignation. I returned to resume my crusade and I hope others will join me...

(20)

Question 2

2.1 Illustrate the oral presentation process by means of a diagram.

(8)

2.2 While delivering an oral presentation people make up their minds about you in the first minute, mention two non-verbal aspects the audience will notice during your presentation.

(2)

Question 3

3.1 Define the following terms

3.1.1 Sender   (2)

3.1.2 Encoding   (2)

3.1.3 Code   (2)

3.1.4 Message   (2)

3.1.5 Medium   (2)

3.1.6 Audience (2)

3.1.7 Decoding (2)

3.1.8 Feedback (2)

3.1.9 Intrapersonal communication (2)

3.1.10 Interpersonal communication (2)

(20)

3.2 Choose the appropriate word from the list below to complete the definition
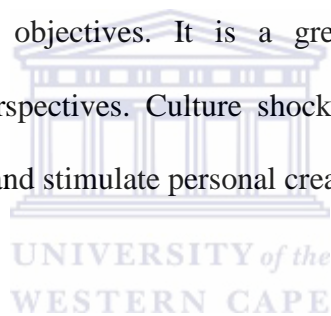
of culture shock.

Acquiring

Anxiety

Completely

Considered

Direction

Discomfort

Feeling

Knowing

Redefining

Symptoms

The term, culture shock, was introduced for the first time in 1958 to describe the 3.2.1...........produced when a person moves to a 3.2.2............new environment. This term expresses the lack of 3.2.3..............., the feeling of not knowing what to do or how to do things in a new environment, and not knowing what is appropriate or inappropriate. The 3.2.4.............of culture shock generally sets in after the first few weeks of coming to a new place.

We can describe culture shock as the physical and emotional 3.2.5................one suffers when coming to live in another country or a place different from the place of origin. Often, the way that we lived before is not accepted as or 3.2.6....................as normal in the new place. Everything is different, for example, not speaking the language, not 3.2.7................how to use banking machines, not knowing how to use the telephone and so forth.

The 3.2.8.................of cultural shock can appear at different times. Although, one can experience real pain from culture shock; it is also an opportunity for 3.2.9.................one's life objectives. It is a great opportunity for leaning and 3.2.10...................new perspectives. Culture shock can make one develop a better understanding of oneself and stimulate personal creativity.

(10)

Appendix 2: Answers to Course-Based Exam (1)

Beginner stage

Course-Base Exam

I have decided to only include Question 1 and Question 3.1 from the exam. As I thought that only these two questions could give some indication to their writing ability at this stage.

Noticeable 1:

Question 1:

Working Together We Can Reduce Pollution

Working together we can reduce pollution because we will do what is right when we work together. No owe will cause the pollution to our worlds.

To reduce the pollution we have to work together, we owe is allow to dump the rubbish outside the main parts of the cities. These unhygienic practices undoubtedly led to the outbreak of viral diseases.

In the sixteenth century England there were chemicals and machenes use to reduce the smoke in the Air and aslo in nineteenth century. The Brazil's were disappointed because the unwilling to loose there factories because of causing high pollution in the world.

Planet has its own mechanisms to protent it own agains natural pollution and Decay, Sea Spray and Volcanic eruptions more sulphur than all the power plants.

Question 3:
   3.1.1   Sender: it is the person who send the message from one another to another which mean to the receiver.
   3.1.2   Encoding: It's the way the message will go to the sender from the receiver and if can be written in different ways.
   3.1.3   Code: It's the way you write the message and instructions on it form.
   3.1.4   Message: It can be instruction and story that send to the send to a receiver.
   3.1.5   Audience: the person who will listen from your message.
   3.1.6   Decoding: To make the message be cleare so that the receiver can get the cleare message.
   3.1.7   Feedback: If the message replyed from the receiver to the sender.
   3.1.8   Intrapersonal communication: Is the way you talk to the persons or in the group.
   3.1.9   Interpersonal communication: It's the way you receive the message form the group or person.

Noticeable: 2

Question 1:

Pollutions crisis on the planet

Research on environmental pollution and campaigns are taking places, still the fact remain that it is a losing battle. This began when people started taking part in the cities. Some efforts

were made by using coal to reduce the amount of smoke in the air in the 18th century but then all that was the point of no return in the 19thcentury, due to power driven machines. In Brazil 13000 cases of respiratory diseases was discovered in one year.

However, question still: can our planet assimilate the millions of additional tons of chemicals our industries produce? Because the organisms has been destroyed to the nutrient cycle.

Question 3:

3.1.1 Sender: the person sending message written or verbal.
3.1.2 Encoding:
3.1.3 Code: Sending a message in a form of body language.
3.1.4 Message: It is a way of communicating with a different sender.
3.1.5 Medium: Message transported or conveyed from the sender to a receiver.
3.1.6 Audience: The person receiving the message in any form.
3.1.7 Decoding: Receiving a message from a unknown source.
3.1.8 Feedback: A response on a particular message sent or information given
3.1.9 Intrapersonal communication: No answer.
3.1.10 Interpersonal communication: No answer.

Noticeable 3:

Question 1:

The environment pollution can cause deseases

The information that were received from around the world was not good about the environment pollution. The student are trying to see how they can solve the problem.

The environmental pollution is not remarkable event, since the human start to stay in urban and rural erea. They start to make places dirty, then Romans decides to make a place where they could put their dirty. This dirtyness brought the sickness. People ignored that sickness, and their places becomes more dirty.

For a short time 13000 cases was found about the diseases affecting the divice they breath in. Green way international were looking for help to solve this problem. People wen to learn how they can prevent this and they come back with a good result to the environment.

Question 3.1

3.1.1 Sender: Is the person who got the message or information that need to given to others.
3.1.2 Encording: Having the information and giving in understandable way.
3.1.3 Code: Is the way we communicate by written words or not written words example verbal or non-verbal code.
3.1.4 Message: This is the information from the sender that need to be given to the audience and give the feedback.

3.1.5 Medium: This is the use of communication what is the sender using in order to give the message.

3.1.6 Audience: These are the people that the message is given too. Audience need to be there in order to receive the message from the sender.

3.1.7 Decording: Understanding and interprete the given message.

3.1.8 Feedback: The response to the message that was given.

3.1.9 Intrapersonal: This is the communication within ourselves like thinking to yourself what you will eat.

3.1.10 Interpersonal: this is the communication between two people. Eg. Two friends talking about their life.

Noticeable 4:

Question 1:

Anti-Pollution

Green way international is a conservation group that is against pollution. Pollution began ages ago and is not something recent. It started when people began to congregate in towns. As centuries passed ordinances had to be passed against indiscriminate dumping of waste. English methods of curbing usage of coal to reduce smoke in air were used in the sixteenth century.

In the nineteenth century machines developed and the matter got worse. During industrial revolution in Brazil industrial plants belch tons of pollutants daily. Air contains benzene which causes cancer. 13000 cases of respiratory diseases were discovered.

Brazil's inhabitants are knowns as "valley of death" little can be done by Green way because it is all out of their control.

Question 3.1

3.1.1 The person who transfers wording/something.

3.1.2 Key items which are briefly highlighted.

3.1.3 Main/body of an article.

3.1.4 Sending of/transfer of information via text, sms etc

3.1.5 Is the main purpose or source of all information.

3.1.6 Audience are the people which listen and take not that a speaker presents to.

3.1.7 Decoding is taking down key notes of a certain presentation / form of conversation.

3.1.8 Feedback is the total information gathered and a summary of what has been presented to you.

3.1.9 Intrapersonal communication is a conversation between 2 or more people.

3.1.10 Interpersonal communication is a conversation within two people.

Noticeable 5:

Question 1:

The effects of environmental pollution on the earth through out the ages.

Green way international is a conservation group that compaigns against and carries out research regarding environmental pollution. The following entails a few of their findings.

Pollution began with the begining of urbanisation many centuries ago. It has then grown in a parallel with the development of cities.

In medieval ages waste was dumped in the streets and in canals. In the 19th century during the start of of the industrial revolution. There was a further development of air pollution form all the smoke. Pollution reached on all new high and has escalated since.

Over the years statutes and ordinances have been passed in attempt to reduce and control the amount of pollution.

The industrial sector has proved to be the largest contributing factor to pollution producing harmful chemicals such as benzene, sulphur, chlorofluorocarbs, carbon dioxide and methane each year.

Pullution has lead to the break outs of diseases. G.W.I has discovered 13000 cases of respiratory diseases in one year alone. They have also found that factory workers are prone to conracting cancers eg leukemia.

The planet has its own mechanisms to deal with its natural pollutants. However, it is incapacitated to handle man made pollution. This is evident in the deteriorating conditions of forests though out the globe.

Studies have found that pollution is not area specific and it affect the entire balance of the ecosystem.

G.W.I urges the public to assist in the campaign against pollution.

Question 3.1.

3.1.1 Slim figure
3.1.2 Formulation a code.
3.1.3 Sequence of numbers or letters
3.1.4 Transferred information (written, spoke information etc)
3.1.5 Channel (eg medium/channel of communication between people is a phone)
3.1.6 A group of people to whom one presents.
3.1.7 To crack or unscramble a sequence of letters or numbers
3.1.8 A report back
3.1.9 Communication to one's self. It is not involving others.
3.1.10 Communication with others.

Noticeable 6:

Question 1:

Green way international fight against pollution in the environment

Green way international, a conservation group that conducts research into environmental pollution. Pollution began when ever person congregate into the cities. The Athenians removed refuse to dumps outside the cities, that led to the outbreak of viral diseases. In the sixteenth century England, efforts were made to curb the use of coal to reduce smoke in the air. In Brazil plant belch thousands of tons of pollutants daily and the air contains high level of benzene, a cancer causing substance. In one year 13000 cases of respiratory diseases was discovered in Brazil. They have seek assistance of Brazil government but was disappointed because they are unwilling to lose revenue from the factories.

Question 3.1:

3.1.1. Sender: is a person who sends something like message, package and etc.
3.1.2 Encoding: to represent complicated information in a simple or short way.
3.1.3. Code: is a system of words, letters or signs which is used to represent a message in a secret form.
3.1.4 Message: is a short piece of information that you give to a person when you cannot speak to them directly.
3.1.5 Medium: a method or way of expressing something throw spoken and writing.
3.1.6 Audience: is a group of people together in one place to watch or listen to something.
3.1.7 Decoding: is to discover the meaning of information given in a secret or complicated way
3.1.8 Feedback: is the response that one get back after sending out a message.
3.1.9 Intrapersonal communication: No answer
3.1.10 Interpersonal communication: No answer

Noticeable 7

Question 1:

Environmental air pollution causes danger in our lifes

A Green way international a conservation group that campaigns against environmental pollution. Environmental started when people started to congregate in towns and cities. When people refused not to dump trash outside the main ports of their towns or cities. This was a bend practise because it was unhygienic and it lead to diseases. People didn't wanna correct it and it grew massively. In Egland in sixteenth century the curb was made to reduce the amount of smoke in the air and it had little effect on the peoples consciences. Industrials are the biggest contributors to the air pollution. Conuntries like Brazil who has industrals plants belch which emits thousands of tons of pollutants daily and the air contains high level of benzene.

Question 3.1

3.1.1 Sender is a person who comes or who thinks of an idea to start a conversion.
3.1.2 Encoding is a process carried by a medium to the audien or listener.

3.1.3 Code it represent a message in order to keep its meaning secret.

3.1.4 Message a piece of information sent from one person to another.

3.1.5 Medium it's the process of carrying a message from the sender to the receiver.

3.1.6 Audience it's the receiver or the listener

3.1.7 Decoding it's the process whereby receiver gets the message and replies.

3.1.8 Feedback is the response from the receiver to the sender

3.1.9 Intrapersonal communication is the self-communication

3.1.10 Interpersonal communication is the communication between two people.

Distinguished 1

Question 1

The environmental pollution of the earth

Pollution is dangerous to our environment because it causes diseases in many people in our environments. Man refuses to correct his mistakes, pollution become even more evident. In the sixteenth century England, efforts were made to curb the use of coal to reduce the amount of smoke in air.

In Cubatao of Brazil 13,000 cases of respiratory diseases and that a tenth of the workers risked contracting leukemia.

Our planet has mechanisms to deal with natural pollution. Decay and sea spray release more sulphur than all the power plants. These substances are cycled through the ecosystem and change form. Ovides of sulphur and nitrogen from the power plants and factories and motor vehicles have acidified the soil.

In the ancient times the was less pollution due to things they were using but in now in the modern days the is more pollution in our planet and it is destroying the organisms necessary to the nutrient cycle as well as injured the trees fine root system.

Question 3.1.

3.1.1 Sender: is a person who's creating a conversation.

3.1.2 Encoding: is an idea to convey a massage in a understandable language.

3.1.3 Code: is the system of words, figures or symbols used to represent other.

3.1.4 Massage: is the spoken or written communication.

3.1.5 Medium: a means by which something is communicated.

3.1.6 Audience: are people gathered to see or listen to a play. Or is a person who receives a massage from the sender.

3.1.7 Decoding: Receiving, interpreting and understanding the massage.

3.1.8 Feedback: is the response that the sender gets to the audience.

3.1.9 Intrapersonal: no answer

3.1.10 Interpersonal communication: is the conversation between two people.

Distinguished 2

Question 1:

Green way international conservation group against pollution.

Green way is a campaign against and conducts environmental pollution research. Pollution began ever since people started to congregate in towns and cities.

There are various ways in which people pollute, for example Romans dug trenches outside their cities where they could deposit their garbage etc. These unhygienic practices led to the outbreak of viral diseases.

England made efforts of reducing the use of coal, but it had little effect on the peoples consciences.

As the industrial environment started using power driven machinery, it costed the environment greatly. Industrial plants in Brazil belch thousands of pollutants daily which produce cancer.

Our planet has its own pollutants to deal with and we as people are doing very little to help our planet.

Question 3.1

3.1.1 Sender is the person trying to communicate or pass on a message to the intended audience.
3.1.2 Encoding is how the sender encodes his message example verbally or non-verbally.
3.1.3 The way the sender is sending the message verbally or non-verbally.
3.1.4 Is the message being sent to the audience by the sender.
3.1.5 In what form the message is sent or the way it is communicated example written letters.
3.1.6 Audience is who the sender is communicating with or sending his message to.
3.1.7 Decoding is the understanding or interpreting the message being sent by the sender.
3.1.8 Feedback is the audience responding or response to the senders message.
3.1.9 Communication within ourselves.
3.1.10 Communication between 2 people.

Distinguished 3

Question 1:

We are killing our planet

Green way international is a group that conducts research into and campaigns against environmental pollution.

Environmental pollution started when ancient cultures decided to dump their garbage just outside their cities. As cities grew in the Middle Ages, pollution became even worse. In the

381

sixteenth century England tried to reduce air pollution, but the people didn't co-operate. The Industrial revolution was the point of no return. Machines and industries were now rapidly growing.

In Brazil, 13000 cases of respiratory diseases were discovered. At least our planet has its own cycle to deal with all the natural pollutants, but there are too much additional chemicals for the earth to assimilate.

This dying planet needs allies.

Question 3.1.

3.1.1 Someone that takes something they have and giving it to someone else using different methods, such as email, mailing, etc
3.1.2 Taking a letter or a message of some sort and mixing or changing the words so that only people who knows how you changed it will be able to read it.
3.1.3 It's a certain combination of letters and/or numbers used to protect certain things like your Facebook account codes are also known as passwords.
3.1.4 It's a passage or passages 1 or more sentences in it that you send to someone instead of talking to them.
3.1.5 Its an object used to help you explain something or assist you in some way.
3.1.6 It's a group of people that listens to someone who is speaking or doing a presentation.
3.1.7 It's when you take an encoded message of some sort and change it back to how it originally was.
3.1.8 Delivering your opinion on a specific thing.
3.1.9 When you communicate with yourself.
3.1.10 When you communicate with other people in your group or community of some sort.

Distinguished 4

Question 1:

Green way international is an organisation against and research on environmental pollution. Environmental pollution is nothing new, as it began through the coming together of people in cities and towns. In ancient times laws had to be implemented to limit it at its early stages as the Athenians and Romans had dumping areas outside the cities. Industrial revolution didn't make thing easy and was considered the "point of no return". Countries like Brazil reflected how money is a priority. Cubatao of Brazil was known as the "valley of death" as it was swamped with diseases. On top of the natural pollutants there are, I doubt that earth will be able to combat the additional pollutants. As the environmental pollutants have affected plants, building and even ecosystems.

Question 3.1

3.1.1 Sender: He or she is the person who would initiate, the communication process.
3.1.2 Encoding: the process whereby you put an idea into a code which will make the idea accessible to others.
3.1.3 Code: is a set of symbols which, when combined and used accordingly to the rules agreed upon the users, will convey a meaning.
3.1.4 Message: subject-matter or is an encoded idea that is to be understood by the receiver.
3.1.5 Medium: are the things used to carry out communication eg. Telephone, letter. You get written mediums which would be a letter and also get a spoke medium which are your meetings, telephone conversations.
3.1.6 Audience: the person from whom the message is interpreted, you can say the receiver of the message.
3.1.7 Decoding: the process whereby an audience received, interoperates and understands a message.
3.1.8 Feedback: is the response of an audience to a message.
3.1.9 Intrapersonal communication: it is communication within ones self. When "talking" to yourself.
3.1.10 Interpersonal communication: communication between two or more people.

Distinguished 5

Question 1:

The effects of pollution

Environmental pollution began back in the Ancient days when people started moving into towns and cities. Dumped waste from trenches caused an outbreak of viral diseases.
In the sixteenth century, England tried to reduce the air pollution by stoping the use of coal. The effects of pollution was found to cause respiratory diseases and Leukemia.
The pollution of toxic acids and ambigious waste interfered the earth's mechanism. In lieu to this, affects the eco-system which leads to acidification of soil by damaging the nutrient cycle and injuring trees. As a result, causing forest to die.
Artefacts and structures are also destroyed due to the polluted chemicals in the air, and also killing the plannet.

Question 3.1

3.1.1 Sender is the person who initiate communication by creating an idea to communicate
3.1.2 Encoding is the act of making message accessible by putting it into a code which makes it perceptible to the receiver.
3.1.3 Code is a set of symbol which when combined and use according to the rules set by the user conveys meaning.
3.1.4 Message is the intended concept that it conveyed or to be conveyed.

3.1.5 Medium is the form in which a message is conveyed.

3.1.6 Audience is the receiver in which the message in directed to and thus has to understand the message.

3.1.7 Decoding is the receiving, interpreting and understanding of the encoded message.

3.1.8 Feedback is the audience or reciever's response to the message. It is a two-way flow communication which ensure that the message was received, interpreted and understood.

3.1.9 Intrapersonal communication is the communication to one self ie. Self talk.

3.1.10 Interpersonal communication is the communication between two people which forms the basics of communication.

Distinguished 6

Question 1

Environment pollution has plagued earth from ancient to modern times.

Green way international is a conservation group that campaigns against pollution form the environment and at the same time do research on environmental pollution. Environment pollution, did not develop in modern days, but has been a thing also done in the pasts and people still do not acknowledge this mistake. For example, in Brazil, industrial plants convey pollutants that causes cancer.

The green way internal team hoped to receive help from Brazil's government officials, but to no aveil. The planet also has its own way to deal with natural pollutants e.g. trees give off or convey hydrocarbons called trapenes. There is no way of getting out of pollution, the only hope is to reduce the level of it. Pollution is everywhere, no matter the place.

Question 3.1.

3.1.1 Sender: the person that initiates the communication, also known as the source or the encoder.

3.1.2 Encoding: an idea that is made accessible to others

3.1.3 Code: a set of symbols which, when combined and used in an appropriate manner, by the user convey's a meaning.

3.1.4 Message: this is the subject matter, the encoded idea.

3.1.5 Medium: this is the means in which communication will travel e.g. through a letter, the use of a letter.

3.1.6 Audience: this is the person or people that interpret and understand the
     encoded message from the sender.

3.1.7 Decoding: the way in which people understand and interpret the encoded message.

3.1.8 Feedback: this is the response or the reply to the message, form the audience.

3.1.9 Intrapersonal communication: a type of communication that occurs within ourselves. When we talk to ourselves.

3.1.10 Interpersonal communication: a type of communication that occurs between two
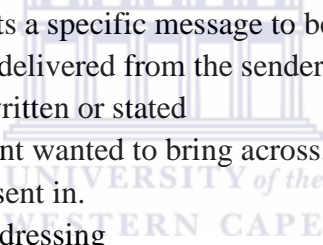   or more people.

Distinguished 7

Question 1:

Pollution a point of no return

Pollution started years ago when people started cities which led to unhygienic practices and outbreak of viral disease.

Man refuses to accept this and in the nineteenth century, power driven machinery were introduced which led to grave dangers on our environment. Greenway international is a conservation company that campaigns against and conducts research about pollution. They have concluded that pollution is destroying many of our cultural tresures around the world. Our planet deals with its own natural pollutants, but can't deal with the amount of sulphur, chlorofluorocarbons, carbon dioxide and methane (to name a few) produced each year and thus destroying organism in the nutrient cycle. Large amounts of belched plants in Cubato, Brazil excretes benzenes which is a cause of cancer.

Question 3.1:

3.1.1 Sender: the person who wants a specific message to be delivered.
3.1.2 Encoding: the way it is said/delivered from the sender
3.1.3 Code: manner in which its written or stated
3.1.4 Message: the function or point wanted to bring across.
3.1.5 Medium: the manner it was sent in.
3.1.6 Audience: people you are addressing
3.1.7 Decoding: the way the receiver interprets what you have stated/said.
3.1.8 Feedback: what the message was about.
3.1.9 Intrapersonal communication: communication amongst people.
3.1.10 Interpersonal communication: how you communicate with yourself (thoughts).

RESEARCH WRITING ASSESSMENT SHEET

STRUCTURE	**A** Fully understandable, clear; excellent language mechanics; fully appropriate register.	**B** Clear; reasonably well written; mostly appropriate register and language mechanics.	**C** Understandable but inarticulate. Register mostly observed, with reasonably well developed language mechanics	**D** Difficult to understand; fairly inarticulate; inappropriate register; poor language mechanics.	**E** Very difficult to understand; very inarticulate; inappropriate register; syntactically fragmented.
1 Argument well structured. All formal sections present and well done. Excellent referencing and bibliography.	A1 90 - 100	B1 80 - 89	C1 70 - 79	-	-
2 Reasonable argument, all formal sections present, but some confusion between abstract and intro. Referencing errors present, but not disturbing the pattern.	A2 80 - 89	B2 70 - 79	C2 60 - 69	D2 50 - 59	-
3 Some formal inconsistency, inconsistent layout, systematic referencing/bibliography errors.	A3 70 - 79	B3 60 - 69	C3 50 - 59	D3 40 - 49	E3 30 - 39
4. Some plagiarism, too few sources, poor referencing, weak structure.	-	B4 50 - 59	C4 40 - 49	D4 30 - 39	E4 20 - 29
5 Consistent plagiarism, too few sources, absent or chaotic referencing	-	-	C5 30 - 39	D5 20 - 29	E5 0 - 19

LANGUAGE

This text was read and discussed in class and finally,

summarised in section 4.10.

104 | 17 January 2013 you.co.za

The sickening rape that led to the death of a young woman has been met with outrage in India

Compiled by NICOLA WHITFIELD

DOCTORS didn't expect her to survive as long as she did. Infection had set in after her gang rape on a New Delhi bus and medical staff had to remove most of her intestines when she developed gangrene. Yet the young woman recently identified as Jyoti Singh Pandey amazed everyone when she tried to walk after undergoing three major operations. Unable to speak, she scribbled notes to her family who were keeping a vigil by her bedside. "I want to live," she wrote. And as she fought for her life, public fury in India grew – fury that reached fever pitch when Jyoti finally gave up the fight 13 days after her attack. "She suffered severe organ failure as a result of serious injuries to her body and brain," said Dr Kelvin Loh, head of the Singapore hospital where Jyoti was taken after infection started ravaging her insides. "She was courageous in her fight but the trauma to her body was too severe for her to overcome." The brutal rape and death sparked protests across India as women – fed up with their treatment at the hands of men – marched in their thousands to demand justice for her and a change in India's notoriously sluggish justice system. If any good can come out of Jyoti's death it's this: the ruling party has vowed to fasttrack prosecution of crimes against women and to revise anti-rape laws. The government is also considering naming the new laws in memory of the 23-year-old student subjected to this unthinkable savagery.

Bus of horror

The evening of 16 December started out enjoyably enough. Jyoti, a physiotherapy student, went with a male friend to a cinema in the Saket district of New Delhi to watch The Life of Pi. On the bus ride home the pair were set upon by six men – according to investigators one was the bus driver, Ram Singh; another a juvenile described as the cruellest of all. The charge sheet reveals in shocking detail what prosecutors believe happened during the brutal 40-minute attack. The juvenile allegedly pulled out the young woman's intestines with his bare hands after she'd been violated with an iron rod, then suggested the couple be thrown naked from the moving bus. "Of all the people in the bus, two engaged in the most barbarism – Ram Singh, the main accused in the case, and the juvenile," an officer said, according to a report in the Hindustan Times. "Singh was the first to rape her, followed by the juvenile. Later, when she'd lost consciousness, Singh and the juvenile raped her again." Jyoti's companion,

387

Awindra Pandey (28), told Hindi TV channel Zee News the bus had curtains and tinted windows, and the gang of six men switched off all the lights as they tortured their victims. "We tried to resist them. Even my friend fought with them; she tried to save me. She tried to dial the police but the men snatched her phone." The young man, who sustained a broken leg in the attack, says the bus driver tried to run them over once they'd been thrown from the bus "but I pulled my friend away in the nick of time". He claims no one on the street wanted to help them as they lay naked and bleeding. It was two hours before police eventually took them to hospital. Jyoti's identity was revealed by her father, Bardi Singh Patel, more than a week after her death because "revealing her name will give courage to other women who have survived similar attacks", he says. His daughter was a wonderful young woman, he told the BBC. She wanted to become a doctor and had promised to lift the family out of poverty. "She said she'd be a doctor in a matter of years, then all our suffering would end," he says. "I remember asking her once, 'Who are all your friends?' and she replied, 'Dad, it's only my books I'm friends with'." The family had sold a plot of land in rural India to fund Jyoti's education. When she wasn't at college she tutored neighbourhood children to boost the family's income. Jyoti's younger brother is battling to come to terms with what's happened. "I'm missing my sister. I'm missing her voice. Whenever I had a problem I talked to her over the phone for hours. She was my best friend."

A country in uproar

Given the international outrage, the case against the six accused is likely to be dealt with swiftly. At the time of going to print it seemed unlikely the men would have legal representation. Sanjay Kumar, a lawyer and member of the Saket District Bar Council, says 2 500 advocates registered at the court had decided to stay away to ensure "speedy justice". "We have decided no lawyer will stand up for the rape accused as it would be immoral to defend the case," he told news agency AFP. After the student's death, thousands of women joined a silent march to the Mahatma Gandhi memorial in New Delhi, carrying pro-women slogans. In the days that followed, protests took place across the country, with mass demonstrations, candlelight vigils and street protests with placards, chants and road blocks. Media reported at least 100 people and 70 police were injured, and at least one person was killed during the demonstrations. The Indian Army cancelled New Year parties in solidarity with the family and a performance by Indian rapper Honey Singh was called off after online anger erupted at his lyrics which boast of the various ways he'd sexually assault a woman. Women in India face constant harassment and are subjected to everything from catcalls to public groping and rape. Sexually assaulted women are often blamed for the crime, resulting in them being reluctant to report attacks. Those brave enough to come forward are treated with disdain by police and the rare prosecutions that reach the courts can drag on for years. "There is a sexist mindset," Meera Vijayann, a consultant for an Indian NGO, told CNN. "Politicians have made silly remarks about women and how they should wear modest clothes, not go to parties . . . People have to change the way they think." Sadly, it has taken a tragedy for them to start out on that road.

The way forward

The Indian government has mooted plans for chemical castration and 30-year jail terms for rapists. Politicians facing sexual assault charges – until recently largely left alone by the justice system – could now be suspended from office as the courts prepare to rule on an application to ban them. Six MPs are facing rape charges and two others are accused of offences against women that fall short of rape. Meanwhile, in the fraught days after Jyoti's rape, leading Indian politician Bikram Singh Brahma was beaten by villagers after allegedly raping a woman in her home during a visit to Santpura village in the lower Assam region. Men and women ripped the clothes off Brahma, a congressman for Assam's ruling Congress Party, and marched him off to the police who vowed he "will not be spared, congressman or not". India's prime minister, Manmohan Singh, and the head of the Congress Party, Sonia Gandhi, have maintained a high profile during the incident, going to the airport to receive the student's body and meet family members. "It's now up to all Indians to ensure the young woman's death has not been in vain," Prime Minister Singh said.

Appendix 5: Final Stage – Students' Journal Entries

An excerpt from my student's journals as part of the final stage.

Noticeable 1:

Dear Journal, I think, I should start keeping quiet and do things on my own. Today I planned to do much works. But whenever I meet people I don't know-more like my mind is disturbed I think, I should start now before things get worst. People are asking me for help, I really help them but those did not, I help them too. Things must change now. I must help only those who are asking for help. I am feeling happy when I give something than when I receive but I want to change that. I want to feel happy when somebody asks and I give back. I am not used to ask, the only person I ask is God, my dad and mum and at University, …

Noticeable 2:

Today I woke up thinking about my presentation. All that was in my mind was Kenya. I couldn't think about anything else except Kenya my topic. I couldn't wait for 2:00 I did my speech, and I was free. I went home thinking that, I won't do anything once I got there, because I was thinking that my until will do all I suppose to do at home. What a lazy woman, she didn't do anything at all. I did all as usually nothing change. She didn't even help me, just watching TV. I have to sleep early, in order for me to wake up early in the morning, because I want to go and see the doctor.

Noticeable 3:

it has been a long time I woke up on Monday without stressing about school. This morning I went to spec-saver for my eyes test. The test was not good at all. I have been prescribed glasses to wear most of the time I am reading or when I am in class. In the past I was accustomed to laughing at my brother because he was wearing glasses. Now it is my turn to be laughed. The doctor asked me a question while he was testing my eyes. The question was about what am I going to do after my studies at varsity? And if I have to go back home, what changes will I bring in my way of working in Congo (D.R.C.)? My answers were so quickly. I said finding a job. My preference of where I want to work is here in South Africa, just for trois of four years. After the experiences I will get from here I can bring it to D.R.C. After a long discussion with my doctor, I gained a lot from his thinking.

Noticeable 4:

This was a painful day to me because I did brokeup with my girlfriend, the one I love and when I get her massage. It was like I am in a dream land I still going to come back it where I experience how painful to lose someone you love. But my brother was encourage me saying the she is not the only girl in

the world I can move on with my life even though is not easy to me as he said.

Noticeable 5:	I woke up at 7 to prepare for the first class at school. I ate my breakfast at 07:15, then I took a shower, and get dressed. I packed my staff at 07:50 I went to the bus that will take me to school. I attended the Computer class, we were writing a test and uploading the exercises. After the class I went to IT centre to upload my exercises, then I went to shuttle point because we didn't attend Mr Blank's class. I went to my room at riverpart, I arrived there by 11:15 I prepared a lunch for me and my friend. I went back to campus to study at library then I went to my room at 20:00 I arrived there at 20:15 then I prepared a supper then I studied for 2 hour after I studied I went to bed by 22:00.
Noticeable 6:	As a young person I must enjoy my self. Yes I drink, smoke and all that kind of things. But I always manage my time, meaning using it wisely, "first things first and party time later". And oh … about smoking I want to quit but it is hard for me now. I belive smoking is a bad habit. But hofull by the end of this year I will find a way to quit this bad habit. And ever one close to me belives that too family, friends ect.
Noticeable 7:	A blessed day it was yesterday as we saw Tata Nelsome Mandela reach an age that many of us could not. It was a humble experience to be part of the 67 minutes that was dedicated to helping the needy in your community and today we were just tiding up. Given the chance to come do it again. I would because we live with people and the world does not revolve around one person so we as people need to help each other in terms of moving forward.
Distinguished 1:	No classes for the next two days because we have to attend this workshop. The workshop is about Step Up Programme. This programme is set up to help first year student to help them or rather to advise them on how to adjust to tertiary education. It is a good idea but hello, we are in April already. Don't you think we would have catched the drift of how university is already? Nevertheless I am enjoying the programme, because firstly no school work and we getting food. [Chuckling] No, I am just kidding. We are learning about strategies which will actually help us from this point and on word. This programme reminds me the camp we had back when I was a prefect in primary. The set up of the whole scenario, the mood of the people.
Distinguished 2:	With exams approaching I have no anxiety to study. Or should I say I am not anxious about studing for this oncoming exam and I want a good result. I want to stand out among my peers

and pass with flying colours. I know this goal is worthwhile, so I have to work hard because good things doesn't come easy.

Distinguished 3: I enjoyed all the lectures today I think maybe it was because it was Friday today but overall everything today was just on another level, the weather, the lecturing and people seemed so happy I don't know why, but it was nice seeing everyone chatting with one another.

Distinguished 4: I would like to thank God for what he did for me. Dear God, my heavenly father. Thanks for everything, I am running out of words, the human alphabet would not be able to describe you and the numbers is not enough to count what you did for me but I am so happy and greatful to have you in my life. Thanks God for the parent you gave me, for keeping them together for more than 30 years, for the education, foods you supplied to me via them and for the amasing siblings you gave me including the love that You place in us for each and other. Thanks for keeping me under a good family influence and under your world. Thanks for your blood on calvary and thanks again for choosing me in this word. Sometimes, I just think, why not me? Why am I not involve in drags, killer, rapes, stealer and all those stuffs out there ??? but I know is only for Your mercy and love upon me. Thanks for supporting me at school, highschool, college and now university. I know is a privilege because others wish to be like me. Thank you for keeping me under the roof and supplying me with foods and never slept craving. Thank you for paying for my college and university as my parent couldn't afford it. Thank you for protecting me on my motorbike for 4 years because other people die, loose their legs as some of my friends, living on the hospital bed but you always protect me a lucky one. Thanks for the intelligent and wisdom, you gave me for free and could see how a lot of people testify about it on my daily life. I might lose anything but notYou because You can provide anything and make a way any where. I will never be able to pay you back because there is nothing to give You, if only my life. I surrender in You and love you my dear God, and I am so proud to be a Christian. Please protect me and support me for the coming years. I love my God.

Distinguished 5: Dear Diary,

So my first day back. I haven't had much time to write we busy doing renovations and the house is a mess. But good news is I feel much better and happier than before. I'm just taking it day by day not over thinking anything. But truthfully I have been thinking about my ex a lot and he has messaged me, called me but I can't respond. No wait, I don't want to respond. I'm in good space. Got my marks back and I improved all my marks! I didn't pass my ABS but my mark went up by 10% from the last

term so I'm happy, shows improvement. I'm on cloud nine. Things are looking up! Most definitely!

Distinguished 6: Monday morning bright and early I get ABS. I have class till 11 that day. I then use the rest of my time to do research or get up to date with work.

Distinguished 7: Most of my day was a complete and utter waste. It started out lazy, boring, and not to mention bad. However, later today, I ran into an old colleague of mine from high school. We spoke and caught up. It was great to see her again. The bad faded away and happiness overwhelmed me. Nonetheless, although my day started out as a bad dream, I managed to share good memories filled with joy and happiness that made my day better.